

Scottish International Conference on Multidisciplinary Research and Innovation – SICMRI 2026

WAYS OF WORKING ON LEARNING TASKS THAT DEVELOP CORRECT WRITING SKILLS IN PRIMARY EDUCATION

*Subkhanova Sanobar Abduhalim qizi,
Researcher, Navoi State University*

Abstract:

This article discusses the content of forming correct writing skills in primary school pupils and methods of developing learning tasks. It analyzes the principles of creating a system of exercises and tasks aimed at improving orthographic literacy, as well as the step-by-step implementation process. In addition, types of tasks based on auditory, visual, creative, and information technologies are presented with examples. The article emphasizes ensuring pupils' active participation, developing independent thinking, and forming competencies of self-analysis of their writing. The results of the study contribute to the effective organization of literacy lessons in primary education and the development of written speech culture among pupils.

Keywords: primary education, correct writing skills, orthographic tasks, literacy, creative writing, interactive methods, information technologies.

Introduction

The formation of correct writing (orthographic literacy) skills in primary school pupils is one of the main goals of mother tongue education. Written speech is an important indicator of a pupil's thinking ability, speech culture, and mastery of language rules. Therefore, teachers should take into account pupils' age, psychological, and cognitive abilities when designing learning tasks.

The research of N. Murodova also shows how regional dialects hinder the development of correct writing skills. In the Tashkent region, for example, the letter "o" is often incorrectly replaced with "o", and "h" is often replaced with "x", which are among the most common spelling mistakes. After assessment tasks, the teacher can focus on these issues by working with dictionaries or compiling word lists containing problematic letters. Studying the regional dialect and designing special tasks for improving correct writing skills helps develop practical competence and facilitates the learning process.

One of the most common mistakes among primary school pupils is the confusion between the letters "x" and "h". Many dictionaries and monographs have been developed to address this issue. For example, the "Spelling Dictionary of Words with 'X' and 'H'", edited by Asror Samad, which contains 7314 words, provides useful material for mastering the correct usage of these letters.

In this regard, the views of G'. Hamroyev are also important. The scholar notes that difficulties still exist in teaching pronunciation of certain vowels and consonants due to dialectal differences. He emphasizes that phonetic exercises are an effective way to develop correct pronunciation and spelling skills. According to him, there is a lack of a systematic approach to developing speech skills in current textbooks, even though they are structured according to linguistic levels and continuity principles. Therefore, it is necessary to develop a systematic mechanism for forming oral and written communication skills.

In this sense, correct writing skills have the following meaning and significance:

Primary education is the most important stage in the development of written speech. In particular, correct writing skills form the basis of pupils' general literacy and ability to express ideas clearly and fluently. Therefore, it is important to develop scientifically grounded learning tasks aimed at improving spelling skills in mother tongue lessons.

Firstly, the analytical-synthetic method. In this method, pupils divide words into syllables, analyze sound-letter relationships, and examine word structure to master correct spelling.

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Secondly, the problem-based learning method. For example, pupils are given a text containing errors and are required to find and correct them. This develops independent thinking skills.

Thirdly, didactic games. Games such as “Find the Correct Answer,” “Identify the Error,” and “Word Formation” help pupils learn spelling rules with interest.

Fourthly, the integrative approach. Linking mother tongue lessons with reading, visual arts, or environmental studies helps strengthen spelling skills through writing tasks.

Fifthly, the use of information and communication technologies (ICT). Interactive exercises, tests, and mobile applications help improve pupils’ writing literacy.

Table 1

Method	Type of task	Content	Purpose	Expected result
Analytical-synthetic method	Syllable division, sound-letter analysis	Dividing words into structural parts, identifying sounds and letters	Understanding spelling rules	The pupil writes words correctly
Problem-based learning method	Finding and correcting errors	Editing a text containing mistakes	Developing independent thinking	Ability to identify and correct errors is formed
Didactic games	“Find the correct answer”, “Continue the sentence”	Forming words and sentences through games	Increasing interest	Pupils become active and motivated
Integrative approach	Text writing, picture-based writing	Writing tasks connected with other subjects	Ensuring interdisciplinary links	Speech and writing develop in harmony
ICT-based approach	Interactive exercises, tests	Performing tasks using computers and mobile applications	Developing modern skills	Fast and independent learning develops
Reproductive method	Copying, dictation	Writing ready-made texts and listening-based writing	Strengthening spelling skills	Writing speed and accuracy improve
Creative approach	Free writing, story writing	Creating texts based on independent ideas	Developing written speech	Literate and meaningful writing is formed

Conclusion

Xulosa qilib aytganda, boshlang‘ich sinflarda to‘g‘ri yozish malakasini rivojlantirish o‘quv topshiriqlarining mazmuni, shakli va metodik jihatdan to‘g‘ri tashkil etilishiga bog‘liq. Zamonaviy pedagogik yondashuvlar asosida ishlab chiqilgan topshiriqlar o‘quvchilarning

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imloviy savodxonligini oshirishda samarali natija beradi. To'g'ri yozish malakasini shakllantirishda tizimli, bosqichma-bosqich va qiziqarli topshiriqlardan foydalanish o'quvchilarning yozma nutqini rivojlantirishda muhim omil hisoblanadi. Boshlang'ich sinf o'quvchilarida to'g'ri yozish malakasini rivojlantirish uchun o'quv topshiriqlari tizimli, bosqichma-bosqich, yosh xususiyatlariga mos tarzda ishlab chiqilishi lozim. Dars jarayonida turli interfaol, ijodiy va texnologik yondashuvlar uyg'un qo'llanganda, o'quvchilarning savodxonlik darajasi, yozma nutqi va tafakkuri bir maromda rivojlanadi.

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