



e-ISSN: 2319-8753 | p-ISSN: 2347-6710

IJRSET

International Journal of Innovative Research in
SCIENCE | ENGINEERING | TECHNOLOGY

INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

Volume 11, Issue 11, November 2022

ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA

Impact Factor: 8.118

9940 572 462

6381 907 438

ijirset@gmail.com

www.ijirset.com



The Role of Dictations in the Development of Students' Written Speech in the First Class

Daughter of Abdulkhayeva Musharraf Usmonjon

Teacher of the Department of Primary Education of the Kokand State Pedagogical Institute, Uzbekistan

ABSTRACT: this article is about the role of dictations in the development of students' written speech in the first grade. It contains information about written speech, the role of dictation in the development of written speech, dictation from first graders, the methodology of dictation and their importance.

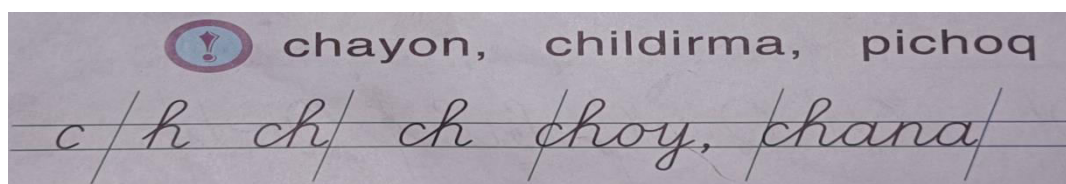
KEYWORDS: dictation, speech, written speech, oral speech, dictionary dictation, free dictation, emphatic dictation, demonstrative dictation, explanatory dictation, phoneme.

Speech is a type of human activity, the use of thinking based on language tools (words, phrases, sentences). Speech acts as communication and message, expressing one's thoughts with emotions and influencing others. Writing is also a material medium of speech. But writing is not a special type of language, writing is a special way of using language. We use the same sound language both in spoken and written speech. Oral speech is a speech intended for perception by means of auditory organs. Written speech is a speech designed to visually perceive sounds, words, sentences with the help of letters and symbols. Based on this, the basis of written and spoken speech consists of sounds, letters and symbols. Oral and written speech are always closely related, oral speech begins to develop when a child begins to speak, and written speech develops when a child learns to write. A child's written speech mainly develops in children after learning to write by the 1st grade of school.

Writing is a way of life and an exploration of the mind. It is ancient. As the famous writer and scientist AbduraufFitrat said, "Language can express ideas and discussions that a person cannot express by other means." In fact, students gradually learn sounds and letters in 1st grade, and learn to write during writing lessons, and by the first half of 1st grade, students can write words independently. they will be able to express their thoughts. During writing classes, students are prepared for the process of writing dictation. As a result, the students' written speech gradually develops.

The process of preparing 1st graders for dictation and developing their written speech as a result is carried out as follows. The following are the most convenient methods during the period of teaching elementary school students to write early literacy. In order to teach the student to write and form a written speech, the teacher must always take care of the formation of oral and written speech. All students entering the 1st grade will not have fully formed oral speech. For example, some students may not be able to pronounce r, q sound correctly. The reason is that the phoneme r or q has not yet been formed in that student. Such students also have difficulty in the process of writing words. But if the teacher deals with them more, he can definitely achieve the intended result. In "Alphabet" classes, students pronounce sounds and letters by sight, and in writing classes, they perceive sounds and letters by writing them with their hands.

During the writing period, students are gradually being prepared for writing dictation. For example, at first, the teacher writes letters and words in each student's notebook, and the students continue to write based on what the teacher writes. The teacher writes the learned letter and related words on the board, and the students prepare for dictation by copying and writing the words written on the board or by copying the words given in the book into the notebook and their written speech is formed.



1st graders will be able to write 7-8 words by the end of the 1st quarter of the academic year, and 5-10 words by the end of the 1st semester. During this period, more 1st graders will receive vocabulary dictations for each learned letter and sound. Because dictionary dictation is one of the most effective methods that help to develop the written speech of 1st graders.

Dictionary dictation

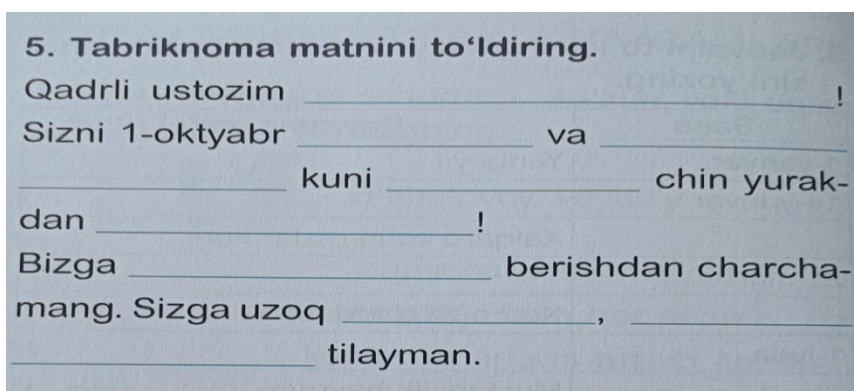
R. Ari, randa, rum, marra, marble, Barno. Fame, that's the finish line.

Y. country, road, heart, corridor, shirt, camel. Laila played Diyora.

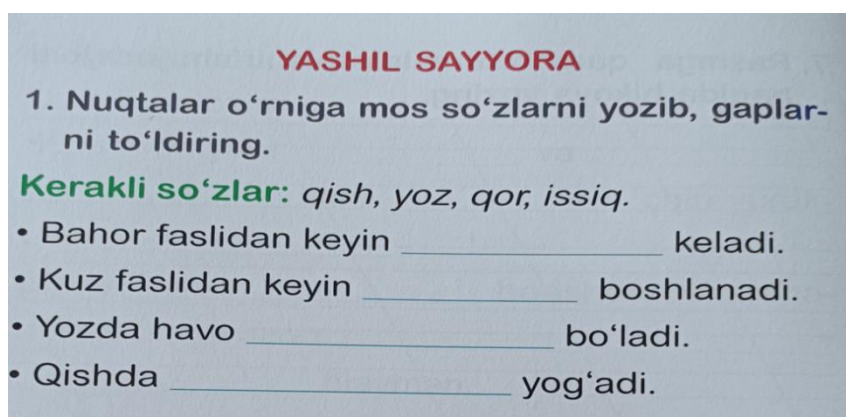
After the end of the literacy period, a new subject of mother tongue and reading literacy begins.

All tasks given in the textbook of mother tongue and reading literacy are aimed at forming students' oral and written speech and develop students' dictation writing skills.

In the newly released textbook of mother tongue and reading literacy, many tasks are given based on the development of students' written speech, which will form the ability of students to think independently and freely.



Students write this task independently by putting words instead of dashes. In another type of task, ready-made words are given, and students write the appropriate ones from the given words.



By completing these tasks given in the book Mother Language and Reading Literacy, students develop free and creative dictation writing skills. Free and creative dictations form the skills of mastering the rules and appropriate application in writing, and play an important role in the formation and development of students' oral and written speech.

As a result of doing such exercises to the students, they will develop written speech and dictation writing skills.

I believe that the role of dictations in the development of students' written speech is extremely important. Because when the student can write words, phrases and sentences without mistakes, then he can fully explain and express his thoughts to others in writing. Therefore, it is necessary to pay special attention to teaching 1st graders to read and write, to develop oral and written speech, and to develop thinking activities. Teaching dictation is one of the



most important tasks in developing students' hearing and visual abilities. In the first grade, after students learn a few sounds, vocabulary dictation begins by teaching them to listen and write words consisting of two or three sounds.

Dictionary dictation

It is taken with words such as father, mother, mother, in, non, horse, and in.

Nowadays, we can also use picture dictation for 1st grade students in the course of the lesson. Different pictures are shown to students. And children express the shown pictures in writing with words. By taking picture dictation, the written speech of elementary school students is developed. The better the students learn to write pictorial dictation, then they will be able to express their thoughts to others through written speech without difficulty, and will be able to clearly and clearly describe the events happening around them through written speech.



Little by little, instructional, emphatic and explanatory dictations begin to be obtained using small words. For example:

Our family

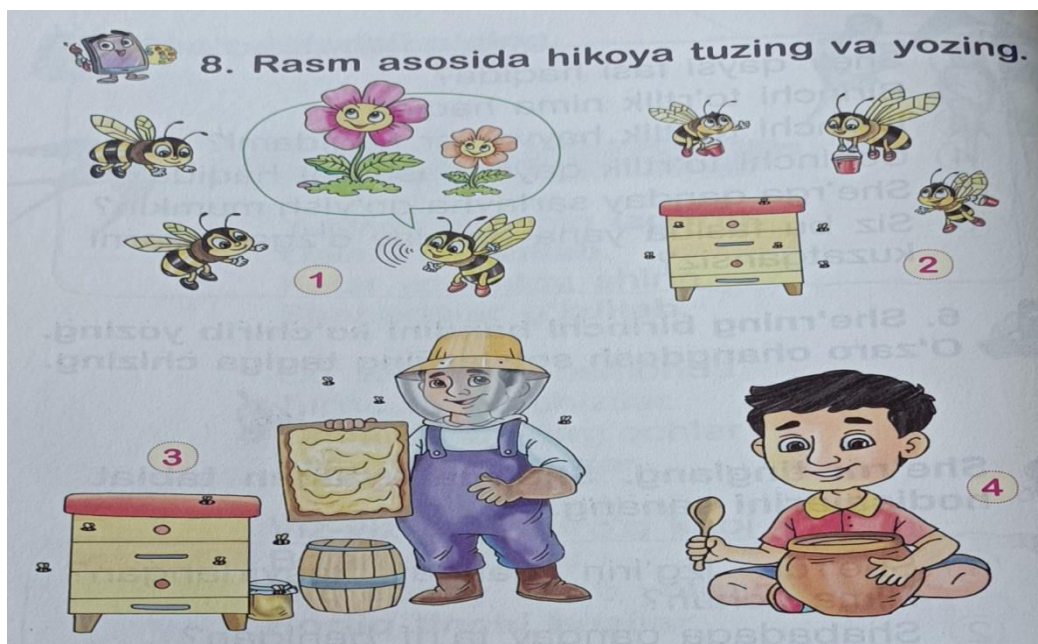
Our family is big. I have a grandmother, father, mother, brother and sister. We are kind to each other.

It's raining

A cloud appeared in the sky. It rained. The dust settled. The air cleared. The rain stopped. The sun came out.

We can use emphatic, demonstrative and explanatory dictations to reinforce the rules of the topic learned during the lesson. It is necessary for students to write in full compliance with the rules of etiquette in the process of writing dictation.

Teaching 1st graders to write free dictation is one of the most effective ways to develop students' written speech. In free dictation, in fact, a text is selected and the selected text is read to the students, and the students write without changing the content of the text. I use pictures in the process of free dictation from 1st graders.



For this, students are given the following set of pictures. Pupils write short stories based on the sequence of given pictures. Using pictures in the process of writing free dictation, the ability of students to think visually, distinguish colors, and correctly choose the sequence of processes is formed. Free dictation expands students' thinking and worldview, improves independent thinking, ability to perceive and organize their thoughts and express them in written form.

I believe that informational dictation plays an important role in the development of written and oral speech of first graders. In informational dictation, some scientific news is described in the text of the dictation, and the teacher receives informational dictation in order to familiarize students with this news. Informational dictation is obtained by speaking and writing like other types of dictation. At the end of the written work, a conversation can be held with the students about the content of the text or the content can be spoken to a student. I use informational dictation in order to provide information about an event, inform about the news and conduct discussions on them. Because the child is interested in everything and events. Everyone wants to learn more about everything they see and hear, and learn new concepts.

Bukhara

There are monuments such as Labihovuz and Kokaldosh in the city. Travelers walk along the Shahrukh stream.

By taking this dictation text called "Bukhara", I will introduce the students to the monuments and develop the oral and written speech of the students by having joint conversations about them.

Information dictation can also be used to teach first graders about place names and to explain why place names are capitalized.

Opposite

Karshi is an ancient and modern city. A railway passes through the city of Karshi. The railway connects Karsh with the cities of Tashkent, Fergana, Samarkand, Bukhara, Termiz.

By writing informational dictation text about place names, students' imagination expands. After writing the dictation, the knowledge gained by exchanging ideas about which regions will be connected by the railway from Karshicity will be strengthened by conducting a conversation. As a result of these, students' written speech is formed.

My sister

Have you ever seen a ladybug?

The color of the khonqizi beetle is red, and there are seven spots on it. This color does not change until the end of life.



In this type of informational dictation, the text of the dictation is very interesting, so it causes intense discussions during the lesson. Through the Khanqizi text, students learn a number of information about the Khanqizi beetle, and students' oral and written speech develops.

I believe that dictionaries play an extremely important role in developing the written speech of first graders. For this reason, I appoint each student to always carry a notebook with him so that he can write down dictionaries. This is the "dictionary and me" method. Its content is that after the lesson topic is over, the students write down the words they don't understand, the words that are difficult to write, and read the words they wrote in the dictionary books to me. They give I will re-explain the meaning and spelling of that word. Through this, students' knowledge is further strengthened and it leads to the development of oral and written speech.

The method of taking dictation has its own characteristics, and it requires great pedagogical skills from the teacher. The reason is that the child who has entered the first grade for the first time has not yet lost his childhood habits of cheerfulness and playfulness. For this reason, it is necessary for the teacher to make extensive use of various methods and games in each lesson. Before taking dictation, the teacher should be able to attract the student's attention. If the teacher does not prepare the student to take dictation, he will never achieve the desired result.

REFERENCES

1. K.Q.Qosimova, S.Matchonov, X.G'ulomova, Sh.Yo'ldosheva, Sh.Sariyev. Onatilio'qitishmetodikasi. – Toshkent. – B.300.
2. P.I.Ivanov, M.E.Zufarova. Umumiy psixologiya. – Toshkent. 2014. – B.235.
3. G'.Ernazarov. Boshlang'ich sinflarda onatilio'qitishmetodikasi. 4-nashr. – Toshkent. 2013. – B.24.
4. D.Eshonqulova, G.Rahmatova. Diktantlarto'plami. – Toshkent. 2018. – B.81.
5. Q.Abdullayeva, S.Rahmonbekova. Diktantlarto'plami. – Toshkent. 2011. – B.27.
6. G.Ziyodullayeva, M.Mamadiyeva, Diktantlarto'plami (O'qituvchilar uchun qo'llanma). – Toshkent. 2012. – B.6.
7. T.G'afforov vaboshqalar. Onatili: 1-sinf uchundarslik. – T. "Sharq", 2012. – B.59.
8. Жамолиддинова, Д. (2009). Бадиий нутқда парантез бирликларнинг семантик-грамматик ва лингвопоэтик хусусиятлари: Филол. фан. номз... дисс. автореф. Диссер. автореферат. Тошкент.
9. Jamoliddinova, D. M. (2020). TERMINOLOGY AND PROFESSIONAL VOCABULARY. Scientific Bulletin of Namangan State University, 2(10), 294-298.
10. Jamoliddinova, D. M. (2011). Semantic-grammatical and lingvopoetic features of parentheses units in artistic speech. Tashkent: Fan, 93.
11. Джамолиддинова, Д. М. (2020). ТЕРМИН ВА СЎЗНИНГ ФАРҚЛИ ХУСУСИЯТЛАРИ. МЕЖДУНАРОДНЫЙ ЖУРНАЛ ИСКУССТВО СЛОВА, 3(5).
12. Jamoliddinova, D. (2020). The poetical actualization of terms in the literary works (As the sample of the works of askadmukhtar, abdullahkahhor and ulmasumarbekov). International Journal of Psychosocial Rehabilitation, 24(6), 2597-2602.
13. Жамолиддинова, Д. М., & Тожибоева, Ш. Р. (2016). THE SEMANTIC AND GRAMMATICAL PROPERTIES OF PARANTEZ. Учёный XXI века, (4-1 (17)), 67-68.



INNO SPACE
SJIF Scientific Journal Impact Factor
Impact Factor: 8.118



ISSN INTERNATIONAL
STANDARD
SERIAL
NUMBER
INDIA



INTERNATIONAL JOURNAL OF INNOVATIVE RESEARCH

IN SCIENCE | ENGINEERING | TECHNOLOGY

 **9940 572 462**  **6381 907 438**  **ijirset@gmail.com**



www.ijirset.com

Scan to save the contact details