



DEVELOPING SPELLING LITERACY BY INCREASING THE VOCABULARY OF PRIMARY STUDENTS

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Abstract: *This article discusses the issues of developing spelling literacy in primary school students by increasing their vocabulary. At the primary school level, students are important in writing correctly, understanding the meaning of words, and forming written speech. Expanding vocabulary helps to consciously master spelling rules and reduce errors in written speech.*

Keywords: *primary education, vocabulary, spelling literacy, written speech, increasing vocabulary, spelling errors, teaching methods, didactic games, literary texts.*

Today, one of the important factors in improving the quality of education is to increase the comprehensive creativity of students. In this regard, the main priority methods for increasing the creativity of primary school students are conscious teaching, cultivating speech culture, and harmoniously conducting written and oral speech exercises. In turn, working with dictionaries is also one of the important factors in increasing creativity. Because working with dictionaries reveals the ability to observe in students, improves their speech culture, expands their thinking and worldview, increases their vocabulary, and improves students' literate writing skills. Lexicography studies important issues such as all words in the language, their history, interpretation, and spelling. Dictionaries have been created since ancient times. For example, we know from history the "Divoni Lug'atit-Turk" dictionaries created by Mahmud Kashgari in the 11th century, and the "Abushqa" dictionaries created in the Ottoman Turkish language in the 16th century.

A word is the basic unit of language that conveys meaning. Words and word combinations express concrete things, abstract concepts, and emotions. The sum of all words and phrases in a language is called vocabulary or lexicology. Lexicology is the branch that studies the vocabulary of the Uzbek language. Lexicology studies the meaning-expressing properties of words in the dictionary in speech, their activity of use, their enrichment, the obsolescence and loss of use of some words, and the phenomenon of meaning transfer. For this reason, lexicology is the linguistic basis of methods for working on vocabulary. The richer and more developed a person's vocabulary, the richer his speech will be, and he will have ample opportunities to express his thoughts clearly and expressively. Therefore, the richness, diversity, and mobility of vocabulary are important conditions for the successful development of speech in the methodology.

The main source of enrichment of the student's vocabulary is, first of all, the environment surrounding him, nature, people's lives, educational activities, communication with adults and peers. As a result of interacting with nature and people, the child learns words, phrases, figurative expressions, proverbs, wise sayings, and turns them into his own words. Although methodological recommendations on general guidelines, directions, and sources for working on vocabulary in primary education have been developed, they are not yet in a satisfactory state. Special lessons are not allocated for working on dictionaries. Developing spelling literacy by increasing the vocabulary of primary school students is one of the most important tasks of the educational process. Because it is at the stage of primary education that children's skills in reading, writing, thinking correctly, and expressing their thoughts in writing are formed. The knowledge gained during this period directly impacts a student's success in subsequent stages of education. Vocabulary is the set of words that a student knows, understands, and can use in speech. The richer a student's vocabulary, the deeper he or she understands the meaning of words and makes fewer mistakes when writing them. A

child who does not know the meaning of a word will have difficulty writing it correctly, which will lead to an increase in spelling errors. Therefore, working on vocabulary plays an important role in developing spelling literacy. In primary grades, it is necessary to use various effective methods to increase vocabulary. In particular, it is important to introduce new words, explain their meaning, and teach students how to use words in sentences and texts. Writing vocabulary dictations, dividing words into syllables, and conducting sound and letter analysis help to strengthen spelling rules. Also, creating stories based on pictures, word games, riddles, and didactic games increase children's interest and help expand their vocabulary. Working with literary texts is also important in developing spelling literacy. Fairy tales, stories, poems and proverbs increase students' vocabulary and form a culture of speech. By asking questions and answering questions based on the read text, retelling its content, and extracting new words from the text, students learn the correct spelling and use of words. The teacher's role in this process is very important. The teacher must organize lessons in an interesting and effective way, taking into account the age and psychological characteristics of the students. Regular work on each new word, encouraging students' independent thinking, and developing their written speech lead to an increase in spelling literacy.

The following methods are effective in increasing the creativity of elementary school students when working on dictionaries:

1. A work of art is the most important and reliable source for improving students' speech. The teacher should teach students various fairy tales during the week, identify unfamiliar words, explain their meaning, and have them write down and memorize these words before reading the next work of art. Because children master the Uzbek language through high artistic images.
2. Clarify students' vocabulary. This includes the following: 1) fully mastering the meaning of words that the student has not mastered thoroughly, that is, introducing these words into the text, comparing them with words that are close in meaning, and

clarifying their meaning by choosing antonyms; 2) mastering the ironic meaning of words and words with multiple meanings; 3) mastering synonyms of words, semantic aspects of synonymous words; 4) mastering the meaning of some phraseological units. 5) Activating the dictionary, that is, transferring words from the inactive dictionary, the meaning of which students understand, but do not use in their speech activity, to the active dictionary.

In conclusion, the development of spelling literacy by increasing the vocabulary of primary school students is a continuous and systematic process. By organizing this process correctly, students develop the skills of correct writing, rich speech and literate written speech. As a result, students grow up as individuals who can easily absorb knowledge and express their thoughts fluently and correctly in the subsequent stages of education.

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