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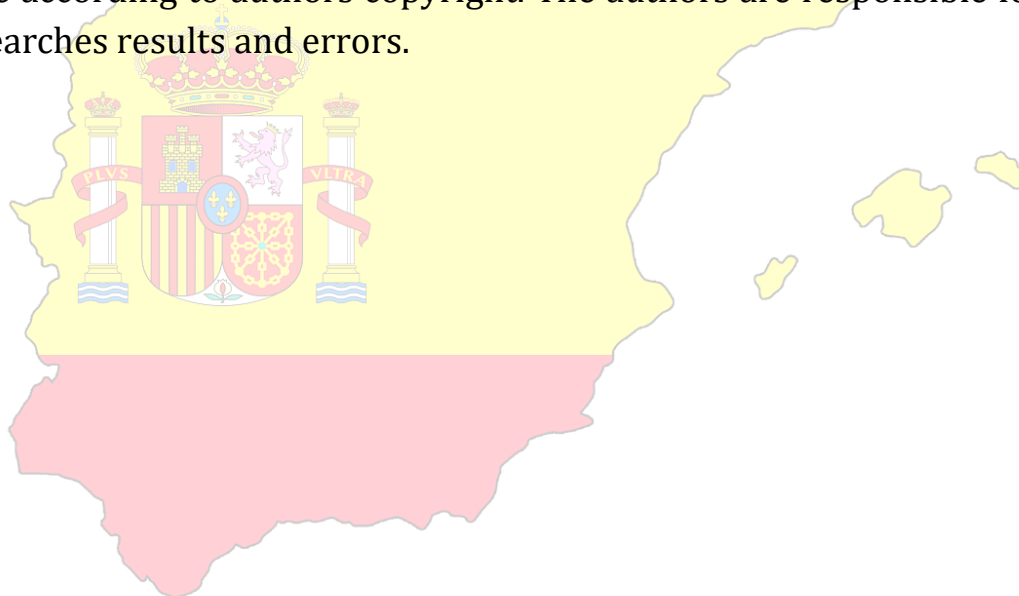


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MODEL FOR USING INSTRUCTIONAL TASKS TO DEVELOP CORRECT WRITING SKILLS IN PRIMARY EDUCATION

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Abstract: This article discusses a model for using instructional tasks aimed at developing correct writing skills in primary school students and its structural components. It analyzes the principles of designing a system of exercises and tasks focused on improving orthographic literacy, as well as the step-by-step processes of their implementation. Additionally, types of tasks based on auditory, visual, creative, and information technologies are illustrated through examples. Particular attention is given to ensuring students' active participation, as well as developing their independent thinking and self-assessment skills in writing. The research findings contribute to the effective organization of literacy lessons in primary education and to the development of students' written communication competence.

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

Introduction. The development of correct writing skills in primary education is achieved through the purposeful and systematic use of instructional tasks. This process consists of several stages, each contributing to the gradual development of students' written speech.

At the initial motivational stage, students' interest in writing is stimulated. Simple tasks such as forming words based on pictures, writing heard words, and distinguishing between letters and sounds are used to prepare students for writing.

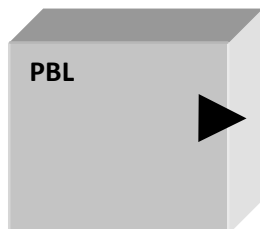
At the consolidation stage, students perform more independent tasks, such as continuing a text, identifying and correcting errors, and peer-review activities, which further develop writing skills. The final stage is assessment and evaluation. Here, students' writing proficiency is measured through dictations, short essays, or tests. Overall, when the model of instructional tasks is organized based on consistency, repetition, and practical orientation, it effectively develops correct writing skills in primary school students.

Speech, whether oral or written, serves as a key means of communication in society and influences interpersonal interaction. The effective use of language is a skill in itself. The main goal of mother tongue education is to ensure the practical application of linguistic rules in various contexts. In teaching these rules to primary school students, instructional tasks play a crucial role. Therefore, such tasks should be systematized based on a clear structure.



METHODOLOGICAL BLOK

OBJECTIVE: Boshlang'ich sinflarda to'g'ri yozish ko'nikmasini rivjllantiruvchi o'quv topshiriqlar ustida ishlash



Yondashuvlar: integratsion, informatsion, innovatsion, internalizatsion, kommunikatsion

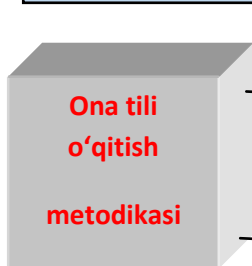
Tamoyillar: ijtimoiy-iqtisodiy yo'nalganlik, ixtiyoriylik, mustaqillik, o'yin, ijodkorlik, tashabbuskorlik, kreativlik, emotsionallik, yangilikka yo'nalganlik, natijaviylik, jamoaga asoslanish, o'zaro hamkorlik, o'quvchilarda bilim va ko'nikmaga asoslangan tashabbuskorlik, ijodkorlik, uddaburonlikni samarali tarkib toptirish

Content-based technological BLOK

To'g'ri yozish: o'quvchilarda to'g'ri yozish ko'nikmasini rivjllantirish, so'zlar va uning morfologik shakllarini to'g'ri qo'llash

O'quv topshiriqlar: ona tili darslarida o'quvchilarni tog'g'ri yozishga o'rgatuvchi mashq va topshiriqlar tzimi

Pedagogik shart-sharoitlar: mashqlar, mustaqil ta'lim texnologiyalari, ijtimoiy, madaniy, moliyaviy bilimlarga asoslangan interaktiv metodlar, innovatsion ta'limiy muhit va vositalar integratsiyasi



To'g'ri yozish ko'nikmasini rivjllantirish

Nutqiy ko'nikmalarini rivjllantirish

Texnologiyalari: "Quintuple" konsepsiyasi, "5Es", "5Cs", "Seasons" baholash rubrikasi

metodlari: Business negotiations, Makerspace, Synectics Foundation, 635 offers market, Financial Delphi, Design thinking

dars shakli: Pair work, Group work, Case study,

dars vositalari: Miming, Pictures, A context sentence, Realia, Cline, Concept questions

Assesment result

Komponentlar

Orfografik, lingivistik, sotsiolingivistik, pragmatik, kommunikativ, raqamli texnologiyalarni qo'llay olish, tanqidiy, tizimli va kreativ fiklash, informatsion va media savodxonlik, shaxslararo va o'z o'zini boshqarish. hisobdor. mas'uliyatli va moslashuvchan bo'lish

criterion

Kompetitiv: raqobatlasha olish, foydali taklif berish, muvaffaqiyatga erishish, aniqlik va noaniqlikka moslashuvchan, noqulay vaziyatlarni yengish qobiliyati

Kollaborativ: hamkorlikda buxgalteriya, moliya, texnologiya, marketing, strategiyani ishlab chiqish, strategik sheriklarni aniqlash, tavakkalchilik qobiliyati

Kognitiv: idrok etish, shaxsiy uyg'unlikni bilish, vaziyatni baholash, uzoqni ko'ra olish qobiliyati

Degri

Bilim + Ko'nikma + Malaka = Kompetensiya

Result: To'g'ri yozish kompetensiyasi rivojlangan o'quvchi

The development of instructional tasks aimed at improving correct writing skills must be grounded in pedagogical, psychological, theoretical, practical, and methodological approaches. Tasks should not be random or episodic but should reflect spelling rules within a structured system.

Some commonly used tasks in textbooks, such as “underline,” “copy,” and “read,” although useful, may become repetitive and reduce students’ interest. While these tasks help develop basic skills, their simplicity and uniformity may limit students’ comprehensive learning. Therefore, it is important to supplement them with engaging and developmental tasks tailored to the topic and content.

Instructional tasks should reflect the spelling rules of the Uzbek language while also contributing to students’ moral and educational development. Students should gain not only academic knowledge but also life skills and ethical values through these tasks. As stated in Eastern philosophy, “Education cannot be separated from upbringing.”

The content of tasks should be meaningful and rich. Through completing tasks, students should acquire both writing skills and life-related knowledge. Folklore materials such as proverbs, sayings, tongue twisters, and riddles can be effectively used.

For example, tongue twisters play an important role in developing both oral and written speech. When used in writing tasks, they help students practice difficult sounds and similar word structures, enhancing orthographic awareness. For instance, writing the tongue twister “Shoshih sho‘r sho‘rva ichgan sho‘x sho‘rdanak” helps students learn correct spelling of words with similar sounds and letters, while also improving concentration and visual memory.

Thus, spelling and orthography are closely interconnected in developing correct writing skills.

Conclusion: In designing instructional tasks, both educational and moral aspects should be considered. Materials such as words, sentences, texts, and images must be carefully selected to ensure they are appropriate and beneficial for students. Texts should be engaging and suitable for primary school learners, preferably selected from children’s literature. Additionally, using resources such as children’s encyclopedias can enhance learning, as they provide interesting information and introduce new vocabulary with complex spelling patterns. This allows students to simultaneously learn word meanings and correct spelling forms.

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