

MODERN METHOD IN TEACHING MOTHER LANGUAGE LESSONS - USING THE CACOGRAPHY METHOD

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Abstract

The article discusses the question of teaching the students the spelling rules on the basis of the method of cacography, i.e. the method of basis of error, correction of the texts which contain errors entered intentionally.

Keywords: spelling, spelling rules, intentionally, exercises, error, correction, thought, cacographical method

INTRODUCTION

Today's intense era requires every person to diligently study, learn science and craft from childhood. Based on this demand, a unique educational system was created in our country: the Law "On Education" and the "National Program of Personnel Training" were adopted. Among other areas of education, mother tongue education has a special place in them.

The mother tongue teaches the student to think independently, to fully express his thoughts orally and in writing. The student's level of literacy, his place in social life is built on the basis of knowledge and skills acquired from his mother tongue.

It is known that each national language, in addition to adequately reflecting the material world, also fully expresses the spiritual world, its sorrows and joys. A person has the opportunity to express his attitude towards everything, and this opportunity is always revealed through certain forms of language.

LITERATURE ANALYSIS AND METHODOLOGY

In order to convey to students the unique sophistication of the language, to make them feel, sense and use it wisely, modern information and pedagogical technologies are being used effectively in the education of the mother tongue, in addition to traditional methods. In the following years, various methods such as brainwriting, brainstorming, brainstorming, boomerang, blitz survey, cluster, case study, and hermeneutic conversation appeared. One such method is cacography.

The word cacography is derived from the Latin words *cacos* - bad, ugly, unpleasant, and *graphos* - to write, and it is a method of teaching spelling to students by correcting mistakes in the text for a specific purpose. Pedagogical and didactic aspects of this method have not yet been revealed. In the Russian language, there are words *KaKofyoHuuecKuu*, *KaKofyoHux*, which in the dictionaries are unpleasant, unpleasant, bad, crazy; comments are made that it is a collection of disharmonious, unpleasant sounds, which gives a negative assessment to the semantics of the word. According to this, it seems that in the cacography method, the stupidity and unpleasantness associated with the

writing is hidden, but from the orthographic point of view, revealing the didactic and pedagogical aspects related to it can shed light on the issue.

Kacography, as one of the interactive methods, helps students to think independently, compare things with each other, search, find a solution to a problem, and most importantly, draw the necessary conclusions on certain topics based on the knowledge and skills acquired in native language classes. Dispels apathy and indifference in students, encourages courage and creativity, eliminates negative characteristics such as muteness, subordination, and inactivity.

The cacography method is especially effective in passing practical lessons related to phonetics, graphics, orthography, lexicon and morphology. For example, it is appropriate to use different tasks in "Consolidation Lessons" or "Revision Lessons" after students have been given enough information about vowels and consonants. The main focus is on the difference between spoken and written words.

It is known from experience that most of the students do not master the spelling rules thoroughly in their mother tongue classes. They get used to writing the words as they are said. Also, dialectal errors in the students' speech affect their literacy. This gradually causes their literacy level to freeze, and words are regularly misspelled.

For example, in the oral speech of the students, words such as price, spring, with, star, theater, question, order, prosperity, pearl, Saturday, responsible, river are used as boho, spring, blan, star, theater, question, Ordin, obot, marvarit, shamba, masul, दौरa, and writing mistakes on this basis are common. This shows that they have enough knowledge and skills in the native language lessons on spelling of vowels and consonants. In order to prevent such errors, after passing the relevant theoretical information on the "Spelling of Certain Vowels and Consonants" in the "Rules of Spelling of the Uzbek Language", the task will be given as follows:

Read the words, find the places where there are mistakes, correct them according to the spelling rules of the Uzbek language, and copy and write them in your notebook.

Correct spelling: accountant, imagination, modesty, honest, dealing, honest, law, rector, conference, computer, meeting.

The following results can be achieved by completing such tasks in the kacographic direction:

- The relationship between the student and the teacher is strengthened;
- Pupils try to remember and recall the knowledge and skills acquired in the mother tongue;
- Compares and contrasts materials;
- Draws conclusions, strengthens orthographic knowledge.

DISCUSSION

The cacography method is especially effective in teaching the spelling of consonants that are often used instead of one, such as h - x, b - p, d - t, z - s. In this case, it is effective to use tools such as showing students the wrongly written words through slides, deliberately writing mistakes on the class board, using handouts with wrongly written words. For example:

Identify the misspelled words, correct them according to the spelling rules and copy and write them in your notebook.

Peace, reserve, desire, condition, betrayal, sincerity, all, all, India, behavior, fantasy

Correct spelling: rest, reserve, desire, condition, betrayal, devotion, various, all, India, behavior, imagination.

The cacography method is also useful in passing topics related to lexicology. In the text, dars-darz, bob-bop, mart-mard, kasr-kasr, karam-karam, halak-halak, kaft-kift, asl-asil, asr-asir, end-end-end, chog are distinguished by one sound. Spelling paronyms like -chok-choh and asking students to correct them will reinforce their knowledge.

Find the misspelled passwords, correct them according to the spelling rules and copy them into your notebook.

If you hurt someone, you will get hurt yourself. March dies once, November - a thousand. The debt comes from both hands. If you carry your mother in your hand, carry your sister in your palm.

Look at the world, who else is as tall as you?

Who else is there like you?

Who else is there to become a nation like you?

If you want to sleep, be a people, my people!

The words choh, mard, momard, kars, kaft, kift, yod in the sentences are written incorrectly. It can be found only by thinking, reasoning, remembering, remembering and drawing the necessary conclusions. This helps to strengthen students' memory and develop their independent work skills.

THE RESULT

Another form of cacography is the correction of misspelled words in a text.

Read the sentences, copy and write the misspelled words according to the spelling rules.

Let your bread be like wheat, and let your words be like wheat. The ear does not get tired of delicious words. Toom's taste is from itself, Adam's taste is from his words. A cold word from the ear goes to the heart and becomes ice. Even if you don't have money, let your words be sweet. A sweet-tongued person has many friends. Even a relative does not like harsh words.

Correct spelling: Don't let wheat be your bread, let wheat be your word. The ear does not get tired of delicious words. The taste of food comes from itself, the taste of a person comes from his words. A cold word that enters the ear goes to the heart and becomes ice. Even if you don't have money, you should have sweet words. A sweet-tongued person has many friends. Even a relative does not like harsh words.

Such tasks stimulate the development of mental and spiritual qualities in students, such as seeing, remembering, comparing things and drawing necessary conclusions.

CONCLUSION

In general, we are the wings of our youth homeland, Uzbekistan. Today we have the only right way to learn the mother tongue. We are required to learn the Uzbek language, which is considered an invaluable asset of our nation, an incomparable jewel of our people's thinking, and to have high oral

and written literacy. To implement the above, the cacography method can give us the desired effect. After all, the era requires both the teacher and the student to search and learn new things.

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