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DEVELOPING LINGUISTIC COMPETENCE OF STUDENTS THROUGH ADAPTIVE TEACHING OF SPELLING IN PRIMARY SCHOOLS

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Abstract

The article discusses the growing demands on the grammar and spelling training of primary school students today and the high coefficient of methodological science. As well as the application of knowledge in specific contexts factors contributing to the creation of technologies that enable creative thinking, and information on the potential possibilities of an adaptive approach involving the use of targeted software tools.

Keywords: spelling, technology, adaptive teaching, linguistic competence, grammar, information, computer, software pedagogical tool.

Introduction

In the current era of rapid globalization of the information process, special attention is paid to the introduction of new technologies in the education system of the country and the effective use of information resources in the educational process. The renewal and democratization of society, the fact that the process of education and upbringing in Uzbekistan has become a priority of state policy, show a growing sense of responsibility for improving the quality of education. As the President of the Republic of Uzbekistan Sh.M.Mirziyoev noted, “When we talk about our lives today and tomorrow, of course, we are all talking about our children, who are the successors of our future, their educated, modern professions, physical and mental health. We think about growing up to be perfect. Indeed, every child is a delicate plant that grows and matures and needs care. That fact must be taken into account".

The Main Part

My interest in teaching spelling in the educational process in the process of implementing the updated education system is very important both from a didactic and linguistic point of view. In this regard, the laws of spelling for primary education have not been sufficiently studied, in particular, to what extent the

adaptive teaching of spelling skills to primary school students can be adjusted depending on the requirements for language components. In order to identify the leading trends in the informatization of mother tongue education in the primary grades, it is necessary to study the conditions of its implementation. The first of these conditions is the improvement of computer literacy of students, the training of highly qualified teachers, the second is the modernization of existing forms and methods through the use of educational pedagogical software (SPT), the third is information.

changing the content of education (the ratio of theoretical knowledge and practical skills in the formation of spelling skills) to provide adaptive learning based on the use of technology, the introduction of new forms and methods.

Lack of a single approach to the problem of the system, which is based on the individual characteristics of primary school students, including the level of knowledge, skills and abilities, allows to adjust the curriculum, adaptive promising technologies of Uzbek spelling does not allow to create.

Some aspects of adaptive teaching of spelling have been studied at various levels by Russian scientists such as TKDonskaya, LILarionova, VKLomaryov, LKBazarova, LVSaveleva, Uzbek scientists such as K.Kasimova, N.Nazarova, A.Abdukodirov, U.Begimkulov. learned. In our opinion, the functional function of software and pedagogical tools in the adaptive teaching of spelling in primary school using information technology is to provide educational information and master the topic, taking into account the individual capabilities of students and what they like. consists of SPT usually assumes that the assimilation of new information takes place when students have feedback on the program. Despite many years of experience in the use of software (DV) for educational purposes, its potential has not yet been fully explored. This is due to the lack of a theoretical basis for the creation and application of computer-based education, and the lack of a set of classifications, typologies and requirements for some SPTs. AVVlaselenkov describes: "Learning algorithms are logical structures that reveal the content of the student's thinking in solving problems of a given type and serve as a practical guide for the formation of skills or the formation of concepts." . It's a learning algorithm, a thinking that's needed to develop a problem

understands the sequence of operations. The didactic direction of the software depends on the setting of educational goals and objectives. The following types of SPTs are distinguished by their functional orientation: demonstrators, consultants, exercise trainers; control programs; information-test; exercise;

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coach; information; communication; mixed SPTs can be classified according to their methodological function as follows:

1. SPTs on the level of formation of educational outcomes: the formation of learning new material (work on skills and competencies); generalizer (systematization and generalization of knowledge); supervisor (diagnosing acquired knowledge; monitoring skills and competencies); combined; assistant

2. SPTs for learning management: manager (directs the learning process); diagnostic (determines the level of mastery); demonstrator (demonstrates learning material); generator (takes into account the knowledge of students, composes a set of questions and assignments for independent work); exercise facilitator (directs students to complete assignments and offers answers to questions); supervisor (knowledge, skills and competencies are monitored).

Each type of DV reflects the methodological purpose of its use in the educational process and the opportunities that accelerate the learning process, raising it to a qualitatively new level.

This typology of DVs is due to a number of factors, the main of which are the need for the teacher to select and compare existing or proposed DVs, to create a hierarchy of complexity, to facilitate various methodological tasks. DVs are divided into the following types according to their methodological function:

- teaching software - the formation of skills and competencies in education, training and practical activities, providing feedback through the use of software tools;
- Trainers - are designed to train skills and competencies for learning activities, independent training. They are usually used to repeat and reinforce previously covered material;
- control software - designed for self-monitoring of the level of mastery of the training material;
- Test programs - used to determine the causes of mistakes of students, to assess their knowledge, skills and abilities, the level of intellectual development.

The information-research software system consists of:

- information software - allows the student to select the necessary information;
- develops information systematization skills;
- simulation software - represents a certain aspect of the study of the functional classification of speech using a limited number of parameters;

- demonstration software - provides a visual presentation of educational material, visualization of the interaction between the studied events, processes and objects;

- learning-game software - designed to make learning situations interesting (for example, to make optimal decisions or develop optimal exercise strategies to build skills). They are designed to help students organize their extracurricular activities and develop their memory. In educational practice, the following can be considered as combined programs with such a mode of work: demonstration mode; exercise regimen; game mode (used for educational purposes and to relieve fatigue); control mode; consultation mode. The task of each program is unique and involves the acquisition and consolidation of spelling based on the analysis of the content of the training material.

The various tasks of these programs are combined with a common approach to solving them, leading to the concept of developmental, problem-based modular education.

based on

There are standalone (not related to a specific textbook) and local (related to textbook topics) programs. There are many textbooks available today that can be used to generalize computer programs into linear, branching, and cyclic algorithms.

Programs are divided into adaptive, partially adaptive, and non-adaptive according to their adaptive characteristics. Adaptive programs allow you to change the way you describe the learning material, depending on the changing learning environment and the level and speed of each student's mastery of the spelling material. The adaptive program has a number of computer-selected options, depending on the completeness and accuracy of the student's answers to certain questions, assignments, comments, recommendations. Combined programs can be called adaptive programming because they are adaptive in nature. For example, the demonstration mode involves the presentation of several options of didactic material, taking into account the characteristics of the perception of young schoolchildren; when there are errors in the training mode for the initial strengthening of spelling skills, more assignments are offered than when they are absent; In the training mode, additional material is offered when students complete assignments quickly and accurately.

Tutorials vary in the degree of freedom of their parts. When using integrated applications, you can access relatively independent modules. One of these

modules (demonstration-exercise program) is the initial acquaintance with the rule and completion of exercise tasks, the second (control-exercise program) is the current control of knowledge, skills and abilities, the third (test program) is the recording of spelling errors in the final control and used to explain.

The teaching module is a logical whole based on the principles of systematic quantization, problem-solving, modularity, cognitive visualization of the educational material and aimed at the study of one or more spelling concepts using various methods organized using computer tools.

Programs vary in the number of components and the order in which they are located. Combined programs consist of four parts: Part 1 - to determine the relevance of certain theoretical information (preparation for the study of spelling rules). Part 2 is a visual demonstration of the new rules and the exercises that can be done accordingly. Part 3 is a simulator that includes spelling analysis exercises. The training should not consist of a large number of examples of the same type. If the learner is confident in completing 5 tasks, he / she will move on to other types of work. Section 4 - Controller. These parts are combined into three modules. The first (demonstration-exercise) module includes parts 1-2, the second (control-exercise) module includes part 3, and the third (test) module includes part 4.

Awareness of the definitions of the rules will help to solve the spelling problem, to set the initial rules, to apply a series of computer program models. They focus on a consistent and thorough study of the components of each rule by identifying familiar, selective, and final features in the definition.

The structure of the first (demonstration) module:

Part 1 - Preparing to Learn Spelling.

Part 2 - Work on the expression of the rule.

Section 3 - The order in which the learned spellings are marked in words.

Section 4 - Primary strengthening of spelling knowledge, skills and competencies.

The second (control-exercise) module includes optional assignments and exercises, as well as support staff. The third (test) module consists of differentiated tasks for which the student is assessed. The program takes into account the need to motivate students. When working with these types of programs, the purpose of the exercise should be clear. From an educational point of view, the development of thinking and intellectual activity develops through the acquisition of certain rules and regulations, psychological spelling analysis.

The initial introduction to the purpose of the activity is carried out with the prior explanation of the teacher when working with computer programs.

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The stages of mental activity for the formation of spelling skills with the help of program-pedagogical tools are as follows: Stage 1 (drawing up a tentative scheme of exercises) involves students mastering the rules. In sections 1-3 of the first module of the program, the spelling exercises are set in a strict sequence. Stage 2 (Exercises in Tangible and Intangible Forms) In the process of working with Section 4 of the program training module, the stages of spelling analysis are performed in writing by performing exercises aimed at the initial strengthening of the rule algorithm. Exercises in the fourth part of the computer program training module - "Primary strengthening of spelling analysis skills" will help to carry out the approximate activity. Stage 3 (shaping the exercises as external speech) is done after the node to work with the first part of the training module in machineless learning. Working with the right didactic material leads to the generalization of knowledge and skills as a rule.

One of the requirements for didactic material for interpretation is the variability of spelling in terms of difficulty. In Stage 4 (formation of external speech) is carried out by independently performing spelling exercises related to speech of an implicit nature and set in the second (control) module of the program. Spelling analysis exercises follow the order given in the description of the rule and reflected in the dynamic table. Stage 5 (mental performance of the exercises) is done through theoretical exercises. Experience in teaching computer programs in primary school has shown that there is a need to follow a certain sequence in their use. This is because internalization (as a rule, the transition of external forms of thought to internal processes in the form of mental exercises) is successful only if it is a step-by-step process.

The omission of at least one of the steps listed above will result in deficiencies in students' ability to apply spelling knowledge in writing practice.

Programs also vary in the nature of the material presented on the screen. They can include only language units (words, phrases, sentences), language material and diagrams, tables and pictures. Spelling programs are based on language material. However, bright visual images, graphic representation, and the dynamic nature of the images (animation) are all good for memorizing material. Combined programs allow you to use computer capabilities to present a variety of visual aids.

There are two types of programs in the methodological literature:

1) programs that record only errors;

2) explanatory programs.

There is no doubt that the second type of software is promising. Because a computer can explain mistakes, show you how to fix them, and guide you to follow the rules consciously. There are several organizational forms of working with instructional computer programs:

1) individual work;

2) work in pairs;

3) group work. Individual work on the computer allows for a differentiated approach. However, in the implementation of the principle of individualization and stratification of teaching in the field of methodology, pair work, group work is not ruled out.

Conclusion

Thus, adaptive-playful and problem-solving tasks focused on individual performance, which include demonstration-exercises, control-exercises, test modules in the study of spelling topics and are able to not only record but also explain errors, the included combined programs give a positive effect.

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