

THE CHALLENGES OF SPELLING IN ENGLISH IN TEACHING AT PRIMARY SCHOOLS

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ABSTRACT

This article discusses language problems among primary school students, particularly focusing on spelling. The research encompasses a broad spectrum of linguistic aspects, including the pronunciation of phonemes and morphemes, the utilization of grammatical forms, as well as spelling and language use.

Key words: *language, English, primary school, spelling, challenges, pupils, grammar.*

АННОТАЦИЯ

В этой статье обсуждаются языковые проблемы среди учеников начальной школы, особенно акцентируя внимание на правописании. Исследование охватывает широкий спектр языковых аспектов, включая произношение фонем и морфем, использование грамматических форм, а также правописание и использование языка.

Ключевые слова: *язык, английский язык, начальная школа, правописание, проблемы, ученики, грамматика.*

INTRODUCTION

Teaching spelling in English at the primary school level is a foundational skill that helps students build literacy and comprehension. Teaching spelling in English at the primary school level can be challenging due to the complex and inconsistent nature of English spelling rules. The challenge of spelling in English is a multifaceted issue that affects learners and native speakers alike.

MATERIAL AND METHODS.

Here are some of the key challenges educators face:

Inconsistent Sound-to-Spelling Correspondence: English words do not always follow predictable rules for how sounds (phonemes) correspond to letters (graphemes). For example, the "ough" combination can be pronounced in many ways, as in *though*, *through*, *cough*, and *thought*.

Silent Letters: Words like knight, psychology, and thumb have silent letters that complicate spelling.

Homophones: Words that sound the same but are spelled differently (e.g., their, there, they're) are often confusing for primary students.

English has many different spelling patterns, some of which can be hard to master. For instance, the sound "ai" can be spelled in many ways, such as in rain, eight, and vein, leading to confusion.

Teaching patterns such as -tion vs. -sion or -ie vs. -ei can be complex because of the variations across words.

English borrows words from many languages, including Latin, Greek, French, German, and others. Each language has its own set of spelling conventions, making English spelling rules difficult to generalize.

For example, words like ballet (French origin) and piano (Italian origin) follow different spelling patterns than native English words.

Spelling requires both visual memory (remembering how words look) and auditory memory (remembering the sounds of words). Students with difficulty in one or both areas may struggle more with spelling.

For example, irregular words like colonel (which is pronounced differently from how it's spelled) are particularly difficult for young learners.

Students have different learning styles and may require varied approaches. Some students may benefit from visual aids (e.g., word walls, flashcards), while others may need more tactile methods (e.g., writing in sand or using letter tiles).

Dyslexia and other learning difficulties can make it harder for some children to grasp spelling rules, requiring additional time and specialized teaching strategies.

With the rise of digital communication, many children rely on spell-checking tools on phones and computers, which can reduce the motivation to learn correct spelling. The prevalence of informal language (texting shortcuts, slang) may also affect how children approach spelling in formal writing.

Primary school students are learning many different aspects of language at once (reading, writing, grammar, vocabulary), and spelling is just one of these areas. The sheer volume of new words to learn and remember can overwhelm some children.

RESULT AND DISCUSSION

Additionally, students may have to master not just spelling, but also punctuation and grammar, which adds further complexity.

Teaching spelling in isolation (as a list of words) is less effective than teaching it in context. However, finding ways to incorporate spelling practice into engaging writing tasks without making them feel like rote memorization can be difficult.

Students may memorize a list of words but struggle to use them correctly in their own writing.

English is spoken in many countries, and there are different spelling conventions in British English and American English (e.g., colour vs. color, centre vs. center). Students may become confused when learning these differences, particularly if they are exposed to both variations.

Some children may feel pressure to perform well on spelling tests, which can lead to stress and anxiety. If they don't achieve the expected level of success, they may develop a negative attitude toward spelling and writing.

The competitive nature of spelling bees or tests can sometimes make children feel discouraged if they consistently struggle with spelling.

Teaching spelling alongside other essential subjects (e.g., math, science, reading comprehension) means that teachers may not have enough time to give focused attention to spelling, especially in larger classrooms with diverse needs.

Some students may require extra time and individual attention, but large class sizes can make this challenging.

Addressing the Challenges:

To overcome these challenges, teachers can:

Use multisensory approaches (e.g., using hands-on materials, visual aids, songs, or movement) to cater to different learning styles.

Provide ongoing reinforcement by incorporating spelling practice in daily reading and writing activities.

Adapt lessons for individual needs, especially for students with learning difficulties or those who may need extra time.

Create a supportive, low-pressure environment for learning, encouraging students to focus on improvement rather than perfection.

Teach spelling in context, using stories, writing exercises, and word games to make the learning process more engaging.

By being aware of these challenges and adapting their teaching methods, educators can help primary school students overcome difficulties and gain confidence in their spelling abilities.

CONCLUSION

In conclusion, it is evident that there are significant deviations in the correct pronunciation and spelling of students in the mentioned primary schools. These

linguistic challenges arise from the diverse dialectal variants that students bring into their new educational environment. Linguistic mistakes made by primary school students often stem from incorrectly formed word patterns in their upbringing environment, perpetuating these errors into their education. The research conducted in the two lower-cycle schools highlights a notable deficiency in correct sound pronunciation and frequent spelling errors among students. The inadequate language mastery and general language culture of students are exacerbated by the insufficient professional preparation of lower cycle teachers and the lack of active student participation in lessons. To address and overcome this challenging situation and to enhance language proficiency and linguistic culture, it is crucial to consider various informational resources. These include radio, television (particularly school broadcasts related to the mother tongue), the Internet, newspapers, magazines focusing on language issues, and pedagogical magazines. These resources play a vital role in improving language education and fostering a better linguistic environment for students.

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