



THEORETICAL BASIS OF IMPROVING SPELLING LITERACY IN PRIMARY STUDENTS

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Abstract

This thesis is devoted to the study of the theoretical foundations of improving spelling literacy of primary school students. The study analyzes the pedagogical and psychological foundations of spelling literacy, effective methodological approaches and modern educational resources. The development of spelling skills serves not only to form written speech, but also to form students' thinking, attention and language culture. The results of the study show the possibilities of systematic and sustainable development of spelling literacy for primary school students through the use of interactive and active pedagogical methods.

Keywords: Spelling literacy, written speech, pedagogical methods, language culture, psychological foundations, interactive teaching.

Introduction

Spelling literacy is the ability of a student to correctly and accurately express his written speech, which is one of the main components of a child's general language and communication skills. The formation of spelling literacy at the primary education stage is important for strengthening students' reading and writing skills, developing speech and thinking activities. During this period, children learn the rules of the language, letters and their correspondence to sounds, and also acquire the skills of writing words correctly and understanding

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the text. In the modern educational process, the process of improving spelling literacy is not limited only to memorizing grammar rules, but also includes the development of the student's thinking, attention, memory and independent work skills. Therefore, it is important to develop effective methodological methods for primary school students based on pedagogical research, psychological analysis and methodological recommendations. Within the framework of this topic, it is relevant to study the theoretical foundations of the development of spelling literacy, determine their pedagogical significance and analyze the possibilities of their application in the modern educational process. Also, the effectiveness of combining various methodological approaches, psycholinguistic research and communicative activities in increasing the level of spelling literacy of students is of particular importance.

The development of spelling literacy in primary school students is relevant in today's educational process. Written speech skills play an important role in the formation of children's reading and writing skills, thinking and reasoning. Students with insufficiently developed spelling have difficulty understanding the text and working with independent written work. Therefore, improving spelling literacy is important for improving the quality of the pedagogical process and developing the language culture of students.

The purpose of this study is to identify the theoretical foundations and effective methodological approaches for improving spelling literacy in primary school students. This will help to develop students' written speech, strengthen their skills in the correct application of grammatical rules, and understand the text. Spelling literacy is the student's ability to correctly express written speech, and its formation in primary school is considered the most important stage. Pedagogical research shows that spelling skills are directly related to the development of students' reading skills and written speech. From a psychological point of view, children's attention, memory, and thinking activities affect their spelling literacy. Therefore, it is important for teachers to organize lessons taking into account the individual psychological characteristics of children. Also, stimulating children's active and interactive activities in teaching spelling rules increases efficiency. Methodological studies show that strengthening spelling rules through exercises, editing texts, and dictations is



effective in developing children's written speech. This not only helps to memorize grammar rules, but also forms the skills of thinking and understanding the text. Thus, a deep study of the pedagogical and psychological foundations of spelling literacy allows you to make the educational process more qualitative.

The methodology for developing spelling skills in primary school is associated with the correct selection of lesson content and methods. Visual, auditory, and motor methods are used to explain to students the correspondence between letters, sounds, and words. Exercises and dictations help children concentrate and strengthen their memory. Also, the use of interactive games and digital resources increases students' interest. Pedagogical experience shows that combining methods, taking into account the individual characteristics of students, is effective. At the same time, it is important to give students the skills of constructive expression and text analysis in the development of written speech. When methodological approaches are systematically used in lessons, spelling literacy is formed stably and firmly.

Spelling literacy assessment is the process of determining students' written speech, grammar and speech rules. In the primary school, tests, dictations, written work and interactive exercises are used as effective assessment tools. At the same time, the individual level of development of students and error analysis allow them to be guided correctly. Based on the assessment results, students can be given additional exercises, summaries and analytical exercises. Modern pedagogical approaches encourage active and independent participation of students. At the same time, spelling literacy can be further improved by involving parents, using homework and online resources. The process of assessing and developing students' written speech serves to strengthen their language culture, thinking and creative abilities.

In conclusion, improving spelling literacy of primary school students is an important and urgent issue of the pedagogical process. Research shows that spelling literacy is a key tool for developing students' written speech, strengthening their thinking and attention, and improving language culture. Therefore, the use of pedagogical and psychological aspects, methodological approaches, and interactive methods in teaching spelling rules in primary school is important. The use of exercises, dictations, and written work, taking into

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account the individual characteristics of students, allows for the sustainable and effective development of their spelling literacy. Also, modern pedagogical approaches, digital resources, and methods of encouraging the active participation of students increase the quality of education. In general, in-depth study of the theoretical foundations of the formation of spelling literacy in primary school students and the use of effective methodological tools serve to develop their written speech and strengthen language culture. Thus, improving spelling literacy ensures not only students' success in school, but also their future academic and creative activities.

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