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Dictation as the Main Type of Written Work in Primary School

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Abstract: This article discusses the types of written work, or dictation, and the methodology for its implementation in primary school native language lessons, the differences between educational and control dictation, the structural structure of educational dictation, integrated state educational standards and dictations according to the curriculum, there will be information about the requirements.

Keywords: types of dictation in native language lessons in primary school and methods of its implementation, differences between educational and control dictations, structure of educational dictation, dictations in accordance with the requirements of the curriculum.

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Dictation is a recording of a word, sentence or text perceived by ear. Dictation is of great importance in the development of students' oral and written speech and improving their literacy. The student tries to avoid mistakes during the dictation process. The absence of errors depends on how well they have mastered phonetic, lexical and grammatical knowledge. Spelling rules are related to grammatical events. So, in order to write a competent dictation, you need to know the grammatical rules.

When choosing a text for dictation in elementary grades, you must follow several principles:

- The text is constructed in the form of a monologue speech. It should not contain quotations, commands, introductory words, sentences with separate subordinate clauses and conjunctions.
- Text size should be based on the reading speed of students in grades 1-4.
- The content of the text should be related to the lives of children.
- The text of the dictation gives students knowledge about this or that.
- The selected text must be ideologically and artistically high, and influence the emotions of children.
- The text should be educational in nature.
- The phenomenon studied in the text occurs at least 5-6 times.

Dictations are of two types according to their purpose:

1. Educational dictations – dictations aimed at transferring knowledge.

2. Test dictations – dictations aimed at monitoring the knowledge, skills and abilities of students.

The teacher determines the time, place and type of educational dictations. A certain part of the lesson (5-10 minutes), sometimes a lesson, is devoted to educational dictations. This dictation is carried out with the aim of consolidating the knowledge of students. In educational dictation, the teacher explains to students the spelling of the phenomenon being studied, using several analysis techniques, and when students are convinced of the correct spelling of the word, they are allowed to write it. Every effort will be made to prevent errors. For example, in a lesson where the vowels a and o are studied in grade 1, a syllabic-sound, sound-letter analysis is carried out. Assessment After students learn that the first syllable of the word spring has an a, one student writes the words on the board. Then the word is deleted and then written.

According to the method of organization and execution, educational dictations are divided into the following types: Emphatic dictation; Own dictation or dictation from memory; Annotated dictation; Optional dictation; Picture dictation; Vocabulary dictation; Creative dictation.

Among them, the text is written with certain changes under free and creative dictation.

The test dictation determines the extent to which students have mastered recently or previously learned rules and reinforces them with exercises. A review dictation is given after studying the module or at the end of the quarter. The examination dictation is carried out 5-6 times during the academic year. The errors made in this type of dictation are analyzed in detail, and ways to eliminate them are determined. In this regard, the educational value of control dictation is great. Various types of dictation are used as spelling exercises.

Emphatic dictation is used to better understand how to apply a rule. Before writing a text, during the writing process, as in explanatory writing, students explain how to write a word and why it is written that way.

With selective dictation, students do not write down all dictated sentences or text. They write only that part of it that corresponds to the teacher’s assignment (words and phrases written according to the learned rule). For example, capitalizing words only (grade 1), writing a word in the demonstrative case with an associated noun, or writing a word in the accusative case with the verb it is associated with (grade 4). Selective dictation develops students' spelling skills.

With free dictation, students are given the freedom to change the structure of a sentence without violating the content, to replace one word with a word similar in meaning. For dictation, 3-5 parts of the text are selected. The teacher first reads the text expressively once, and then conducts a conversation on the content of the text. Reminds me of some rules. Then part of the text is read again, students write down its content. Free dictation not only serves to reinforce spelling rules, but also develops students' speech and thinking abilities.

Picture dictation is carried out by showing an image of an object or oneself: a picture of an object is shown, students say its name and write down a comma, the work continues like this (The first word is written with a capital letter, the rest follow the rules in which it is written). reminded of the need to write “ra”). The purpose of the picture is to improve the rules learned during dictation, especially the writing of complex words studied during the school year, and also to check how well the students have mastered them.

The teacher consistently uses all types of dictation, taking into account the purpose of the lesson and the stage of work on developing skills.

Narration is one of the types of spelling exercises aimed at enriching students' vocabulary and developing coherent speech. Presentation is the final stage of studying a spelling topic, after students have mastered the rules and learned to apply them. Correct application of learned spelling rules when writing a statement shows that they have been consciously learned.

Creative exercises. In creative exercises, students freely make up their own sentences. The following types of creative exercises are used in initial classes:

1. Given a topic for composing a sentence, students compose a sentence corresponding to this topic: “On a sunny day”, “Our house” or “Rabbit and hedgehog”.
2. An image of an object or a picture with a plot is given, and based on the picture, students make up one or more sentences.

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