Development of The Spelling Skills of Pupils in the 5th Grade on The Basis of a Communicative Approach

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Abstract: This article examines the issue of developing spelling skills in 5th grade students based on a communicative approach. The article analyses the effectiveness of methods such as group discussion and audio texts in developing spelling skills. It also discusses how these methods affect the reduction of spelling errors in students' written language and the increase of literacy skills. The results show the importance of these methods in the development of spelling skills.

Introduction: Spelling in mother tongue education is one of the most important indicators of students' written language, which directly affects their attitude to language, logical thinking and general level of knowledge. The correct spelling of words and compliance with spelling rules are important not only for maintaining a high level of language culture, but also for future professional and social activities. In this respect, the development of innovative methods and approaches to improve spelling skills in the educational system is becoming increasingly important. The communicative approach is one of the most effective methods of language teaching, developing students' ability to communicate, exchange ideas and adapt to real-life situations. In this approach, the student is not limited to acquiring theoretical knowledge, but also has the opportunity to freely express his thoughts, solve problems and apply his knowledge in practice. Therefore, lessons organized on the basis of a communicative approach allow for more effective results in improving spelling skills.

Literature Review

The term communicative competence means "the ability to do something effectively and successfully" [Oxford Dictionary] Theorists have given different definitions to this term. The American linguist Chomsky, in his work "Theory of Aspects of Syntax", put forward the idea that competence is the speaker-listener's knowledge of his own language. [Chomsky, 1965, p. 4] The term communicative competence was first used in 1972 by Hymes, who defined it as the necessary grammatical competence along with the ability to use this competence in various communicative situations. He states that the child "... acquires the skills to speak, when not to speak, with whom, when, where, how and about what. In short, the child is able to perform a repertoire of speech acts, participate in speech events and evaluate their performance by others.[1] As part of communicative competence, there are various types of speech in pedagogical communication, but regardless of whether the teacher persuades, informs, or calls on students, special requirements are imposed on his speech: accuracy, clarity, simplicity, consistency, presence, richness (variety of linguistic means), imagery, emotionality. "In communication, not only words are important, but also how they are said, which turns words into a means of influencing other people" [2]. S.L. Rubenstein's analysis of 7 psychological studies allows us to say that the success of the formation of a language carrier depends on the level of communicative development in education.[3]

Interactive elements of the communicative approach have also been widely studied within the framework of modern educational methodology. Canale and Swain

(1980) put forward the communicative approach as a theoretical basis for the effective use of the language learning process. They emphasize that by integrating language learning activities (listen, speak, read, write), it is possible to increase students' general language literacy. Gamification, that is, methods of transforming the learning process into a game, is also widely used in the education system. This method plays an important role in increasing students' motivation and making them active participants (Ellis, 2003). In this way, the communicative approach and gamification elements, when integrated with each other, help to form new pedagogical approaches to increase students' spelling literacy.

METHODS

The communicative approach to language learning emphasizes students' use of language in real-life communication contexts. This approach is:

Communication-oriented: Students interact by applying theoretical knowledge to practical situations.

Interactive activities: Students work together through role-playing, group discussions, debates, and question-and-answer exercises.

Integration of written and oral activities: Students learn to express their thoughts clearly by organizing written spelling exercises in lessons in the form of real dialogue.

To improve the spelling literacy of 5th grade students, lessons are organized based on the communicative approach, and the following methods and tasks are given:

Group discussion.

Group discussions are an effective pedagogical tool for developing students' spelling literacy. This method helps students improve their expression, communication, and written speech skills. Group discussion is an activity in which students are divided into small groups and express their opinions freely and openly on a given topic. This method helps develop students' spelling literacy in the following ways:

Sharing ideas: Students share their thoughts with others, learn new ideas, and expand their understanding of spelling rules.

Analyzing: By analyzing texts together, they identify spelling errors and learn correct spelling patterns.

Discussing: By discussing different ideas, they strengthen their understanding of spelling rules.

Example: Students are divided into groups. They are given a text on the topic "School and Me", and are tasked with finding spelling errors in the text and writing down their correct forms. Then the groups present their results and hold a discussion.

School and Me

School is one of the most important places in my life. Here I not only learn, but also make friends, participate in various interesting activities, and develop myself. My school provides me with many opportunities, through which I take steps towards achieving my goals. Every day, I learn new topics and broaden my worldview. I improve my knowledge in subjects such as mathematics, literature, and other subjects. We study together with my classmates, play games, and help each other with homework. Our friendship is strong and sincere. Holidays, competitions, and excursions held at school make my life even more colorful. By participating in these events, I gain new experiences. We have wise and kind teachers at our school. They teach us not only lessons, but also life lessons. Each of them is an expert in their field and provides us with knowledge. The hard work and patience of our teachers are an example for us.

Our school has facilities such as a gym, a library, and a computer room. Physical education classes are held in the gym, where we learn about a healthy lifestyle. We read books in the library and expand our knowledge. Computer science classes are held in the computer room, where we get acquainted with modern technologies.

School is not only an educational institution for me, but also my second home. There I feel free, I spend time with my friends, and I get advice from my teachers. My school gives me all the opportunities I need to become a successful person in the future.

Students place the following in the table:

Misspelled words	Spelled word	True or false
menning	mening	
buyerda	bu yerda	
ishtirog	ishtirok	
maqsat	maqsad	

dunyo qarashimni	dunyoqarash	
bilmlarimni	bilimlarimni	
Sinifdoshlarim	sinfdoshlarim	
Birbirimizga	bir-birimizga	
Maktabta	maktabda	
musoboqalar	musobaqalar	
ekzkursiyalar	ekskursiyalar	
xayotimni	hayotimni	
yana-da	yanada	
rangbarang	rang-barang	
mexribon	mehribon	
xayotiy	hayotiy	
sabogʻlarni	saboqlarni	
soxasining	sohaning	
mutaxasisi	mutaxassisi	
bilm	bilim	
taminlashadi	ta'minlashadi	
mexnati	mehnat	
kutubhona,	kutubxona	
inshotlar	inshootlar	
bilmlarimizni	bilimlarimizni	
Komputer	kompyuter	
Maktap	maktab	
muasasasi	muassasa	
Buyerda	bu yerda	
maslaxatlar	maslahat	

Developing spelling literacy through audio texts. By listening to audio texts, students learn the correct pronunciation and spelling of words. This method strengthens the connection between pronunciation and writing and improves students' written and oral skills.

Example: Students are given words to listen to via audio. They write down what they hear. Then they compare what they have written with the original text and analyze their mistakes.

Pronunciation	Writing in text
aloxida	alohida
asap	asab
maqsat	maqsad
xunar	hunar
donishmant	donishmand
ishtimoiy	ijtimoiy
raxmat	rahmat
pas	past
ehtiyod	ehtiyot
aftomat	avtomat
okiyan	okean
uyxi	uyqu
odop	odop
napas	nafas
Qishlogʻ	qishloq

Audiotext and discussion exercises. The teacher pronounces short texts in audio format, and students listen to and write these texts. Then, through group discussions, errors are identified and analyzed. Students' written texts and the results of the subsequent discussion are analyzed.

The results obtained using these methods show that the communicative approach has a positive effect on students' spelling literacy. Each method encourages interactivity, cooperation, and mutual exchange of ideas, which increases students' interest in the language and allows them to effectively master spelling rules.

RESULTS

Improvement in mastering spelling rules: Through listening to audio texts and group discussions, students learn to apply spelling rules in practice. These methods help reduce students' spelling errors.

Development of literacy skills: Through interactive methods, including group discussions and audio texts, students learn to express their thoughts clearly and correctly, which increases their literacy.

Increased interest in reading: Audio texts and group discussions increase students' interest in reading, which leads to improved reading literacy.

DISCUSSION

Audio texts and group discussion exercises appear to be effective tools for improving students' spelling literacy. By listening to audio texts, students learn the correct pronunciation and spelling of words, while group discussions develop their skills in freely expressing their thoughts and applying spelling rules in practice. However, the effectiveness of these methods depends on the individual characteristics of students, their level of preparation, and the teacher's competence in using these methods. Therefore, when using these methods, it is important to take into account the needs and interests of students, as well as the teacher's continuous professional development. In the future, there is a need to expand these methods, introduce teachers to new pedagogical approaches, and raise spelling literacy in native language education to a higher level by taking into account the individual needs of each student. In this way, 5th grade students will not only correctly master spelling rules, but also strengthen

language culture, communication, and creative thinking skills, which will be a major factor in their future educational and professional activities.

CONCLUSION

In developing spelling literacy of 5th grade students based on a communicative approach, group discussions and exercises using audio texts are of great importance. These methods are effective tools for developing students' language skills and significantly help them master spelling rules. While group discussions develop students' skills in freely expressing and analyzing their thoughts, listening to audio texts helps them learn the correct pronunciation and spelling of words.

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