

**METHODS FOR DETECTING AND ELIMINATING WRITING ERRORS IN
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Abstract: This article discusses the errors that primary school students make in their writing process, their causes, and effective strategies for eliminating them. The article also provides practical recommendations for identifying errors in the formation of students' written speech, their systematic analysis, and effective elimination. The results of the study serve to improve literacy teaching in primary education.

Keywords: primary education, writing skills, graphic errors, spelling errors, phonemic hearing, punctuation, writing techniques, motor exercises, game methods, hygienic requirements, formative assessment, literacy.

Introduction. As we all know, the primary education process is the most responsible stage in the formation of literacy, correct and beautiful writing skills in students. It is during this period that the student's written speech, graphic skills, phonemic hearing ability and the ability to express thoughts in writing develop. Therefore, timely identification of errors in the writing process and their elimination strengthens the foundation of future literacy. This article will cover the types of errors in writing, the causes of their occurrence and effective strategies for their elimination.

Writing is a complex psychomotor activity that requires the coordinated work of a child's hand muscles, eye coordination, phonemic hearing, thinking, and language skills. Therefore, the process of identifying errors is not limited to editing the written text, but also requires studying the psychological, graphic, and speech development of the student.

Analysis and results. The teacher systematically monitors the writing process (pen grip, notebook position, pressure force, letter shapes). This method is very important in identifying the factors that cause the student to make mistakes. Through short dictations, repetition of graphic elements, exercises consisting of syllables and words, the student's mistakes are classified into types and an "error map" is formed. This helps in individual planning of the further educational process. Primary school students make a number of graphic, orthographic, punctuation and technical errors in the lesson processes.

Errors such as omitting or adding elements of letters, uneven size of letters, incorrect placement relative to the line are mainly associated with insufficient formation of hand muscles, slow motor development. Low development of phonemic hearing or incomplete mastery of orthographic rules - inability to correctly understand the ratio of sound and letter, word structure and errors in writing words based on the rules. Punctuation errors include not putting a period at the end of a sentence, incorrect use of commas, and incorrect articulation of words. Mistakes can also be made by not adhering to the norms of writing technique, deviating from the norm of writing speed, and placing the notebook incorrectly. Games and practical exercises are of great importance in reducing graphic errors. In particular, connecting lines, repeatedly writing letter elements, drawing geometric shapes, and performing motor exercises for the

fingers develop the student's hand muscles and enable them to write letters clearly and beautifully. It will be more effective if the teacher makes the process of teaching writing interesting. In addition, proper lighting and proper placement of the notebook are also important.

Recommendations: Practice graphic elements (lines, circles, arcs) for 5-7 minutes every day, use games that develop motor skills: mosaic, Lego, plasticine, threading, keep an individual dictionary of difficult words, frequently analyze spelling errors through small dictations (5-7 words), regularly play sound differentiation games ("Which sound is missing?", "Say it correctly, write it correctly"), use listening and writing exercises (audi dictation) at least once a week, and analyze the phoneme composition of a word: say sounds in order, divide them into vowels and consonants.

Conclusion. Identifying and eliminating errors in writing by primary school students requires great pedagogical skill, observation, and a systematic approach from the teacher. Analyzing errors along with their causes, and gradually developing graphic, phonetic, and orthographic skills serve to form literate, beautiful, and accurate writing skills in students. Timely identified and eliminated errors are one of the important factors in a student's success in subsequent stages of education.

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