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Sokhiba Mukhtoralieva Zokirova
Ferghana State University
PhD in philology, docent
Ferghana, Uzbekistan

Mohlaroyim Shavkatjon qizi Sodikova
Ferghana State University
Student
Ferghana, Uzbekistan

FORMATION OF CREATIVE LITERACY IN MODERN YOUTH AND THE VALUE OF MNEMONIC TECHNOLOGY

Abstract: This article discusses mnemonics as one of the modern ways to improve the spelling literacy of today's youth. We are talking about the origin and development of mnemonics in the scientific community. An experiment with mnemonics showed that the use of creative work in teaching a native language based on the use of mnemonics can be effective in helping children learn the rules of spelling.

Key words: mnemonics, literacy, phenomenal memory, spelling, experimental research.

Language: English

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Introduction

As the President Shavkat Mirziyoyev said, there will be no breaks in education. Indeed, today in the educational process, in general, in Uzbekistan, we are growing to the level of globalization in every field. The high basis for this growth is the wide range of opportunities and knowledge-hungry young people.

The rapid pace of modernization today has led to a shift in education priorities. The main goal and outcome of the educational process is to develop a functionally literate person who can creatively apply the knowledge, skills and abilities available throughout life.

One of the major types of literacy that modern students need to learn is spelling. This type of literacy is a necessary part of language culture and serves as a guarantee of mutual understanding and accuracy of expression in written speech.

The main part

So far, various researchers have considered the possibilities of forming the spelling literacy of

schoolchildren, in particular: the development of a typology of spelling rules and methods of their study (MT Baranov, MM Razumovskaya); development of a system for the prevention of spelling errors (NN Algazin); Spelling system in grades 1-4 (M.R.Lvov); spelling system in primary school, the relationship between morphemes and spelling (TG Ramzayeva, IM Shatalova); mastering spelling based on solving spelling problems (OS Aryamova) and others.

It is no secret that today there is a growing trend in the field of psychology. It also has an impact on the educational process. Therefore, there is a growing body of research on the use of creative exercises in the learning process, taking into account the different types of memory of students (operational, instrumental, figurative) in order to improve traditional methods in the formation of students' writing skills.

The use of creative work in the process of formation of spelling literacy, taking into account the peculiarities of instrumental memory, is shown in the works of L.A. Aksenova, T.B. Belenka, T.N. Yerina,

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I.Y. Matyugina, L.N. Novikova, T.F. Pavlova and others.

The concept of "mnemonics" is derived from the Greek word "mnemonics", meaning the art of memorization, and was proposed by Pythagoras Samos in the 6th century BC. used to stay. The first works on mnemonics belonged to Cicero and Quintilian in the years BC, and they have survived to the present day [1].

Some sources say that this technique was known in the East, while others consider the Greek poet Simonides (died 469 BC) as the "inventor" of this art, and there are legends about it. [2].

In modern psychology, the concept of "mnemonics" is interpreted as a set of methods and techniques that facilitate memory and increase the amount of memory through the formation of associative connections [3].

Aristotle was also interested in mnemonics, which he taught to his student Alexander the Great. The phenomenal memory was based on mnemonics and belonged to Julius Caesar and Napoleon Bonaparte. An incomplete list of people whose names are associated with the art of memory: Seneca, Augustine, the Semonids of Keos, Merzian from Carthage, Albert the Great and Thomas Aquinas, Jacopo Ragon, Romberh, Giulio Camill, Raymond Lullius, Gjordeno Bruno, Peter Ramus, Perkins, Campanella, Lambert Shenkel, Adam Brooksius, Leibniz, Bacon, Descartes. In addition, mnemonics is taught in all major European universities.

The use of mnemonics-based creative work in the formation of spelling literacy of primary school students is a word that allows children to make mistakes, spelling rules, spelling knowledge, apply spelling skills in their speech practice, develop spelling skills, increase students' cognitive activity helps them remember to write their forms.

The constant use of mnemonics not only allows one to remember a particular fact or word, but also has a positive effect on one's thinking and imagination. Man finds creative ways to solve problems, becomes more active. Therefore, in many countries, they begin to teach such methods in school, because children quickly understand the tricks and begin to use them with pleasure [2].

An analysis of the sources on the research problems shows that the method of organizing such work is not reflected in the literature. Sources are limited to enumerating the functions and types of exercises based on the use of mnemonics, which necessitates further research in this area.

To determine the level of spelling literacy of primary school students, empirical research was conducted on the basis of the fourth grades of schools in Fergana. Fifty-six students from School No. 26 (28 students in the experimental and control classes) were selected to conduct the experiment. According to the

class teachers, the level of education of students in the experimental and control classes is average.

Spelling literacy is measured by the following indicators:

- The level of literacy of students in the process of spelling exercises is determined;
- The level of formation of spelling skills through essay writing is studied.

In determining the level of formation of spelling skills, attention was paid to the skills presented in the work of M.R. Lvov. These include: learning to spell words correctly according to rules; spelling analysis; finding, explaining and correcting spelling mistakes.

To determine the level of development of these spelling skills, students were asked to perform the following exercises:

- identify spelling errors in the written text and their nature;
- transfer with a complex task;
- spelling analysis;
- spelling interpretation;
- work on spelling mistakes.

In addition to completing these exercises, students learn to spell word forms, perform test tasks to check the sequence of actions in checking it, and working on spelling errors.

The criteria and indicators used to determine the level of spelling skills are as follows:

- completeness: the number of spelling errors found; these types of errors; spelling analysis of the child's spelling errors, actions taken to check the spelling;
- Accuracy: the number of errors made in determining spelling errors and their types, spelling analysis, spelling comments, spelling errors;
- awareness: finding spelling errors, following the sequence of actions in spelling comments, determining the nature of errors, checking for errors, working on spelling errors, applying existing knowledge in a new situation.

The main criterion for the level of spelling literacy (spelling skills) of schoolchildren in the process of writing an essay is the correct spelling of words. This criterion is defined as the ratio of the number of spelling errors encountered by a student to the number of possible spelling errors. Analyzing the errors in the essay, the description of the literacy level (spelling skills) of the school students was as follows.

1. High level: the work is written without spelling mistakes.
2. Average level: the ratio of the number of errors in the essay to the number of possible errors varies in the range of 0.01-0.03.
3. Low level: the ratio of the number of errors made in the work to the number of possible errors from 0.04 to 0.05.
4. Level zero: the ratio of the number of errors in the writing process to the number of possible errors is 0.06 or more.

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The results of the experiment showed that the majority of students in the experimental (79%) and control (68%) classes had average spelling literacy. High school students in the test class are 11% more likely than the experimental class. Students with low spelling literacy are approximately the same in both diagnosed classes. That is, the process of forming spelling literacy in the experimental and control classes continues at approximately the same level, but in the control class it is more effectively organized.

During the formative phase of the experiment, creative work based on the use of mnemonics was introduced into the work of schoolchildren. The following experiments were performed:

- study the rules in rhyme, try to write a rhyming essay;
- weaving and staging of linguistic fairy tales;
- creation and staging of texts of advertisements and television broadcasts using the rules of spelling;
- work on rebuses and crossword puzzles;
- Writing letters to friends on word material that students make spelling mistakes, etc.

The introduction of this type of work in the educational process was carried out in two stages:

- 1) introduction of non-verbal creative work;
- 2) to get acquainted with written works based on the use of mnemonics.

The starting materials in this work are core and auxiliary spelling rules, capital spelling rules, punctuation, and more.

Getting to know a particular type of creative work involves the following steps:

- 1) motivational: definition of educational task;
- 2) unifying: updating existing knowledge and publishing new information about the current form of creative work;
- 3) functional, which includes:
 - analyze the proposed sample and link it to the rule;
 - Analysis of the rules for independent work: selection of keywords;
 - Discuss options for presenting keywords in the form of verbal descriptions as part of the type of work covered in the lesson;
 - think about the plot of the text;
 - planning;
 - preparation of text spelling;

- Independent work of students on the creation and formation of the text of the work;

4) Supervision: Presentation and analysis of school students' work.

The mnemonic-based creative work was conducted as part of experimental classes on speech development, creative work analysis, and spelling reinforcement.

During the mnemonics phase, this type of exercise was presented mainly as homework and was used to organize extracurricular activities.

A control test was planned and conducted to determine the effectiveness of the resulting experiment. This control involved the use of the same methods used at the beginning of the experiment, but the control involved a higher use of language materials. Comparing the results obtained at the beginning of the experiment and the control results, we saw that the number of students with high spelling literacy in the experimental class increased by 14% and the number of students with low spelling decreased by 10%. The number of middle school students in this class remained unchanged. The number of students with high spelling literacy in the control class decreased by 11% in the control class and the number of middle school students increased by 10%. The number of low-achieving students in this class has not changed.

Conclusion

Analysis of experimental data allows us to draw conclusions about the instability of the process of formation of spelling literacy in the control class, which may be due to a lack of systematic work aimed at developing literacy skills. Improving spelling literacy in the experimental classroom is also a result of the implementation of the proposed teaching methodology.

Summarizing the above, the use of creative work in the teaching of the mother tongue based on the use of mnemonics helps children to memorize spelling rules, to form knowledge of spelling, to use spelling skills in speech practice, to form spelling skills, to increase students' cognitive activity. that is, to make the process of forming spelling literacy more effective in young students.

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