

## UNSTRESSED ROOT VOWEL

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### Annotation

The main purpose of the proposed methodological recommendations is to provide the teacher with educational material on one of the most difficult grammar and spelling topics of the primary school program "Spelling of unstressed vowels in the root of the word". The recommendations consist of five parts: methodological guidelines for learning the spelling of unstressed vowels in the root of a word, materials for lessons on this topic using ICT, a list of the most common nests of cognate words, texts of control tasks and dictations.

**Keywords:** unstressed vowels, methodical manual, nests of cognate words.

### Introduction

The spelling of unstressed vowels in the root of the word still remains an urgent problem of school pedagogical practice in the field of teaching orthography to children. Spelling errors of the unstressed vowel of the root are known to be the most typical and persistent in all classes, especially the elementary ones. An analysis of students' acquisition of the spelling of unstressed words shows that mistakes can be very diverse in nature. The main reasons for their appearance are the following: 1. Inability to find the object of application of the rule: a) the child cannot distinguish an unstressed vowel in a word, this is usually due to a weak skill of stress; b) the child does not possess the skill of morphological analysis of a word for special orthographic purposes, i.e. cannot identify the root in which an unstressed vowel is written. This often leads to the fact that the student not only does not see the unstressed vowel, the spelling of which he needs to check, but also begins to expand the "boundaries" of the application of the rule, checking the vowel in the prefix, suffix, and ending with its help. 2. Inability to use the rule in practice: a) the child cannot change words so that the root unstressed vowel in it is stressed. A particular difficulty is the spelling of an unstressed vowel in the roots of verbs checked with the help of inflection: draggil – drag, vezet – vez, etc.; b) the student selects a cognate word for verification on the basis of a false analogy. For example, the word TENT correlates with the word FLOOR: it correlates CRAWL with the word FELL; GRAZALI – with the word FAST, etc.; c) A mistake may also occur because there is no test cognate word in the vocabulary of students. For example, some students are unable to find test words for words with an unstressed vowel in the root such as "віля", "reading", "shooting", etc.; d) The student, using the rule, chooses a word with an unstressed vowel as a test, for example: to turn gray from old age (gray), to sit on a bench (to sit), which often leads to mistakes. To a large extent, this is due to the fact that mastering the spelling of unstressed roots requires already sufficiently developed grammatical and speech skills. Such skills and abilities include the following: – the ability to distinguish between vowels and consonants, to find stressed and unstressed vowels in a word, as well as to transfer stress from one syllable to another (in cases where the student changes a word or chooses a word with the same root); – the ability to purposefully perform morphological analysis, i.e. to isolate the part of the word that contains the studied orthogram; – the

ability to distinguish among cognate words and different forms of the same word those that can be tested. All these skills are developed as a result of long-term repeated exercises. The formation of these skills is impossible without certain knowledge in the field of phonetics, graphics, morphology, as well as without a sufficiently developed vocabulary of students. The importance of phonetic knowledge in the study of unstressed vowels is explained primarily by the fact that the initial word for the child in the process of writing is the audible word, so he is forced to correlate the spelling of the word with the pronunciation accordingly. The ability to distinguish between stressed and unstressed vowels in a word plays a decisive role here. By comparing the pronunciation of stressed and unstressed sounds in stressed and unstressed syllables, students become convinced that the vowel changes in the unstressed position, for example: (vod)y, (v d)a, (v'd)yanoy. The designation of vowels in writing is based on the knowledge of graphics, on the knowledge of the basic principle of writing: unstressed vowels in the same parts of the word are indicated in the same way as stressed vowels. Knowledge of phonetic conditions, in which the spelling of a vowel is not determined by pronunciation, excludes the moment of conjecture, chance in finding the orthogram. Spelling search becomes a conscious action. In an expanded form, the line of reasoning should look like this: For example, in the word COOK – the vowel in the first syllable is stressed, in the stressed position the vowel does not change, therefore, you need to write as you hear. In the second syllable, the vowel is unstressed, the vowel in the unstressed position changes, so its spelling must be checked. This is how the need for a spelling rule arises. The application of the orthographic rule about the spelling of unstressed vowels in the root of a word is based on the knowledge of the composition of the word and the concept of cognate words. This knowledge is the basis of the ability to perform a structural-semantic analysis of a word in order to find an unstressed vowel of the root and check its spelling by selecting the right test word. The selection of a test word is associated with grammatical skills in changing the forms of the same word, as well as with the ability to determine the meaning of a word and correlate it with the desired cognate, which in turn requires a certain level of speech skills. Work on the spelling rule of unstressed vowels in the root of a word The rule on the spelling of unstressed vowels in the root of a word, according to the definition of D. N. Bogoyavlensky, belongs to the type of orthographic rules in which a graphic sample of spelling is not given, but contains an indication of the method of checking the spelling. Rules of this type are the most difficult for students and require detailed work on them. The main content of this type of rule is the method of validation. The method of verification is based on the comparison of paired forms, in one of which the vowel is stressed, and in the other – in the unstressed position. For spelling purposes, however, this analysis cannot be limited to this one. It is necessary to correlate the designation of the sound in the unstressed position with its designation in the stressed position. Such an analysis of the rule will not only help the student to understand the essence of the spelling rule, but also to determine the sequence of actions in the application of the rule. For example: 1. In the word COLOR, the word has an unstressed vowel

## References

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