

REPUBLIC OF AZERBAIJAN

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ABSTRACT

of the dissertation for the degree of Doctor of Philosophy

**WORKING ON DIFFICULT WORDS AS AN IMPORTANT
AIM OF WRITING ABILITIES ON TEACHING OF
AZERBAIJANI LANGUAGE EDUCATION
IN PRIMARY CLASSES**

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GENERAL CHARACTERISTICS OF THE STUDY

Relevance of the topic and degree of elaboration. Language is the most important means of communication. Since it is directly related to thinking, it is valued as a complex process. The formation of language is a social demand of society. The language of every nation is its historical past, sacred spiritual wealth, national identity.

Our mother tongue - Azerbaijani language is not just a way of expression, it is a moral textbook that gives meaning to our life, makes it beautiful, brings warmth to hearts, connects people to their past and calls to the future. National leader Heydar Aliyev did not say for nothing: "Our language is a very rich and harmonious language, it has deep historical roots, I personally love my mother tongue very much and I am proud to speak it"¹.

Decree No. 506 dated June 18, 2001 "On the improvement of the implementation of the state language" in order to regulate the language policy in our republic, the Law "On the state language of the Republic of Azerbaijan" that came into force on January 2, 2003, "The Azerbaijani language in accordance with the requirements of the time in the globalization on the State Program on the use and development of linguistics in the country (2013-2020 years)" dated May 23, 2012 No. 2236 orders were adopted. The documents listed below have been approved in order to optimize the teaching of the language and to ensure the application of modern trends in education:

Concept of General Education (National Curriculum) in the Republic of Azerbaijan, Decision No. 233 of October 30, 2006, Decision No. 103 of June 3, 2010, on "Approving the state standard and programs (curricula) of the general education level". The mentioned documents open wide opportunities for paying special attention to the organization of Azerbaijani language training and building activities in this direction with sensitivity. Since one of the

¹Abdulrazqova N. Heydər Əliyev və ana dilimiz. Respublika. 2012, 14 dekabr. s.10

tasks facing the general education institution in modern times and the most important one is the education of the students as a personality, it has become necessary to conduct the teaching of the Azerbaijani language in a better way.

It is known that a student who does not have a deep knowledge of his native language cannot develop as a personality. Enrichment of the language, expansion of the vocabulary, development of speech, its correctness, purity, richness, clarity, expressiveness, logic, harmony, accuracy, conciseness, simplicity, appropriateness, communication, originality, expressiveness, emotionality - in a word, the formation of speech culture is a personality-oriented approach. are the main advantages. The organization of the process has been started from the primary classes, taking into account the requirements of the mother tongue education of the modern era and the importance of educating students as personalities. This is the embodiment of a more responsible approach to solving the problem and paying special attention to it. It is for this reason that the extensive study of the research work entitled "Working on difficult words in the Azerbaijani language lessons of primary classes as an important means of developing students' writing skills" is the reason.

Therefore, mastering difficult words for young schoolchildren, forming writing skills in them, and in a broader sense, transferring speech culture and richness of the native language to learners, including methodical, social, political, are of great importance. Language in itself is a social phenomenon, one of the most important conditions for the existence of humanity. Language belongs only to man. In modern times - at the current stage of development of our independent country, the Azerbaijani language is the main means of communication of the peoples living in our republic and the officially approved state language. So, the Azerbaijani language is a social demand of our society. Its social importance determined its political value. The social nature and political content of the Azerbaijani language made it necessary to update it from a methodological point of view.

The object and subject of the research. The object of the study is the process of developing students' writing skills and mastering difficult words in the Azerbaijani language classes of primary classes. The subject of the research is the development of students' writing skills and mastery of difficult words in the Azerbaijani language classes of primary classes.

The purpose and tasks of the study. The purpose of the research is to develop a system of work on developing writing skills and mastering difficult words in the Azerbaijani language classes of primary classes.

Specific tasks are defined according to the goal.

1. Research the system of work on developing students' writing skills and mastering difficult words based on the Azerbaijani language subject curriculum of primary classes;

2. To explain the content of the expression "difficult words" in a broad form, to analyze the ideas in the scientific and methodological literature published in our country and abroad, to draw general conclusions;

3. To determine the effect of developing writing skills and mastering difficult words on the formation of speech culture in schoolchildren, in-depth study of the Azerbaijani language;

4. In relation to the problem, to analyze the current program of the subject curriculum of the Azerbaijani language and Azerbaijani language textbooks of I-IV classes, to select words and expressions that are considered difficult for students, to compile a list and group them;

5. To reveal, generalize, systematize the reasons preventing the development of writing skills of primary school students, as well as the factors that can create a foundation for solving the problem, to determine the teaching methods and tools that serve to help young schoolchildren learn difficult, unfamiliar words;

6. To discuss the ideas and final opinions obtained as a result of the research with specialists specialized in this field, to further improve the work, taking into account their comments and recommendations.

Activities related to the development and formation of writing skills and speech of primary school students can be effectively organized taking into account the following:

- If a methodical system is developed that ensures the development and formation of speech, including writing skills, of primary school students;

- If the work carried out in the direction of enriching the vocabulary of primary school students is based on modern training methods and successfully tested methodology both in our country and internationally;

- If useful methods and tools for mastering difficult words are applied to young schoolchildren, learners can acquire a rich vocabulary of the Azerbaijani language by being more sensitive to their mother tongue and having a native attitude.

Research methods: In accordance with the content and nature of the dissertation, pedagogical analysis, familiarization with school documents, generalization, interview, survey, observation, pedagogical experiment (in three stages - determining, teaching, checking), statistical methods were used in the research process.

Clauses defended:

1. The work on difficult words in the Azerbaijani language lessons of primary classes lays the groundwork for the enrichment of the vocabulary of young schoolchildren;

2. The work on difficult words in the Azerbaijani language classes of primary classes ensures the formation of communicative writing skills of young schoolchildren;

3. The work on difficult words in the Azerbaijani language lessons of primary classes makes it necessary to strengthen the oral speech skills of young schoolchildren.

The scientific innovation of the research. The concept of difficult words has been extensively researched, explained, and optimal methods for its mastery have been presented. It is known that the effective organization of work on the word is the basis of the development of oral and written speech skills of students in primary classes. A child can expand his vocabulary by mastering words that

he does not know the meaning of and that are unfamiliar to him from an orthographic, orthographic and semantic point of view. At the end of the work done correctly in that direction, the young schoolboy has a sensitive attitude towards his mother tongue - Azerbaijani language, and becomes the highlight of the beauty of our language.

Theoretical and practical significance of the research. The development of students' writing skills in the Azerbaijani language lessons of primary classes, the acquisition of difficult words by young learners is of special importance in the teaching of our native language. For this reason, considerations and ideas related to the topic have been systematized in the research work, methodical recommendations on the organization of the process have been given, theoretical propositions have been classified with scientific accuracy, and the theoretical basis for mastering difficult words in primary classes in the general education schools of our republic has been prepared. The results of the dissertation work can be used by elementary school teachers to develop students' writing skills in Azerbaijani language classes, to master difficult words and terms, as well as to optimize the process of language training, and language specialists to work on a new version of the subject's programs and textbooks, to prepare improved copies. It is possible to benefit from the comments, opinions and suggestions reflected in the research, scientific ideas aimed at increasing efficiency both in the teaching process and when conducting research in this direction. The presented considerations can be used as a useful and valuable resource during the organization of speech culture training.

Research approval and implementation. The dissertation was prepared at the Institute of Education of the Republic of Azerbaijan, the proposed ideas were discussed in scientific seminars, and the remarks, opinions and suggestions of experts were taken into account in clarifying the controversial points in the work.

15 scientific works have been published on research materials.

The total volume of the dissertation with a sign indicating the volume of the structural sections of the dissertation separately. The

dissertation consists of an introduction, 2 chapters, 8 paragraphs, a conclusion, a list of used literature and appendices.

Introduction – 7 pages, 11896 characters, Chapter I – 46 pages, 71328 characters (1.1 – 25 pages, 44279 characters; 1.2 – 14 pages, 20775 characters, 1.3 – 7 pages, 6225 characters), Chapter II – 62 pages, 110802 characters (2.1 – 6 pages, 11060 marks; 2.2. – 7 pages, 12088 marks; 2.3 – 6 pages, 11672 marks; 2.4 – 10 pages, 18124 marks; 2.5 – 33 pages, 57798 marks;), result – 4 pages It consists of 6296 characters, 11 pages of bibliography, 11 pages of appendices.

The total volume of the research work is 143 pages, 200322 characters.

THE MAIN CONTENT OF THE RESEARCH

The relevance of the problem is substantiated in the introduction, the level of development, the object, subject, goals and objectives of the research, the used research methods, the main propositions defended, scientific innovation, theoretical and practical importance are reflected.

The first chapter of the dissertation is called "Theoretical-methodical and practical issues of the problem". In the first paragraph of this chapter, the essence of the concept of "difficult words" and its implementation in the methodology of teaching the mother tongue is explained. "Difficult words" is a conditional term. In the theoretical-methodical literature, difficult words are interpreted in three directions - orthographic, orthoepic, and semantic:

When explaining the concept of "difficult words", Professor A.Efendizade took the purely orthographic direction as the basis, but he knew that those terms have a wider meaning from a methodological point of view.²

In the studies of researcher K.Mikayilov, the concept of "difficult words" was presented as "words with unclear meaning". He

² Efendizade A.R. Difficult words to spell and ways to learn them. Baku: Azertadrishnashr, 1964. 58 p.

also applied the concept of "difficult words" to words that are hard to master from an orthographic point of view.³

Professor Y.Karimov considered it more efficient to explain the concept of "difficult words" first from the point of view of meaning. In his analyzes in the last decade, he did not ignore his new perspective on the issue and focused only on the spelling and spelling of words.⁴

Researcher F.Hasanov touched upon the problem against the background of etymological analysis. Although he did not explain the concept, he emphasized that etymological analysis has wide possibilities in mastering difficult words.⁵

Professor A.Rahimov approached the issue within the framework of orthography and gave short analyzes under the title of "difficult words to write".⁶

Methodist scientist H.Baliyev approached the problem from the perspective of spelling.⁷

Professor N.Abdullayev based only the semantic direction.⁸

Research scientist A.Hajiyev's special attention to the semantic and orthographic direction of the subject attracts the theory.⁹

Researcher N.Jafarova assessed difficult words as words that are difficult to understand from the point of view of meaning.¹⁰

³ Mikayilov K.Kh. Enrichment of pupils' vocabulary: on Azerbaijani language lessons of the 5th grade. Baku: Maarif, 1968. 128 p.

⁴ Karimov Y.S. Methodology of mother tongue teaching. Textbook. Baku: Nasir, 2005. 520 p.

⁵ Hasanov F.H. Features of the work on the development of students' oral communicative speech. Teaching Azerbaijani language and literature, 2011. No. 4, pp. 31-33

⁶ Rahimov A.N. Works. In 20 volumes. Volume XX (Methodology of mother tongue teaching (in primary grades)). Baku: BQU publishing house, 2015. 470 p.

⁷ Baliyev H.B. Baliyev A.H. Methodology of teaching Azerbaijani language. Baku: Kismet, 2014. 384 p.

⁸ Abdullayev N.A. Basics of speech culture: Textbook. Baku: ADPU publishing house, 2014. 278 p.

⁹ Hajiyev A.Kh. Etymological analysis as an important means of enriching students' vocabulary. Prof. A collection of articles dedicated to the 75th anniversary of B.A. Ahmadov's birth. Baku: Translator, 2007. pp. 14-20

Since the majority of the research conducted in our republic on the problem covers the upper grades of the Azerbaijani language education, this issue is still open for research in primary grades.

The scientific research conducted in Russia on the subject, as well as the results, attract attention. When we review the scientific works of Russian Methodists on the subject, we can clearly see the existence of two different positions, such as grammatical-orthographic and semantic views.¹¹

In contrast to Russia, the history of research in this direction in Turkey does not end in the distant past. The work carried out under the leadership of the Ministry of Education attracts more attention. During the preparation of the new educational program for the mother tongue subject of primary classes, unfamiliar words were studied as the term "words that students do not know".¹²

The second paragraph of Chapter I is called "Analysis of the existing program (Curriculum) and textbooks from the point of view of the problem." Here, the educational program (curriculum) for the subject of the Azerbaijani language and its characteristics are described. It was noted that the needs and demands of the society, the possibilities, inclinations and interests of the students were taken into account while preparing that document. Here are analyzes of general learning outcomes, content standards, technologies related to teacher and student activities, and assessment issues for the subject. The content of Azerbaijani language training is developed on the basis of result-oriented standards. The content lines of the subject of the Azerbaijani language, basic and substandard tasks in the textbooks are analyzed from the point of view of the topic in the paragraph. On the basis of the analysis and generalization, it was determined that the issue related to the problem was not highlighted at the same level in each of the content lines of the subject of the Azerbaijani language

¹⁰ Jafarova N.B. Methodology of teaching Azerbaijani language in primary classes. Part I. Textbook. Baku: ADPU-nash., 2016. 403 p.

¹¹ Algazina H.H. Formation of orthographic skills. Moscow: Academy, 2017.60 c.

¹² Ministry of Education, Primary Turkish Course Teaching Program and Guide (Grades 1-5) / - Ankara: Devlet Kitapları Müdürlüğü Printing House, 2005. 413 p.

in primary classes. There is a need to demonstrate a more sensitive approach to the subject in each sub-standard of listening comprehension and speaking, writing, language rules in class I, listening comprehension and speaking, language rules in class II, listening comprehension and speaking in classes III and IV.

As part of the research work, the analysis of the Azerbaijani language textbooks published in 2014 for the 1st, 2nd and 3rd grades, and in 2015 for the 4th grade, co-authored by R.Ismayilov, G.Orujova, and Z.Khalil was carried out.

89 difficult words were used in the first class Azerbaijani language textbook.¹³

There are 179 difficult words in the second grade Azerbaijani language textbook.¹⁴

378 difficult words were used in the third grade Azerbaijani language textbook.¹⁵

349 difficult words are given in the fourth grade Azerbaijani language textbook.¹⁶

The number of difficult words in the currently taught I-IV grades in the Azerbaijani language textbooks co-authored by U. Nurullayeva, I. Bayramova, Sh. Zahidova, N. Allahverdiyeva, A. Khanaliyeva in 2020, 2021, 2022, 2023 respectively it is relatively small, for example, it is 112 words for class IV.¹⁷

As a result, it should be emphasized that it is possible to conduct work related to the organization and improvement of the writing process in each of the content lines of the Azerbaijani language. A

¹³ R.Ismayilov, S.Abdullayeva, G. Orujova and others. Azerbaijani language: textbook for 1st grade. Baku: Altun Kitab, 2014. 160 p.

¹⁴ R.Ismayilov, G.Orujova, Khalil Z. Azerbaijani language: textbook for the 2nd grade. Baku: Altun Kitab, 2014. 208 p.

¹⁵ There again.

¹⁶ R.Ismayilov, G.Orujova, D.Jafarova and others. Azerbaijani language: textbook for the 4th grade. Baku: Altun Kitab, 2015. 224 p.

¹⁷<https://www.trimis.edu.az/noduploads/book/quot-azarbaycan-dili-quot-tadris-dili-fanni-uzra-4-cu-sinif-ucun-darslik-1-ci-hissa.pdf>

primary school teacher must be able to demonstrate his professionalism and successfully manipulate teaching methods.

Although the development of a subject program that is fundamentally different from the traditional approach within the framework of the curriculum reform, the preparation of new generation textbooks reveals the content that reflects the necessary knowledge and skills in accordance with the level of development of modern society, certain problems still remain. These are mainly related to the preparation of textbooks and the training of teachers. It is possible to conduct work related to the organization and improvement of the writing process in each of the activities belonging to the content line of the Azerbaijani language.

The third paragraph of chapter I is called "Study and generalization of school experience from the point of view of the problem". In order to study the school experience, a questionnaire survey was conducted with 64 teachers (1 male, 63 female pedagogues) and an oral interview was conducted with 68 teachers (2 male, 66 female pedagogues) in 14 general education institutions of our country. The questions of the survey were as follows:

1. How much time do you devote to organizing vocabulary work and what methods do you use?
2. How do you understand the concept of "difficult word"?
3. What difficulties do you encounter most in creating initial writing skills in students?
4. What methods of work do you devote a lot of time to in your practice of creating writing skills?

The teachers who answered the questions revealed a clear picture of the situation related to the problem.

- As a result of the analysis of the answers given to the question of how much time do you devote to organizing work on vocabulary, it was found that 32% of primary school teachers said that they spent 5 minutes on this activity. 24% of respondents did not indicate a specific time. 18% of teachers spend 10 minutes of the Azerbaijani language lesson, 11% spend 3-4 minutes; 9% empha-

sized that they spend 1-2 minutes, and 6% spend 15 minutes on vocabulary.

- As a result of the analysis of the answers given to the question of what methods do you use in the organization of work on vocabulary, it became clear that a certain part of primary school teachers still did not understand the content of the process, and therefore could not determine the methods of its regulation. 32% of teachers either did not answer the question or expressed opinions unrelated to the topic. However, there are also educators who use advanced and innovative methods and use different vocabularies in the process of organizing work. 29% of teachers use vocabulary, 9% explain, 7% discuss, 5% use assignments, alphabetical order, 4% use clusters, 2% use interviews and brainstorming, and 1% use gave answers such as electronic resources, sentence, text work, extracting concepts, BİBÖ.

- To the question about determining the content of the concept of difficult words, 27% of the teachers answered that the meaning is difficult, 11% answered that the spelling was difficult, and 10% answered that the spelling was different from what was said. 9% of educators refused to express an opinion on the topic. 7% of those who participated in the survey were complex, difficult to spell, pronounce, and mean words, 6% were difficult to spell, pronounce words, 5% were dialects, international, archaisms, 3% were rarely used words, 2% were neologisms, gave answers like the term.

- When answering the question of what difficulties do you encounter most in creating initial writing skills in students, 21% of teachers said holding a pen, 19% writing the elements of letters, 8% using a notebook, 7% - sitting properly and waiting for the norms of hygiene, 5% writing left-handed, 4% expecting calligraphic rules, 3% transferring words from line to line, dividing words into syllables, insufficient tasks, not going to kindergarten, holding fingers correctly, combining letters, 2% between pronunciation and spelling of words the difference, the difficulty of the spelling rules, he gave answers such as to expect the slant. 2% of those who took part in the survey avoided expressing their opinion about it. 1% of the teachers

rated paragraphing as the most difficult thing students encounter during the creation of initial writing skills.

- 16% of the teachers answered the question of which methods of work do you use in your practice of creating writing skills: picture work, 15% essay, 8% stimulation, 7% integrative tasks, 5% spelling, essay, copying, 4% vocabulary, sentence work, writing from memory, practical writing, 3% expression, sympathy, conversion from verse to prose, 2% discussion, explanation, table work, various types of work, 1 % gave the answers of analysis, observation, interview, brainstorming, 1% listed the forms of training for an unknown reason, and 5% avoided giving an opinion about it.

The teachers' answers to the questions about the topic actually revealed the depth of the problem and revealed the need to involve the teachers in the trainings in addition to the students in the current situation. This made it necessary to approach the issue more carefully, such sensitive points were especially taken into account during the organization of the educational experiment, instructional seminars were held for teachers, information and experience were exchanged, personal methodology was offered.

Chapter II is called "Organization of work on the development of students' writing skills." Since the formation of students' writing skills in primary classes is of great importance, one of the four content lines of the curriculum of the subject of the Azerbaijani language is dedicated to it. In the first paragraph of Chapter II, "Factors affecting the development of students' writing skills in primary classes" is disclosed. Taking into account the classification research conducted in this direction in the world and in our country, as well as the author's research, it is possible to put forward the idea that individual writing skills are formed as a result of the influence of two main factors: objective and subjective factors. The development of writing skills in the training process is closely related to subjective factors. Subjective factors are divided into two groups: anatomical characteristics of the individual and psychophysiological characteristics of the individual.

Compared to subjective factors, objective factors play a secondary role in the course of the process. This includes room lighting, quality of paper, writing instruments, etc. is attributed. The method of organizing writing training is the most important among the objective factors, it requires great experience and special talent from the teacher.

Organizational, psychological, geographical, socio-cultural, historical factors are listed among the factors influencing the development of students' writing skills.

-Linguistic factors: mastering the rules of the language, distinguishing between spelling and pronunciation, writing technique, semantic nuance of the word, degree of simplification of difficult words, vocabulary, dynamism of the alphabet system, quality of tasks that form writing skills.

- Organizational factors: ETT (Scientific and Technical Progress), teacher training, material and technical support, textbooks and methodological tools, availability of resources, time allocated to mastering writing skills in the program, selection and application of multiple methods in the process of organizing training, use of appropriate training forms, optimal strategy application.

- Psychological factors: student's internal motivation, student's stimulation, student's age characteristics, student's level of preparation for school, based on children's interests, inclinations, desires, student's attention to the main process, teacher-student relationship, student-student relationship, teacher-student-parent relationship, teacher-parent relations.

- Geographical factors: the environment surrounding the child, the region, district or city where the student lives, demographic imbalance, location characteristics of the school.

- Socio-cultural factors: social affiliation of the child (born in an intelligent or non-intellectual family), social composition of the class, bilingualism in the family; the status of the student's family, the influence of television, radio, and the Internet.

- Historical factors: use of writing system, traditional principle in writing.

Each of the listed factors significantly affects the development of writing skills of young schoolchildren. It is for this reason that those factors should be kept in focus during the organization of the lesson and the planning of writing training, and the appropriate course of action should be chosen.

In our country, the problem is of great relevance at the present time, as no consistent, large-scale researches have been conducted regarding the systematization of the factors affecting the development of writing skills of primary school students.

The second paragraph of Chapter II is called "Semantic interpretation of unfamiliar words in Azerbaijani language lessons and its impact on the development of students' writing skills." "Difficult" words for students in the Azerbaijani language classes of primary classes are reflected in the program under the name of "unfamiliar" words.

Since the word has wide semantic possibilities, special attention should be paid to its teaching. The matter should be approached more sensitively in primary classes, because students are usually involved in learning the Azerbaijani language starting from that period, they learn the beauty and harmony of their native language. That is why it is said that "when speaking of mother tongue teaching, only the phonetics, morphology, syntax, etc. not only the terms, but also the possibilities of the artistic word, the qualities of influencing a person are meant".¹⁸

We would not be wrong if we say that the terms are in the first place among the words that cause difficulty from the semantic point of view during the mastering of words unfamiliar to young schoolchildren in the Azerbaijani language classes of primary classes. Mastering scientific concepts and terms has a revolutionary role in the development of the child's speech and thinking. It is closely related to the formation of figurative concepts and abstract thinking.

¹⁸ Nabiyeva Sh.Z. Actual problems of mother tongue teaching methodology. Baku: ADPU printing house, 2010. 127 p.

For a more successful outcome of the process, the semantic direction should be organized in unity with others. Thus, mastering difficult words from an orthographic and orthoepic point of view has the character of completing and concluding the pedagogical work done.

The third paragraph of Chapter II is called "The role of working on difficult words from the orthographic and orthoepic point of view in the development of students' writing skills." Conducting orthographic-orthoepic work on difficult words not only refines, activates and expands the students' vocabulary, but also plays an indispensable role in the development of writing skills and in understanding the beauty of our native language. When teaching difficult words to young schoolchildren, equal attention should be paid to spelling and orthography. It is more appropriate to regulate the works carried out in those directions in parallel. By mastering difficult words from an orthographic-orthoepic point of view, the teacher can form literate speech habits, including excellent writing skills.

One of the stages of mastering a difficult word for children consists of giving orthographic and orthoepic studies.

Instructing the students to prepare a dictionary, to write down the words they consider unknown, to underline the sounds or letters that are difficult from an orthographic and orthoepic point of view, is also calculated to improve the quality of the work.

Spelling is of special importance in mastering difficult words from an orthographic and orthoepic point of view. It is recommended that the teacher use a variety of types of spelling that attract the interest of young schoolchildren (picture, sight, comment (explanatory), warning, explanatory, identifying, selective, creative, memory-based, puzzle, gap spelling, etc.).

Building a short text based on a given topic is one of the most optimal types of tasks for the current situation.

Asking questions and giving instructions about a certain object or event to young schoolchildren is one of the types of tasks that help mastering difficult words.

Preparation of personal linguistic dictionaries of young schoolchildren lays the groundwork for obtaining quality results.

Teaching difficult words from an orthographic-orphoepic point of view is a process that is not limited to one lesson, but continues at every stage of education.

It is recommended to continue the work on spelling and orthography in extracurricular activities.

The fourth paragraph of Chapter II is called "Organization of work on communication writing". Communicative speech means, first of all, that the student expresses his opinion fluently, clearly, coherently, succinctly and effectively.¹⁹

The works on speech development in the Azerbaijani language classes of the elementary schools of our republic are systematized as follows:

- works on sound culture of speech;
- works on literary pronunciation;
- works on vocabulary;
- work on the sentence;
- works on the development of communicative speech.

Among those listed, it is the last direction - the works carried out on speech development - that is the logical conclusion of this process. Work on developing communicative writing skills is usually carried out through studies, sometimes covering a certain part of the Azerbaijani language lesson, and sometimes the whole.

Transcription is considered the simplest and most accessible type of writing. In addition, it is appropriate to use essay, expression, spelling.

The text-oriented approach is considered to be the most perfect way to form students' communicative writing skills in world practice.

Deficiencies in the formation of communicative writing skills in elementary school students, lack of research directly related to the topic and unsystematic problem make the problem relevant even in modern times.

¹⁹ Ahmadov B.A. Dictionary of Etymology. Baku: Altun Kitab, 2015. 288 p.

The fifth paragraph of chapter II is called "Organization and generalization of the experiment." The pedagogical experiment was carried out in three stages:

1. Determinant;
2. Teaching;
3. Checker.

In the first stage (in the 2014-2015 academic year) in fourteen general educational institutions of our republic, - four secondary schools in Baku city (secondary secondary school No. 27, secondary school No. 65 named after G.Kahramanov, secondary school No. 148 named after A.Gambayzade secondary school, full secondary school No. 250), one high school (Zengi Lyceum), one gymnasium (Elitar Gymnasium named after Ilyas Efendiyev) questionnaire survey with teachers (written), two full high schools (full high school No. 53, No. 55 56), in one gymnasium (Foreign Language Orientation Gymnasium named after S.Bahlulzade) in four regional educational institutions (Khachmaz district Khudat city 1 comprehensive school, Lerik district Zenon village general secondary school, Gakh Zayam district village general secondary school, Goranboy district Kyzylhajili settlement No. 2 comprehensive secondary school named after M.Dosiyev) the level of writing skills of primary school students, as well as the level of mastery of difficult words of young schoolchildren, the main directions of the research are determined, available problems have been discovered, ways to eliminate them have been developed.

In the second stage (in the 2015-2016 academic year), an educational experiment was conducted in 4 "A" and 4 "B" classes of full secondary schools No. 27 and No. 55 of Baku, optimal methods for forming correct writing skills and mastering difficult words were applied and approved. , theoretical-methodological provisions were justified, work organization models were developed.

In the third stage (in the 2017-2020 academic year), the experiment was completed, analyzes were conducted, data obtained from the approval of the prepared models were systematized, conclusions were drawn, and suggestions were summarized.

A total of 566 students were involved in the survey conducted in general educational institutions of our republic: 248 (44%) of them are girls, 318 (56%) are boys. Of the students included in the experiment, 455 (193 (42%) girls, 262 (58%) boys) study in city schools, 111 (55 (49%) girls, 56 (51%) boys) study in the regions.

As a result of the surveys, the fact emerged that when most teachers say "difficult words", they mean either complex words, words with a difficult meaning, or words whose spelling is different from what is said, which makes pronunciation difficult, and school-children mean words that they have difficulty writing correctly.

In order to solve the problem, methodology - methods, techniques have been proposed.

The following result was obtained regarding the research:

1. Mastering difficult words for elementary school students should be carried out on the basis of interaction with all functions, not in isolation from other tasks set before Azerbaijani language education.

2. The process of mastering difficult words for elementary school students should be organized against the background of love for the native language, special care for the preservation of the purity of the mother tongue, and the expansion, clarification, and enrichment of the vocabulary;

3. All of the work done on mastering difficult words for primary school students, the applied methods, as well as the means that create the basis for their realization should be implemented in unity;

4. When teaching difficult words to primary school students, it is necessary to take into account the specific physiological (health capabilities) and psychological characteristics of children - their internal capabilities, interests, inclinations, including geographical and regional diversity;

5. When mastering difficult words for elementary school students, each content line of the subject curriculum of the Azerbaijani language should be taken as the main direction, a dynamic action plan, as well as a backup option, should be prepared in advance to organize the work;

6. Although special time is not allocated in each lesson for the process of mastering difficult words for primary school students, it is necessary to increase the children's vocabulary by making proper use of the created learning situations;

7. When teaching "foreign" words to young schoolchildren, it is extremely important to pay attention to the issue of "simplification" of "difficult spellings" for them;

8. As the student moves from class to class (or to another school), as he gathers more information about the world around him, makes new acquaintances, changes his environment, even comes across unfamiliar words and learns a "difficult" word, he may encounter additional new words and expressions. Because known and unknown concepts are formed in close connection with each other. This nuance should remain in the long-term memory of the primary school teacher and should be taken into account in the direction of action;

9. Forming the ability to prepare personal linguistic dictionaries in children can improve the quality of the work being done. In order to eliminate existing gaps related to the problem, this issue should be treated sensitively in the process of teaching the Azerbaijani language;

10. The formation of writing skills in elementary school students cannot be carried out in isolation from the process of mastering unfamiliar words. It is completely wrong to base the direction only on spelling during the organization of the work. Because the child finds it difficult to write correctly the word whose meaning or pronunciation he does not know. For this reason, when mastering difficult words to young schoolchildren, work should be done in both orthographic, orthoepic, and semantic directions;

11. The formation of writing skills of primary school students should be coordinated with the activities related to the regulation and protection of the communication of writing.

Based on the results we reached in the research process, we consider it appropriate to consider the following suggestions:

1. Although the number and variety of studies in the Azerbaijani language textbooks currently used in the primary classes of secondary schools of our republic is sufficient, only a small part of them is focused on mastering difficult words. Calculating a certain part of tasks rich in form and content to solve the existing problem, preparing a sufficient number of exercises in this direction and including them in textbooks will make a great contribution to eliminating existing gaps and solving the problem;

2. "small dictionary", "vocabulary", "vocabulary" or "vocabulary" etc. The balance was not expected in the submission of the comment section. Thus, there was no need to include that appendix in the first grade Azerbaijani language textbook, the regulation of the process started from the second grade (the tradition was preserved until the fourth grade). "small dictionary", "vocabulary", "dictionary", "vocabulary" etc. in the 1st grade Azerbaijani textbook. Providing a section for the interpretation and explanation of unfamiliar words in the names and differentiating them with different colors in order to direct the attention of children who have just entered the learning period from playing activities will have a positive effect on the progress of the work;

3. It was determined that in each of the content lines in the Azerbaijani language subject curriculum of the primary classes of the general education schools of our republic, the problem is not emphasized at an equal level and in a balanced way. Almost none of the sub-standards of the content lines of listening comprehension and speaking, writing, language rules in class I, listening comprehension and speaking, language rules in class II, listening comprehension and speaking in classes III and IV have touched on this topic. Greater sensitivity to the issue, consideration of this point during the development of a new version of the program can contribute to the organization of the work;

4. During the research, the grammatical affiliation of foreign, unfamiliar words learned by primary school students of our republic was not overlooked. The distribution of words taught as "difficult" words to young schoolchildren according to parts of speech is not

balanced. Thus, most of the words to be mastered are nouns (622 words). In the list by division, the 2nd place belongs to the verb (236 words), the 3rd place to the adjective (107 words), the 4th place to the adverb (20 words), and the 5th place to the auxiliary parts of speech (8 words). It is determined that the pronoun is represented by only one difficult word. If the number of new words belonging to adverbs, pronouns and auxiliary parts of speech is gradually increased starting from the 1st grade and used by children in balance with other parts of speech, the efficiency and quality of the work will increase;

5. The preparation of methodical materials on methods considered useful for mastering foreign and difficult words for elementary school students and ways to implement them, an audio-visual training tool consisting of explanatory presentations, lesson examples, as well as a collection of methods serving the formation of communicative writing skills should contribute to the solution of the problem. can;

6. During the pedagogical observations conducted in the elementary schools of our republic, teachers who teach with innovative methods and have interesting personal teaching methods were found. Benefiting from the pedagogical experience and personal training methods of practical teachers who add color to the training process, teach children by entertaining them - master words they are not familiar with, and achieve quality results, spreading that methodology to a wide audience will have a positive effect on solving the problem;

The conclusions and proposals made in relation to the problem are calculated to eliminate the existing shortcomings and gaps.

The content of the dissertation is reflected in the following published works of the author:

1. Həsənova S.M. “Çətin sözlər” anlayışının mahiyyəti və metodik baxımdan açılması, 2013, №6, s. 74-77

2. Гасанова С.М. Методика над трудными словами в начальных классов, “Международные VII Волковские чтения, Интеграция этнопедагогических процессов в образовательном

пространстве: проблемы и перспективы” сборник научных трудов, Стерлитамак, 2013, s. 32-34

3. Həsənova S.M. Heydər Əliyev və Azərbaycan dili, Azərbaycan Respublikasının Təhsil İnstitutunun Elmi əsərləri (xüsusi buraxılış), Bakı, 2013, №3, s. 107-108

4. Гасанова С.М. О сущности понятия “трудные слова” (взгляд на историю исследований, проведенных в России, Современные проблемы гуманитарных и естественных наук, материалы XXVII международный научно-практической конференции, Москва, 2013, s. 342-346

5. Həsənova S.M. Çətin sözlər üzərində iş şagird şəxsiyyətinin formalaşdırılması vasitələrindən biri kimi, Təhsildə mənəvi-əxlaqi dəyərlər: harmonik şəxsiyyətin inkişafı mövzusunda Beynəlxalq Elmi Konfransı, Bakı, 2014, s. 129-132

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9. Həsənova S.M. Çətin sözlərin öyrədilməsi baxımından I sinif Azərbaycan dili dərslisinin təhlili, Doktorantların və gənc tədqiqatçıların XX Respublika elmi konfransı, Bakı, 2016, s. 314-316

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11. Həsənova S.M. İbtidai sinif şagirdlərinin şəxsiyyət kimi formalaşmasında müasir Azərbaycan dili dərsliklərinin rolu, Şəxsiyyət, cəmiyyət, dövlət: qarşılıqlı münasibətlərə müasir yanaşmalar”

mövzusunda keçirilmiş Respublika elmi konfransı, Mingəçevir, 2019, s. 180-182

12. Həsənova S.M. Orfoqrafik-orfoepik baxımdan çətin sözlər üzərində işin şagirdlərin yazı bacarıqlarının inkişafında rolu, Azərbaycan Respublikasının Təhsil İnstitutunun Elmi əsərləri, Bakı, 2019, №1, s. 100-103

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