

SPECIFIC FEATURES OF TEACHING ENGLISH SPELLING

Darya Kozlova

VSU named after P.M. Masherov, Vitebsk, Belarus

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Formation of writing technique plays an important role in the teaching of English at the basic stage. It contributes to a stronger assimilation of lexical and grammatical material, as well as improvement of reading and speaking skills. At the same time, spelling is one of the most difficult points in teaching writing. Spelling mistakes are inevitable, but their number can and should be reduced to a minimum, if you take into account the typological groups of difficulties and develop skills of self-control and self-correction.

Material and methods. To prove the mentioned idea, we have applied the following methods: a descriptive method, a contextual analysis, an interpretation method.

Findings and their discussion. Effective English spelling teaching requires consideration of the following principles of spelling English words.

1. Writing is based on phonetic and morphological principle.

Grapheme-phonemic correspondences are formed through a long and diligent work, especially if the letters and sounds of the native and foreign languages are dissimilar. Even in one-syllable words beginners in a foreign language can make a significant number of mistakes. In this case, they should be asked to read what they wrote and remember the basic rules of reading.

One or another morpheme in the writing of related forms or words always retains a single graphical image. For example, the morpheme *-en* in the words *oxen*, *children* retains a single graphical image, although the sound of the morpheme may be different. In other words, the correctness of the spelling, even if it does not correspond to the pronunciation, can be proved by comparing this graphic image with the spelling of other related forms. There is an opinion that morphological spelling can also include those graphical phenomena of modern English to which certain rules can be applied. These include such phenomena as: 1) writing mute *e* at the end of a word: *prise*, *orange*, *lake*; 2) replacing the letter *y* with *i* when adding *-es*, *-ed*, if preceded by a consonant: *try-tries*; 3) keeping *y* when adding *-ing*, if this letter is preceded by a vowel: *stay - staying*; 4) writing *c*, which transmits the sound [s] before vowels *e*, *i*, *y*: *city*, *circus*; 5) writing *e* after *v* at the end of a word: *have*, *give*.

2. The letter is spelled but has no sound equivalent.

The matter is about the traditional rules of reading. It is necessary to form paradigmatic connections of words at the level of graphic form, to create a certain associative array. Indirectly it also helps to form lexical skills, and, of course, allows a positive transfer when reading. For example, in English in the open syllable type the letter "e" is spelled but not read – "*nine*", but at the same time the appearance of this letter changes the sound of the root vowel.

The vowels in English combined with the letter "r" change sound and lengthen, but the letter "r" is not voiced: *bar*, *sport*, *bird*, *turn*. There are certain rules for reading

combinations of *wr*, *wh* at the beginning of words before certain letters, but there are also a large number of exceptions to these rules, for example, *when*-[*wen*]; *whose*-[*hu:z*].

3. Typical letter combinations and the sounds they convey.

We can make a long list of the most common letter combinations, and they can be vowels – *ee*, *ao*, *oo*, *ei*, and consonants – *ch*, *sh*, *ght*, *gh*, *ph*, *etc.* The main difficulty of this group is that the rules of reading are subject to change here. At any rate, when it comes to the English language. Compare: *head* [*hed*], *heat* [*hi:t*], *heart* [*ha:t*], *etc.*

4. Complicated vocabulary words.

This group includes words, the spelling of which is formed historically. They are often words which have a historical root, such as the English words *daughter*, *neighbour*, *one*, or are borrowed from other languages – *restaurant*, *etc.* This group of words is the most common and difficult in English.

Spelling skills are formed in the process of speech activity on the basis of full understanding and performance of a set for general and special purposes exercises. The first group includes lexico-grammatical exercises performed in writing.

They are intended not only for teaching orthography, but also for fixing language means of communication - vocabulary, grammar, phonetics, and thereby to develop all forms of communication [1, p. 255]. An important role for teaching sound-letter correspondences plays a sound-letter and syllable analysis. This analysis is significant due to the fact that it consistently dissects the whole process of encoding a word into a graphic image, which reveals quite clearly the sound-letter correspondences. The methodology suggests the following scheme of such analysis, carried out for the purpose of teaching writing technique: 1) the whole word in its sounding – sound syllables - corresponding graphemes; 2) graphic syllables; 3) the whole word in writing. However, considering the historical principle of writing English words, the teacher uses its individual elements in practical work, depending on the difficulties encountered by students and the goal he sets. The phonetic part of the analysis can be conducted with or without the support of a transcription. The graphic part of the analysis is done orally or in writing. After students have mastered the basics of graphics and spelling, it is very helpful to conduct oral spelling of words to further reinforce sound-letter associations.

Special exercises that develop spelling skills include:

1. Copying text, that is, copying in order to absorb the basic rules of spelling and punctuation.

2. Copying which is complicated by additional tasks, such as: underlining the letters or letter combinations, filling in gaps with missing letters or words with difficult spelling, etc. Copying with additional tasks is practiced at all stages of learning, but it is mostly used at the primary stage.

3. Groupings of words with the presence of synonymous letter symbols; homographs; lexemes related to the same topic; derivative words with a specified suffix. Spelling games (crossword puzzles; riddles; color bingo and others). For example, "Correct the mistakes in Neznayka's letter".

5. Copying text with certain tasks: select from the list the root words (derivative, compound words) and write them in a notebook; find in the text the foreign-language equivalents for words of the native language and write them down.

Conclusion. Aimed formulation of spelling skills and their activation during written exercises contributes not only to a better assimilation of vocabulary, grammar, but also the development of oral and written speech, which creates favorable conditions for the

organization of independent work. To create effective conditions for the formation of writing technique skills it is necessary to pay attention to special spelling exercises.

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NOMINATIONS OF PLANTS WITH THE FIRE COMPONENT IN RUSSIAN LINGUISTIC CULTURE

Tatyana Kruchenkova, Olga Agafonova

VSU named after P.M. Masherov, Vitebsk, Belarus

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In this article, the subject of our interest is plants, the names of which reflect the vocabulary associated with fire and flame. The names of plants – phytonyms – may be based on the assimilation of the fire component according to various characteristics.

Material and methods. Description, analytical and comparative methods were used in the work, as well as the method of semantic identification. The research material was some plant nominations with the fire component.

Findings and their discussion. The basis of a metaphorical comparison with fire can be the color of the petals, for example, red, yellow or orange: *ognevik* (rose of heaven), *ognevka* (Siberian globe flower).

The name "mouse fire" is given to the fungi *Byssus phosphorea*, glowing in the darkness. Some nominations of plants can be associated with the fire component according to their place of growth: *pozharka* (yellow mushrooms growing on forest fires).

A large group is represented by formations from the verb "to burn". They can be divided into two groups:

a) phytonyms of the type formed by the color of the petals: *goritsvet* (spring adonis).

b) phytonyms reflecting the bitter taste of plants. This includes names such as *gorkusha* (meadow knapweed), *gorechavka* (gentian), *gorchica* (biting knotweed). Sage – *Artemisia*, may be named *gorkucha*, *gorkusha*, *gorech*. There is an opinion that the name of sage also reflects its bitter, burning taste, since this phytonym is related to the verb "to burn".

Plants can burn and are given appropriate names. Among the dialect names of nettles, those that reflect its main property – burning are predominant: *zhegala*, *zhigavitsa*, *zhigalka*, *zhizka*, *strekava*, *strekuchka* (stinging nettle).

The relation with fire is also expressed in the comparison of plants with the sun. The comparison can be based on the color of the petals of the plant: *podsolnechnik* (sunflower).

A phytonym can combine two motivations at the same time. So, in various species of mullein, bright yellow flowers are collected in an oval vertical bunch (a sign of the