

Features of Teaching Writing in the Lower Grades

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Annotation: The article discusses the points that need to be taken into account and the difficulties that arise when teaching writing in elementary school. Pencil retention, paper position, writing speed, legibility of writing, etc., which occupy an important place in the practice of writing, especially in the 1st grades. He was focused on what teachers should do with the subjects.

Keywords: writing, teaching writing, individual characteristics of children.

Introduction

Writing is the ability to produce the symbols and signs necessary to express our thoughts in accordance with the rules and legibly. Important elements of writing, which is one of the most effective and permanent means of communication used by people in communication, are speed and readability. The ability of these two elements to be at the right level is due to the fact that the letters are simple in shape and easy to make. Because if the letters cannot be created easily and quickly, the child cannot cope with such issues as the organization of thoughts during writing and the correct placement of what is written on the page. This situation can turn into inadequacy in terms of the quality and quantity of the letter, and then hatred of the letter. However, good writing is not always the basis for creating qualitative and quantitative ideas.

According to Graham and Weintraub, mechanical (related to the physical production of letters) inconsistencies of writing negatively affect high-level thought processes associated with the creation of text. If a child writes too slowly, he loses his thoughts and goals before he can convey them on paper. Switching attention from intelligent text planning to its mechanics has a negative effect on the sequence and complexity of the texts being created. The student's motivation is lost due to the stress caused by the writing process.

It should be emphasized here that the problems of beginners in writing should be approached carefully. As a rule, the essays of students with writing difficulties are poorly organized, contain fewer ideas and leave little room for interpretation. The inability to properly master writing skills puts the child in front of three main problems. 1) At the stage of writing, it negatively affects the perception of the child by the teacher or the corresponding adult. 2) Letters cannot be written correctly or are not written in words, the writing process is associated with the generation of ideas, planning, etc. adversely affects its components. 3) The shortcomings of writing negatively affect the development of the child as a "writer".

A controversial issue among researchers is the question of which type of letters (straight or oblique) to start learning to write. Studies on whether to start learning to write with straight basic letters or with cursive letters will be more effective when reading, are far from final results. Some studies have shown that writing with vertical basic letters is more legible, and writing with italics is faster. According to a recent study conducted with 600 students at grade level, there is no significant difference between starting reading and writing in vertical basic letters or italics in terms of

readability and speed. In fact, it has been revealed that those who use both fonts (vertical and italic) together write faster and sometimes more legibly.

Regardless of what type of writing is learned, after a certain period of time, the child will develop his own style. Redundancy of folds, linking letters in different ways or mixing types of writing are related to the student's personal style. For this reason, the teacher should not dwell excessively on the model. In most developed countries, vertical basic letters are taught in kindergarten and at the first grade level, and cursive letters are taught from the second grade.

Factors affecting the letter

Sitting: The first thing to consider when writing is the style of sitting. When a child is sitting on a bench, his feet should touch the floor. The table at which they will write must correspond to the order of sitting. If the table is high and the desk is low, the child will constantly get up and try to write. Writing while standing will negatively affect how the hand is spread out on the table and, consequently, how it holds the pen. If the row is high and the table is low, this time the child will bend more than necessary when writing, and this will adversely affect the letter.

Muscle development: The muscles of the hands, wrists and fingers are important when writing. Children who have not completed the development of muscles have difficulties with motor skills. In the development of muscles, one should follow the path from large muscles to small muscles. First you should develop the arm, then the wrist, then the muscles of the fingers. The muscles of the arms can be developed by making large movements with the hands in the air, and the muscles of the wrists, fingers and hands can be developed by working on tables with sand. Muscle development exercises can also be performed with plasticine and puzzle toys. Especially children whose finger muscles are insufficiently developed, cannot comfortably hold a pencil. In such cases, you can use plastic pencil holders.

Hand preference: The first thing to observe when writing is hand preference. There can be a right, left and mixed hand. Most children prefer the right hand. Those who prefer the left hand should not be forced to choose the right hand. One of the most effective ways to identify hand preference is the teacher's observations. The teacher should make a decision by observing children in various situations (play, writing, etc.).

The teacher should provide special assistance to left-handed children. These children should be given the opportunity to practice sufficiently at the blackboard. The teacher should monitor the student on the blackboard and immediately provide the necessary assistance. Left-handed students should have lower ranks than right-handed students. This helps the left-handed student to see what he or she is writing. In addition, the light should come from the right side. This prevents the hand from shading the area to be written. The paper tilt is the opposite of those who prefer the left hand than those who prefer the right. Children's pencil for left-handers, 4 cm from the tip of the pencil, they should hold it on top. Left-handed children can often face problems. Since writing and reading in Russian go from left to right, the child is initially at a disadvantage. Ignoring the directions is the second problem. This problem can be experienced both perceptually and motorically. If the child's left eye is active in vision, then he will visually scan the material from right to left, and not from left to right. This situation leads to incorrect spelling of syllables and negatively affects the correct placement of words in a sentence. These negatives naturally reduce the success of reading.

The preference of the right or left hand does not cause problems when writing. But two-handedness leads to several problems. This is an event when a child uses part of the right and part of the left hand when performing a task with two hands. The teacher should never allow this. If the child uses

both hands, the educator does different exercises and determines which hand is effectively used. For example, a child can write his name and different sentences, counting the time with both hands. Readability, cleanliness, speed, etc. The decision about the hand that should be preferred is made by checking it from all sides.

Spacing: When writing, spaces between sentences, words, letters and page margins should be taken into account. They are also important in terms of readability and aesthetics. First of all, you should highlight the spaces that should be left on the margins of the page. Then you should draw the children's attention to the spaces between sentences, words and letters, respectively. Using a pen and a finger, you can try to understand the gaps between sentences and words.

Letter shapes. The main purpose of teaching writing is to teach students to write legibly and quickly. To do this, the shapes of the letters must be grasped correctly. The child should be able to quickly and accurately memorize the shapes of letters in his mind. This is an important factor in increasing the speed of engine production. If we make the child understand the letters with an indication of their direction and the number of movements, memorization will be easier and more regular. First of all, the teacher should guide the writing of the letters. Exercises done by repeating letters should be included. They should use visual cues (the direction of the arrows), work on printing letters from memory. After the lines on the paper, you should specify the starting and ending points, the lower and upper continuation of the letters. Students' efforts should be evaluated positively and feedback should be given.

It should be taken into account here that a letter or a word should not be freely printed on the same page and in the same time period. Instead, brief work under the supervision of a teacher or an adult is more useful. Another disadvantage in our country is the large number of students, especially in the first grade, and the continuation of writing classes under the supervision of a teacher. This situation must be prevented, or the number of students in the first grade (20-25) must be reduced, or the teacher must enter the classroom with an assistant. Because mistakes in learning to write should be corrected immediately. Outside help (family, group of friends, etc.) in correcting spelling mistakes is very limited. He is the main resource and teacher's assistant. If the incorrect spelling is not corrected instantly, it becomes a habit.

Pencil holding and notepad position: There are many forms of pencil holding. However, the way to hold a pencil, which most researchers find suitable; It consists in placing the soft tips of the index and thumb at the place where the pen is held, touching each other and supporting the middle finger with the part close to the tip (between the bend and the nail). In addition, the part of the arm between the elbow and wrist, which is in the same direction as the palm, should be placed on the table in such a way that it forms an angle of slightly more than 45 degrees. As a result of his study of children in the age group from 7 to 14 years, Ziviani identified four important aspects of pencil possession. a) The flexibility of the index finger when using, b) The spread of the part of the hand between the elbow and wrist to the surface (on the table, desk) when writing, c) The number of fingers used to hold the pen, d) Whether the soft parts of the index finger and the tip of the thumb touch each other while holding the pen.

Never bring the pen too close to the writing point. To prevent this from children, you can wrap the pen with plastic ribbons so that there is a distance of at least two centimeters between the writing point and the point to be held. For lefties, the distance between the writing point and the holding point is greater. Violations in holding a pencil should be eliminated immediately. The fact that the pen is heavy, very thin and angular also negatively affects the writing.

Since children who hold a pen very close to the tip of the letter cannot see what they are writing, even if the tables and benches on which they are sitting fit, they approach the surface of the desk and bend their hands from the wrist, forming a crescent. This situation not only worsens vision, but also leads to the fact that the child gets tired very quickly. Teachers should be very careful in this situation.

For children who find it difficult to hold a pencil, you should use pens that will help to hold a pencil easily, and change the size of the pen. For those who put a lot of pressure on the pen, it may be appropriate to put a carbon paper under the paper and advise not to go down when writing on it. The reverse of this exercise can be performed for those who weakly press the handle.

Printing speed: The printing speed is usually determined by the number of letters written over a certain period of time. Measuring readability; This is more difficult than measuring speed, since it involves measuring several elements, such as the creation of the main text, the upper and lower extensions of letters, their size, placement on the surface of the page and the correct spacing. The most important factor in improving typing speed is regular writing practice. The child can do it himself, competing with time. In addition, written exercises can be motivated by rewarding them accordingly. Graham, Berninger, Weintraub and Schafer tried to determine the speed of writing in their class-level study. The researchers found that typing speed depends on gender (girls were faster than boys), and classified the results separately. Accordingly, the average values of writing speed are shown in the table below, depending on gender and level of training.

Conclusion

Based on all of the above, we can conclude that as a result, the child retains the habit of writing, learned in elementary school, for life. Because mechanics (movements) and writing style are acquired in elementary school. Teachers and adults should patiently help children, taking into account the issues raised in this article. The child should not overwork himself, he should be constantly motivated and helped in the family environment in accordance with the work done at school. Home help should never be understood as an adult doing homework for a child.

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