



Journal Website:
<http://sciencebring.com/index.php/ijasr>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

Research Article

THE DEVELOPMENT OF WRITING SKILLS WITH THE HELP OF HUSNIHAT IN PRIMARY SCHOOL STUDENTS AS A PEDAGOGICAL PROBLEM

Submission Date: September 20, 2023, **Accepted Date:** September 25, 2023,

Published Date: September 30, 2023

Crossref doi: <https://doi.org/10.37547/ijasr-03-09-48>

Norova Iroda Mirzogolib kizi

Researcher at the Navoi State Pedagogical Institute, Uzbekistan

ABSTRACT

The article describes the conditions associated with teaching elementary school students letter forms, the rules of correct and beautiful spelling of words, processes up to writing letters, pen holding, posture and hand movements. In primary school, the idea is put forward not only to consider learning to write as a tool for weaving baskets, but also to approach it as a factor of mental improvement.

KEYWORDS

Alphabet, letter, letter forms, syllable, word, preparation for writing, skills, qualifications, knowledge, sanitary and hygienic

INTRODUCTION

Teaching a student to write letters in elementary grades is one of the most complicated processes. Today, preschools also teach a kindergarten child to write letter forms, but there are problems with this, because the main task of a preschool is education, where the child is often taught to write and read letters. In fact, it is necessary to pay serious attention to the skillful writing of letter

forms and beautiful writing. Otherwise, the reader will get used to ugly and incomprehensible writing.

When initially learning to write with a single ruler, when there is repeated restructuring of writing skills, stable skills begin to form more quickly than when switching from one type of

paper liner to another. E. Sokolova said that mature writing was formed earlier in the classes where children were initially taught to write using this technique, there are more students with a clear individual writing style. .

According to other authors, exercises should be conducted on lined paper to control the correctness of movements during writing. As writing and motor skills develop, visual control over individual movements is replaced by proprioceptive control. Accordingly, the line is changed, regulates the direction, shape and length of the movements and allows visual control of the correctness of the performed movements. Thus, according to the method now used in the first grade, instruction in writing is done on paper covered with two horizontal and one unique oblique ruler.

A writer with a horizontal line has the ability to visually control the movements that ensure the height of the letters. Oblique lines allow you to control the direction of flexion and extensor movements, which ensures writing with the correct inclination. In the second grade, 8- and 9-year-old students already have such a developed motor analyzer that visual control of flexion movements, which ensures the correct inclination of letters, is replaced by muscles. In the third grade, the teaching of writing on paper in one meter continues. The writer does not have additional instructions for visual control of the actions he has taken. The main reference point in the length of the movement is the initial letter of the word.

All subsequent actions aimed at fulfilling the word, the writer coordinates with what has already been done. Therefore, in the first period of learning to write on paper in one meter, if the writer has not yet fully formed the motor analyzer and he cannot perform movements under the control of proprioceptive impulses instead of visual control of movements, there is instability of movements along the length. In manuscripts, this is reflected in the difference in the size of the handwriting, which creates different parts that are on the same page, but written at different times. By the end of the third year of study, long stable movements are developed in the execution of different letters. Therefore, it can be assumed that by this time the engine analyzer was already developed. Visual control during the writing process is carried out only in the execution of words and construction of lines. Visually focusing on the ruler, the writer consistently performs movements to write letters and words. In this way, lines of text are written with strict coordination of movements of individual joints of the hand.

Regardless of whether writing notebooks are taught in a single ruler or two horizontal and one unique oblique ruler, the following errors are common among students:

Distortion of slope leads to parallelism of adjacent letter elements and even elements of the same letter, and is often accompanied by curvature of the elements. This group of errors is corrected using special exercises to develop the correct inclination based on the additional curved cover of the notebook.

In stylistic science, the term "calligraphy" (Greek - beautiful handwriting) is interpreted as "the ability to write clearly, intelligibly and beautifully according to approved patterns . " When teaching calligraphy, it is important to observe the line, the margins on the right and left of the page, and uniformity in the size and inclination of the letters.

modern methods of teaching calligraphy (modern approaches to the formation of calligraphy skills): Ilyukhina , E. Potapova (technology of teaching writing) , etc.

In addition to the development of methods of teaching calligraphy, M. Bezrukikh is developing textbooks for teaching left-handed children to write, and therefore he has developed recipes for first graders and left-handed children who have difficulty learning to write . When the recipes developed for teaching children to write were compared with the recipes for left-handed children and first-graders who had difficulties learning to write both by the traditional method and by the method of teaching calligraphy, significant differences were found in the spelling of letters. The differences do not apply to all letters, only some:

T/ r	Unli in letters	Consonant in letters
1.	Word in the middle came some vowels adding to write problem	of the letter Rr English form with confused stay
2.	Word At the beginning of came some vowels adding to write problem	y, h, sh , ch such as hinged of letters defined from the lines out leaving
3.	Word At the end of came some vowels adding to write problem	Q q in the letter in the letter g of the hook with replacement
4.	letter I writing	Double consonant of letters writing
5.	of the letter O writing	Letter combinations writing

By analyzing the above letters according to the elements in the traditional and specially designed recipes used in teaching children today, and by comparing the elements in the recipes with each other, it is possible to distinguish the differences in the number of elements of the letter, as well as in their implementation.

It should be noted that the letters presented in "recipes for first-graders and left-handed children who have difficulty learning to write"

differ in the simplicity of execution, and this has its own explanation: children with insufficiently formed motor skills, visual and visual-spatial perception have difficulties in organizing attention . they face In addition, children who write with their left hand, due to physiological characteristics, may find it difficult to connect the elements of the letter, which have the shape of a loop, as well as the shape of a loop. There are often difficulties in the direction of actions in the execution of letters and their elements.

Some mistakes that left-handed children make when learning to write:

1. Mirror guess, the so-called "right-left" ([p], [b], [z], [e], [s]) and "top-bottom" errors ([b], [d]).

2. The division of whole letters into parts, that is, the separate spelling of letter elements (sh, ch, ng).

All these factors led to the development, and then the use of special recipes to teach such children to write.

Students of the first and second grades learn to write by imitating the "standard" recipes or samples made by the teacher on the board or in the student's notebook, and their letter must fully correspond to the standards (recipes) and be the same. There is a question about the standard of prescriptions. What recipes are standard and how is standard defined? On the one hand, it turned out that the recipes for right-handed and left-handed children are standard, and on the other hand, their standard should be determined by the methodology itself. In this case, there will be not one, but several standard recipes.

In the future, if special prescriptions for teaching children to write become widespread, a number of questions and difficulties may arise in connection with the examination of handwriting. Also, in the near future, it may be necessary to make adjustments to the methodology of handwriting examinations when solving identification and diagnostic tasks.

These corrections may relate to aspects such as the establishment of the handwriting executor's leading writing hand, i.e. writing with either the right or left hand. Based on this, further establish the method by which it is trained or can be trained. These aspects are of great importance, because after receiving information about which hand the child writes or how he learned, we can talk with confidence about the importance and individuality of the sign, because if the training was conducted according to the recipes developed for left-handed children, then the child's individuality . the letter is "reflected". The letter specified in the special prescription norms for the right hand will be unique, while for the left hand it will be provided with the prescription norms intended for teaching the traditional method and calligraphy writing method. Therefore, identification signs (for example, the complexity of actions during writing, the direction of actions in the execution of written signs and their elements, the number of actions in the execution of written signs and their elements, and the relative location of the beginning and end points of actions), we must distinguish according to the following. to conduct further research considering the method of teaching writing and the corresponding writing norms and certain techniques.

It is the knowledge of teaching methods that allows one to have an objective idea about the nature of the forensic characteristics of writing, identification and diagnostic signs, which in turn gives a complete idea of the formation and

functioning of a complex functional dynamic system such as handwriting.

At the first stage, the student's main task is to learn to sit properly, hold a pencil and notebook correctly. Then writing the most important elements of the letter, or rather studying the writing algorithm. The next step is to write a letter. In the fourth stage, the whole words are written.

The sanitary-hygienic aspect of the student's activity is very important for the acquisition of writing skills.

Common mistakes in practice when children write at school:

- they sit squatting on the table, their legs are raised up, and they lean on the table with their chests;
- they write verbatim;
- the left shoulder is pushed forward and protrudes at an angle, the left hand is tucked under the right hand or supports the head;
- the elbow of the right hand hangs sharply or goes too far from the edge of the table to the right, or is tightly pressed to the body;
- during writing, the head has strong inclinations to the left or right shoulder;
- the whole image of the child expresses tension and movement.

As a result of such placement, students experience excessive fatigue, which is expressed in motor anxiety, frequent changes in body position, excitement. Regular violation of sanitary-hygienic rules seriously harms the

health and normal development of the student's body.

The formation of graphic skills in a first grader is a conscious process. An important role is played by the understanding of the goals and tasks of the action that should be taken as a result of the action and at its individual stages.

Clear distribution of tasks by the teacher, clear understanding of them by the student seriously affects the success of forming graphic skills.

Regularly finding landmarks, determining their meaning, and applying them gives children the ability to perform graphic movement early and successfully.

In the early stages of training, movements are performed in a slow rhythm: when moving from one operation to another, a delay is necessary to perform the next movement.

Guided learning ensures that the performed action is rational and conscious, which leads to the formation of complete graphic skills. When leading a lesson, students should be given complete instructions to perform the activity correctly.

For this, the following is necessary:

- pay attention to the pattern, that is, highlight all the elements of the letter, their location in the notebook rulers, the direction and sequence of movements, the distribution of movements when drawing lines;

- analysis of movement materials and means: the notebook must have the appropriate arrangement;
- analysis of the method of performing the movement and the conditions of its performance: sitting on a chair, position of the body, position of the legs, distance from the eyes to the notebook, the position of the hands on the table in relation to the body, the position of the hand on the table, the position of the left hand, the position of the notebook on the table, the position of the shoulders, the head to the body relative position, absence of arm tension and correct distribution of pressure;
- the force on the pen and the pen in the notebook, the position of the pen in the hand and the direction of its upper end to the shoulder, the location of the letters in the notebook relative to the trunk.

Each of these rules not only helps to develop graphic skills, but also affects the student's health.

It is very important to analyze the performing operations, that is, to reveal the method of performing the action, to highlight the signs that it must meet, at the same time, to separate the moments that act as a whole in the formed skill: the process of writing a letter and its final result are important:

- drawing up a task execution plan, first analyzing the task, material, tools, method of execution, and then compiling a list of execution processes;

- providing students with self-control over the performance of the task with simultaneous analysis and correction.

There is a clear system of standards for schoolchildren - algorithms for writing letters. These algorithms must be well understood by the students, that is, the actual knowledge of the actions during writing will later become skills and competence.

In the formation of the correct graphic skill, the execution of the action is carried out by focusing on the selected characters in three consecutive ways: material, verbal and mental.

The tangible form includes the creation of a task plan that ensures understanding of the algorithm of actions (studying a graphic image of a letter, distinguishing elements together with the teacher, finding similar elements from already studied letters, determining the sequence of actions, etc.).

The form of speech is independent pronunciation. The post-task process is carried out by pre-pronunciation of letters, that is, the writing of a letter is formed by the condition that all small elements are pronounced in writing in a given sequence. The speech expression of the movement should be clear, that is, the student should be able to describe the learned letter writing algorithm.

The step-by-step speech guide is further reduced. The teacher or the child reminds the main stages of writing, he can imagine the whole movement "in his mind" and move on to writing letters.

It should be noted that as the number of learned letters increases, the need for step-by-step development disappears and all forms merge. The following errors are observed when the control work is taken from the students after the writing exercises:

- intervals between letters in words are not observed, words are placed unevenly on the line;
- letters are written too wide or too narrow;
- there is a multidirectional tilt or excessive tilt to the right or left;
- the location of the letters relative to the lines is not observed, that is, there is no linearity in the writing.
- the required height of the letters is not maintained;
- the broken form of the letter is often observed;
- the line is angular, there is a grid;
- letters are not consistent when writing;
- there is a complete illegality, letter forms are mixed up.

The above errors appear due to the insufficient formation of the skill of correct and beautiful writing. Not practiced diligently enough.

The classification of handwriting errors helps the teacher to analyze the writings of students, identify shortcomings and develop tactics for correcting handwriting. Of course, the general development of schoolchildren is also related to the simple and complex organization of classes.

One of the pressing problems in mother tongue teaching is to find effective ways to teach spelling

to elementary school students. A child's further education at school, his spelling and speech literacy, and his ability to learn his mother tongue in writing depends on how well he has mastered the skills of letters, cursive and spelling in primary grades.

The initial training program in Uzbek for each grade includes the acquisition of orthograms. But how to teach correct and beautiful writing is one of the problems waiting to be solved even for today's methodology. This question naturally worries many teachers. "Alphabet", "Mother Tongue" textbooks for elementary grades often teach spelling in texts where letters are missing. Thus, the spelling task is determined not by the student, but by the author of the textbook. The student can only solve the task assigned to him, and he will do it successfully. The knowledge and skills acquired in graphics classes are checked by writing a small dictation. Later, students make mistakes because they cannot find the place in the word where the rule should apply. So, students face a lot of difficulties in dictation, creative works and expositions.

Unlike reading, writing is a time-consuming process. Writing involves clear, consistent execution. the phonemic analysis of the word and the correlation of the selected letters with the corresponding phonemes, that is, the implementation and generalization of phonemics. Then the phonemes must be given in a strictly defined manner.

Husnikhat is one of the most difficult and enjoyable types of mental activities. Fingers,

shoulders, back, neck are involved. If the child holds a pencil, supports his wrists, moves it correctly - all this will train the nerves, stimulate the brain, and develop writing skills. In fact, calligraphy - correct and beautiful writing - is a form of meditation that develops cognitive abilities. Organizing calligraphy classes for students in primary grades will greatly help their mental development. The issue of calligraphy in the Uzbek language also requires a separate study.

REFERENCES

1. Zheltovskaya L.Ya., Sokolova E.N. Formirovanie kalligraficheskikh navykov u mladshikh shkolnikov. M.: Prosveshchenie, 1987. 226 p.
2. Lviv M.R. Slovar-spravochnik po metodike russkogo zyzyka: ucheb. posobie dlya studentov ped. in- tov po spets. No. 2101 "Rus. summer i lit.». M.: Prosveshchenie, 1988. 240 p.: [El. resource]. URL: <http://www.elective.ru/arts/lam1-to625-p31692.phtml> (data obrashcheniya: 10.11.2016).
3. Ilyukhina V.A. Pismo s "secret" (iz opyta raboty po formirovaniyu calligraficheskikh navykov pisma uchashchikhsya). M.: Novaya Shkola, 1994. 174 p.
4. Potapova E.N. Radost Poznañ: kniga dlya uchitelya. M.: Prosveshchenie , 1990. 96 p.
5. Bezrukikh M.M. Obuchenie pervonachalnomu pismu: method. posobie k "Propisyam". M.: Prosveshchenie, 2002. 30 p.
6. Bezrukikh M.M. Propisi dlya pervoklassnikov s trudnostyami obucheniya pismu i levorukikh detey. M.: Juventa, 2004. 80 p.