



METHODS AND TOOLS USED IN TEACHING PRIMARY CLASS STUDENTS TO WRITING CORRECTLY

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Annotation

An article on how to successfully conduct an eleven-year analysis is a method and means of a more detailed analysis.

Keywords: writing skills, letter, capital letter, form, copying, method, imagination.

The traditional methods of teaching elementary school students to write correctly are as follows.

1. Write according to the sample written by the teacher.

One of the most important ways to teach good handwriting is to model and write the shape of letters. Each letter sample should be shown on the board attracting the attention of all students or shown to some students separately in a notebook[14]. The students' task is to correctly reflect the shapes they remember on the board in their notebooks. Each letter written on the board must be clearly visible to all students, if some students could not see it, it should be shown again. The connection of each letter or letters by the teacher is explained verbally or on the board, where the hand should be placed, where the movement of the hand is required to turn and where this movement should be interrupted, such as how high and low the letters are. explained through instructions.

2. Copy and write according to the example in the textbook.

This is a very ancient method that has not lost its value even today. Pupils mainly copy the form of letters according to the sample in the book "Husnikhat" or "Yozuv" notebook.

Copying and writing based on a sample is much more complicated than writing over ready-made letters, and the teacher should know when to use both of them[1].

Practicing by moving the hand over the letters represented by dots in the prepared state is an involuntary process, and students can easily perform this task. Each example written by the teacher in the students' notebooks should be written beautifully and clearly.

Writing according to the example given in the "Husnikhat" textbook saves the teacher's time and creates an opportunity for work. For this, it is necessary to have a textbook in front of every student.

3. Copy.

This method can be used for students who cannot correctly imagine the shape of letters, who fall off or leave the lines of the notebook when writing[13].



For example, if a student makes a mistake in writing the letter D, the teacher will mark it with dots and write it in the notebook with a pencil, and the student will draw ink over it. This method forms the student's perception of this letter in a broader way. In some cases, it is possible to leave a wider gap between the letters represented by dots, and organize independent exercises between them. Only then will the reader have a complete idea of how this letter is written. Such exercises only help to develop the way of movement[2]. Children who write for a long time find it difficult to write the shape of letters independently or according to a pattern.

Therefore, the copying method should be used only for individual training.

Writing through imagination.

In addition to the methods shown above, it is practiced by writing the shape of letters in the air through imagination.

The teacher shows the students how to write the letters or connections written on the board, shows the movement of the pen in the air, and after the students create an imagination, they are allowed to write in the notebook[3].

Such exercises increase the interests of students and allow them to perform physical exercises.

But when using this method, the teacher cannot simultaneously check how correct or incorrect the hand movements of all students in the class are. He can follow only a few students and give appropriate instruction. Copywriting and imagination writing are helpful techniques for good writing[4].

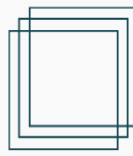
Analysis of the shape of letters, analysis of the letter and its elements can be done in different ways. Analyzing letters by dividing them into elements, students imagine how many elements each letter is made of, what shape each element has, and how these elements look when connected with other letters[12]. But the alphabet of simplified letters requires writing many letters as a whole, not dividing them into elements. Some letters are made up of several elements, and they are written as a whole, but the teacher can only remind how many elements it consists of.

For example, the first element of the lowercase letter n and m have the same shape, but the lowercase letter n has a small stick with one loop, while the lowercase letter m has two looped sticks, here only the teacher reminds how many elements the letters are made of. tadi, and when writing, these letters require writing without interrupting the movement of the hand.

Conscious acquisition of correct writing[5].

A good knowledge of the rules of correct writing helps the formation of writing skills. It is necessary to state the rules of correct writing in a short and understandable way. Only then students can fully master it and apply it in practice.

For example, in the first grade, keeping the same height and slope of letters in words based on requirements such as sitting properly, holding a pen correctly, and keeping the notebook in the correct position, letter in words The rules for writing the elements and spacing of letters at the same distance are derived.



Only from the second grade, writing small and capital letters at the same height, which is related to the writing technique, when teaching the skill of beautiful writing; rules such as connecting letters and words consisting of 4-5 letters without interrupting hand movements, writing quickly and cleanly are required.

Each rule mentioned above should have its own specific meaning. The student should learn each rule gradually.

After the concepts of the slope of writing are deeply inculcated, the rules of writing letters at the same distance are taught. By beautiful writing we mean a letter written in clear lines as shown in the examples of calligraphy[6].

Starting from the third grade, additional fast and clean writing rules will be added to these rules.

But it is not appropriate to repeat every rule in every lesson to the extent that it annoys the student, in which case the rules intended for conscious learning can be lost.

Count-tone method[11].

Using this method, the teacher explains the letter and its elements by counting them. This method can be widely used especially during literacy education.

The advantage of the number-tone method is that, firstly, it ensures that the letters are written evenly and does not allow letter elements to fall out; secondly, it encourages students who write slowly to write quickly and on par with all students in the class; thirdly, it teaches students to perform actions clearly and boldly; fourthly, it helps to enliven the class. However, it is not recommended to use this method throughout the lesson, as students may become tired and reduce the quality of their writing[7].

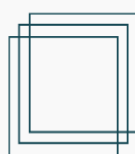
When using the counting-tone method, the main element of the letters is counted as "one", "two", "three". The auxiliary connecting element is connected as "and". When using the number-tone method, letters or elements are first written without numbers, and then with numbers.

Also, when writing with this method, it is written slower at first, then faster. The number-tone method can also be used to write syllables, words and sentences.

1. Work on mistakes[10].

The purpose of using this method is to teach each student to independently find his mistake and correct it. Students are instructed to check whether the letters in their notes are correct or incorrect, slanted, high or low. Students take turns to tell about their mistakes, some students are helped by the teacher. The teacher analyzes the repeated mistakes of many students on the board and shows how to correct them.

The organization of writing exercises in the first grade is somewhat complicated, it is divided into several periods and includes several tasks. Based on the teacher's instructions, children look at the letters and words written on the board, analyze words and syllables. They paint over the letters represented by dots[8].



Before teaching students to write, it is necessary to explain the rules of correct sitting, and at the same time, the teacher should remind students of the rules of correct sitting throughout the lesson.

First of all, it depends on the teacher to make students interested in beautiful, clear and clean writing.

The methods of teaching writing and the methodology of its organization are mainly intended for special students. That is why parents and teachers face a lot of difficulties in properly organizing work with students. This applies to issues such as the position of the notebook during writing, the need to monitor the slopes of letters, and the correct organization of the workplace when writing.

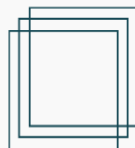
It is very important to form the skills of working with writing instruments for young students[9].

Before starting to teach writing, the teacher should work with the students on the concepts mentioned above. This will greatly help students to better understand the shape of letters and specific movements.

In conclusion, teaching elementary school students to write correctly is a complex process. This, in turn, requires a high level of skill from the teacher. In order to achieve this, their records should be monitored during all lessons based on the above-mentioned methods.

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