

Forming Writing Skills in Left-Handed Students

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ABSTRACT

The introduction of modern information and communication technologies based on the individualization of teaching methods and the integration of competency-based approaches in the world practice of the education system is considered as a leading factor in ensuring the quality of education. In particular, scientific research on the methodological basis of the systematic organization of writing technology for primary school students to increase the effectiveness of teaching students to write, as well as the organization of interactive education

Key words: *left-handedness, child, inter-hemispheric interaction, asymmetry, speech process, learning.*

I. Introduction

The head of our state put forward sound ideas on reforming primary education and re-equipping it with science-based foundations. After that, a number of laws, decisions and instructions were promulgated, and their implementation was widespread in educational institutions of the republic. Although certain measures have been planned and implemented in this regard, there are still many pressing issues that need to be addressed.

Our observations suggest that their age and physical fitness also play a major role in the literacy of primary school students, especially first graders. For example, in the early stages of writing and reading skills, a child uses all his strength - physical and mental abilities - to perform writing and reading exercises: during writing, all the muscles of the student, especially arm and shoulder muscles, lumbar and leg veins and nerves become more tense. Therefore, teachers monitor this process sensitively, taking into account the speed of movement of the finger and hand muscles, proper sitting at the desk, and the physical and mental condition and readiness of the students in general.

II. Main Part

Naturally, the process of writing and reading takes place in the early stages under physical and mental stress. The child has difficulty digesting the first difficulty and failure. Therefore, both physical and mental stress do not give the expected effect. The student realizes and understands his mistake, but even with his student's guidance, he cannot overcome it. In such cases, the teacher analyzes a variety of fun games to raise the mood of the student. Such momentary physical and mental breaks moderate the child's mental tension and increase the child's level of mastery and acceptance of the subject. What we have said will bear fruit only if all the organizational and methodological work for the education of the primary school student, especially the first-grader, must be well prepared. What is included in the organizational and methodological work? Let's talk about it!

The school student spends most of his time in the classroom in connection with the following teaching aids: desk, blackboard, notebook, pen and others. Therefore, it is important that the teaching aids meet the hygienic and pedagogical requirements. As we have mentioned, schoolchildren spend a lot of their time sitting at the desk. Therefore, during this period of responsibility, students should be taught to follow the hygienic requirements set.

It is important to equip classrooms with desks that meet the requirements of hygiene in order to ensure that the ability to work does not decline for a long time and the proper development of children's posture, not to adversely affect the eyes during school. This is especially important for children with disabilities. First of all, the teacher must create the necessary conditions for the moderate work of his student. The teacher checks to see if the classroom and desks in it are suitable for the work of future students. After enrolling their students in school, they will have to transfer them to desks, depending on their height, sight and hearing skills, and how many children there are in the class.

Classroom desks must first and foremost fully meet the pedagogical and methodological requirements. These requirements may include:

1. Suitable for students' age and height.
2. Fit to the body of the students.
3. Convenience for writing and drawing.
4. Not to cause difficulty when the student is standing or sitting.

On the first desk on the side of the window, a student with low vision or hearing impairment should be seated. Many of our scholars put forward the suggestion that chapa students should also be seated on the first desk on the window sill. This suggestion is logically correct, because even if the light falls on the right side, it will be much better for the left-handed reader. Standing on the side of the window, the light falls more and the writing is less obstructed.

There should be basically three rows of desks in the classroom. The distance between the first desk and the class board should not be less than 2 meters, and the distance between the last desk and the board should not be less than 8 meters. This distance is necessary for the children to love and hear the teacher well. The distance between the last desk inside the window should not exceed 6 meters.

The distance between the desks between the rows should be 75 cm. This distance is necessary for two students to move freely between the rows.

Our observations and experiences show that in the primary grades of many secondary schools, these requirements are not followed at all or they are grossly violated. First, the student desk is not appropriate for their age, height, and stature. In fact, desks can be single or double. In foreign countries, single-seater desks are often used. This thing is especially handy for sloppy students. They are not disturbed by their classmate.

According to the requirements, the slope of the desk top should be 15°, because on such a slope it is very convenient to write and read, and the eye does not get tired quickly (picture.1).



picture 1

Another important requirement is that the lid of the desk should be open and closed. If the desk does not have a lid that opens and closes, it will be uncomfortable for the student to get up and sit down. As a result, this inconvenience can negatively affect the child's psyche. Especially to clapping students.

It is unfortunate that there is no such cover on consumer desks now. The firmness of the desk seat is the most important factor in ensuring proper seating. Even better if the seat board is slightly inclined to the back. The height of the backrest should be higher than the student's waist to allow students to sit more comfortably.

There is a concept of desk distance. Distance is the distance between the lower edge of the desk top and the backrest. This distance, i.e. the distance between the chest and its edge, should be 4 cm. Currently, many schools use desks with a flat surface, separate seats, different heights and structures (iron and wooden desks, desks) with no place to put their feet. Violation of such hygienic and pedagogical requirements has an irreparable negative impact on the quality of education. Imagine a first-grader sitting at a desk in a low, low desk. Due to the lowness of the seat, he raises his arms and tries to sit comfortably on the desk, but soon both arms start to ache. As a result, his attention span decreases and he becomes restless. He starts making mistakes in the writing process and, of course, gets nervous himself. This situation has a negative impact, especially on left-handed students. It makes it difficult for them to adapt to the classroom and the preparation process for reading. To avoid such cases, the distance of the desk must be maintained correctly.

Depending on the requirement, the distance of the desk can be of three types: positive, zero, and negative. At a positive distance, the distance between the edge of the desk top and the seat is equal. The line drawn from the edge of the desk top falls on the floor, not on the seat.

At a zero distance, there is no distance between the edge of the desk top and the seat. The line drawn from the edge of the desk top will match the edge of the seat top. Such desks will also not be comfortable for students.

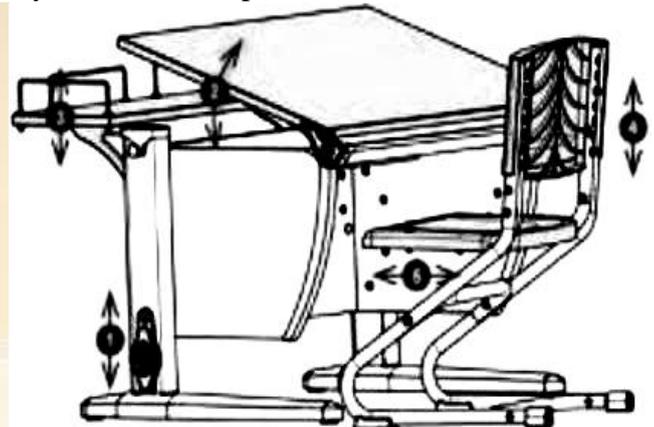
In the third, i.e. negative distance, the edge of the desk top penetrates into the seat at a distance of 4 cm. The line drawn from the edge of the desk top falls on the seat.

Desks with a negative distance are very convenient for primary school students and fully meet the hygienic requirements.

Another important aspect of choosing a desk is to keep its differentiation correct. The distance between the edge of the desk cover and the seat is called the differential. If the desk seat is low, the student hangs on the desk cover, if it is high, the student is forced to bend over. Therefore, the height of the seat should be equal to the length of the students' legs, and the heels should touch the floor or the stairs of the desk while sitting.

Since there is no special place to put the legs, the leg muscles also start to ache. The situation we are quoting is a small example. Now imagine that the whole class of students (although there is no desk in the classroom that meets any requirements) learns to read and write under such physical and mental strain. In such a situation, it is natural that the efforts of the most experienced teacher will be wasted.

Currently, the following design boards are widely used in developed countries:



The hygienic advantage of such desks is that the height can be changed depending on the height of the children, in addition, the backrest consists of two boards, which serve as a good base when leaning. At present, a height of 15 cm is accepted for students, the state standards of student furniture are produced in accordance with this indicator.

The height of the edge of the desk facing the reader should be equal to the height of the elbow, which forms a right angle with the floor level when the student is sitting.

The inclination of the top of the desk below 15° relative to the seat meets the hygienic requirements.

The top surface of the desks should be painted in the color of natural wood or green, yellow and air, with a light reflection coefficient of around 35-55%.

Transferring children to desks, taking into account anthropometric signs, not only affects their proper development, but also increases their ability to work.

Given that most children in school are naughty, it is important to gradually prepare the naughty child for it.

The child's educational process begins with the physiologically and methodologically correct organization of his workplace. Ideally, if possible, a left-handed child should be seated at the desk with another left-handed child. If there is no other student in the class, it is best to sit him or her on the left side of the desk. It should be remembered that all the rules imposed on the right-handed child should be the opposite for the left-handed child: the light source, the location of the notebook, the position of the hands. As mentioned above, some studies have shown that a left-handed child should not be placed near a window. Sitting on the first desk next to a window and too much light falling can cause the left-hand reader to have certain problems with concentration and can be said to distract him from the writing process.

The left hand is difficult for the child to adapt to the notebook and its rows. He can't immediately figure out which way to start writing, it confuses the direction. In such cases, it is advisable to mark the left side of the sheet with a colored pencil.

More than half of left-handed children have serious difficulty mastering writing. In addition to thinking, the child experiences difficulties with directions in the writing space. Left-handed children feel the boundaries of the written sheet worse, cannot use the length of the line wisely, and distort the spelling of the letter. A left-handed child cannot write without shaking hands, but this is a requirement put forward in elementary school. Therefore, one should never force a child to write without shaking hands.

The teacher needs to determine the most sensible individual way of writing with his or her student - the cuddly child.

The first method is a mirror image of the right arm position. It is more convenient and used by children who have not read the correct writing technique. This position of the hand in writing seriously complicates the learning process because all the patterns in the notebooks are on the left.

The second way. The handle is located on the left arm line. This method allows the child to be guided by the pattern or previously written and reduces the number of errors in writing. It is this method of writing that comes naturally and often to left-handed children.

The third way. The left paw with the pen is on the line. This is the most convenient way of writing, because the child does not have to turn his hand, the pattern is clearly visible and previously written notes are not contaminated. However, writing in this way violates the requirements of "right hand" calligraphy: the letters are not inclined to the right, but rather they are inclined to the left.

Parents can already help their child in preparation for school. Special notebooks for left-handed people are now emerging that take into account the position of the notebook, the slope of the letters, and the writing algorithm to help left-handed children.

During the study, left-handed people focus more on emotional feelings rather than speech. And to better understand the material, they need to rely more on drawing, things, visual aids.

It is certainly difficult to pay special attention to a left-handed child in a school classroom setting, but by correcting the work in the first months of teaching, the teacher lays the groundwork for the next independent work.

For early learners, exercises that prepare the hand to work directly will be necessary in the early stages of learning to write. The hands and fingers of such students are underdeveloped and their movements are uncoordinated. This, in turn, makes it difficult to accurately copy letters, letter elements, and their interrelationships from patterns. Therefore, the following exercises can be widely used to strengthen and develop the muscles of the hands and fingers, as well as to coordinate their movements:

- open and hold buttons;
- tying and untying tapes;
- swap small toys using three fingers holding a pen while writing;

You can also recommend the following light gymnastic exercises for the left arm:

- straighten the arm, squeeze your fingers tightly and slowly release;
- Straighten the arm and alternately fasten the ring finger to the little finger, the middle to the index finger;
- place your hand firmly on the table and slowly bend first the middle, then the index, then the thumb, the remaining fingers should gradually rise upwards;
- open your fingers as wide as possible and connect them slowly, lowering your hand;
- Hold your fingers with a fist and rotate your hand in different directions.

During literacy training, children develop their phonemic hearing, first of all, they are taught to read and write, expand and improve their ideas about the reality around them, enrich their vocabulary and develop their speech.

There are three periods in literacy teaching: the pre-alphabet (preparation), the alphabet, and the post-alphabetic period. Learning consists of two interrelated processes (initial learning to read and write) and is reinforced by working on the development of basic levels of speech: sound, word, and speech (consistent speech).

In the process of learning to read, children compare the spelling and orthoepic construction of words: they see, remember, and read how words are spelled, and pronounce them according to orthoepic norms (as is customary to pronounce them). First graders master literacy, learn to compose simple and compound sentences, and identify not only factual information but also subjectivity. They learn to generalize and analyze when working with texts, to conduct research.

The main purpose of teaching writing in preschool is to develop smooth and rapid rhythmic oscillating movements of the hand associated with the specific features of writing each letter. This goal is achieved by performing the following tasks: a) to develop the ability to sit properly at the desk, hold the pen correctly, place the notebook; b) develop the ability to use character-assistants in the "Alphabet"; c) training the small muscles of the arm using graphic exercises; g) cultivate clarity, diligence, patience.

During the alphabet, the following tasks were performed: a) to introduce the letters, to teach them to pronounce them; b) to teach to write syllables, to add letters, to form the skills of oblique writing, to teach to write letters high and low; c) teaching to write a flat without breaking hands; g) teaching to write letters correctly and correctly; d) dictation of letters, copying, teaching written test; e) acquire basic skills of working with the textbook.

When writing with the left hand, it is not recommended to ask children to write with the same inclination as the right hand. It is better to tilt the notebook slightly to the left, as opposed to right-handers, who push the right shoulder forward.

Experienced instructors give good advice on how to teach chicks to write. To do this, place a clean sheet of paper in front of the child and tilt it to the right. Put the child's hand in the crib. In this case, the left hand is in the "on the letter" position and the writing is slightly shifted.

Many parents find it difficult to teach their children to write beautifully because their children

cannot hold a pen like normal children. This makes them nervous. It is a big mistake to teach a child to hold a pen and sit like a child.

The fact that a baby is sitting at a desk is no different from a baby. Proper sitting helps to avoid many problems. To do this, the body should be in an upright position, leaning on the desk. Watch the child very carefully so that he does not lean on the desk, especially touching the desk with his chest. The feet should be resting on the floor, and at first it is necessary to put a board under the feet. If the feet do not reach the floor, they will hang and start to hurt. This also causes certain problems. It is also important for the chaplains to place the notebook right on the desk. It is a mistake to put the notebook like a child. The notebook should be placed in front of the left child and the right side should be turned slightly to the left. In this position of the notebook, the left-handed reader writes without much difficulty. The cripple needs to be taught something else. During the writing process, the notebook should be pushed down by hand first, then up during the transition to the second page. We illustrate this process in the figure below.



It should be noted that the placement of objects on the desk of the left-handed students is slightly different from the right-handed ones:

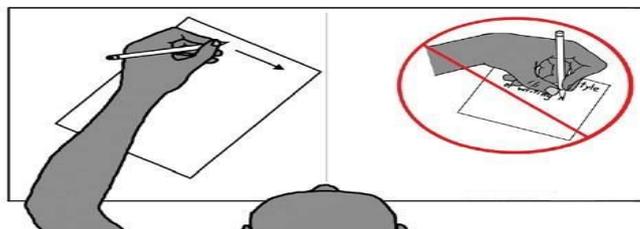
1. The light source must be on the right;
2. The notebook should be in the opposite direction to the mirror - tilted to the right or to the right;
3. The notebook is moved upwards as you fill in the blanks.

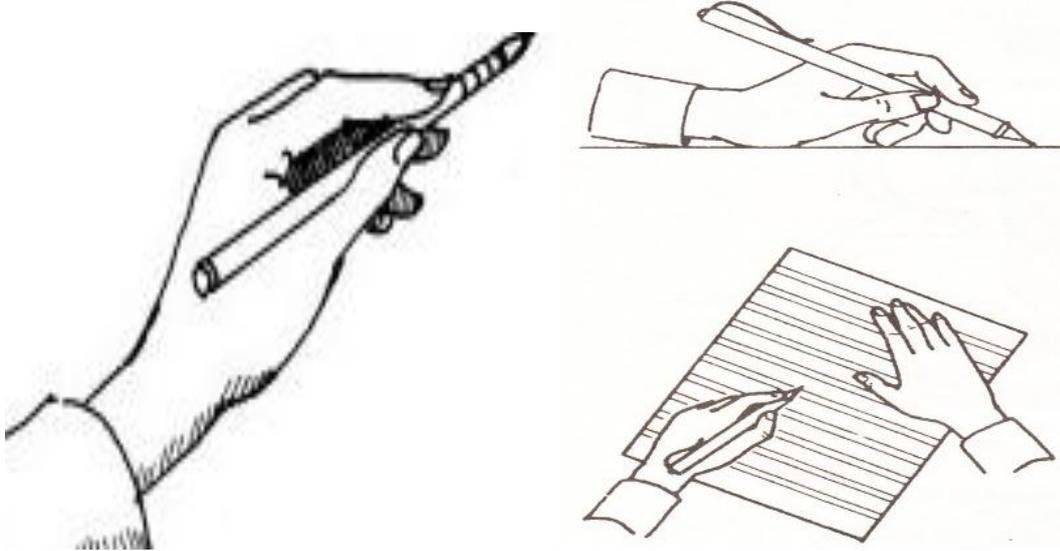
In classrooms, the light falls mainly on the left. This makes the writing process easier, making it easier for children to write. For squirrels, however, this is an inconvenience. As the light falls from the left, their hands block the light. To solve this problem, you just need to sit the child on the left side of the desk - on the window sill.

Holding a pen is also important in teaching a child to write:

- The left hand should hold three to four centimeters above the tip of the pen;
- Hold the pen with two fingers - the index and thumb - and place it on the middle finger pad.

Unlike the toes, the index finger of the toddler should be straight. In order not to block the notebook row.





Not only parents, but also educators make the most common and popular mistake is that they force the clappers to write the letters sloping to the right, like the claws. It is strictly forbidden to do this because it is easier for a cripple to write the letters correctly. In addition, the crippled child cannot write the letters together, it is not necessary to force him to do so.

How can a child be taught to write correctly and without excessive nervousness? Claws are mainly prone to dysgraphia. Therefore, all the methods and actions of teachers and methodologists should be focused on:

1. Write in the mirror view;
2. Not knowing where to write correctly;
3. The tendency to go down and up the letter;
4. Frequent violation of the methodological requirement of sequential writing of letters;
5. Dropping letters or overwriting.

Particular attention should be paid to the child who writes with the left hand.

1. A student who writes with the left hand will need special help at the initial stage of teaching writing:

- pay special attention to the direction of writing: the left-handed reader does not see what he writes in the process of writing from left to right. As a result, it makes mistakes. To prevent this, the position of the hand holding the pen and the writing instrument is of great importance. Based on the requirements recommended by our methodologists, this work will be effective if it is implemented;

- Be very careful when writing each letter element: each letter element is written differently. There are elements that can be written from the bottom, there are letter elements that can be written from the top and in the middle. They are required to write a note to each other. If these requirements are not taken into account, it will be difficult to teach the left-handed reader to write. As noted above, sluggish readers should not be forced to write letters hand in hand if they are unable to do so;

- The movement should be slowed down several times: left-handed students adapt to the writing process more slowly than right-handed students. Therefore, they should not be subject to the requirements for writing speed in the program and the State Education Standards. They should be allowed to write slowly, without rushing, without putting their mistakes in their faces. Therefore, the teacher should give them specific exercises and timelines for writing. Only then can they learn to write. Prompting them and fulfilling the requirements for such students will lead to negative consequences;

- The student should be told each rule several times so that he or she understands each action: the requirements and rules related to teaching writing should be taught to students through demonstrations.

The rule of writing each letter should be repeated several times, shown in copies, pictures, using visual aids. Left-handed students may not immediately master the rules of writing. It is therefore necessary to patiently correct their mistakes together. Only then can the desired result be achieved;

- All exercises should be performed at a slow pace: try not to set a deadline when giving writing assignments to students. It is often advisable to focus on what they have written and to help with advice without criticizing as much as possible (which negatively affects them).

2. The body of a left-handed student should be very comfortable for writing.

- The hand with the pen should be in line: in this case he does not completely block what he writes and tries to write without making mistakes;

- in this case the handwriting and writing must be in line;

- For the left-handed reader, the position of the pen is of great importance in the writing process.

The child writing with the left hand should hold the pen higher than the child writing with the right hand, at a distance of about 4 cm from the tip of the pen (paste).

- the notebook is held with the right hand and moved up or down when necessary;

- The light must come directly.

III. Conclusion

Scientists define all the features of the hand by the complex physiological structure of the distribution of functions between the left and right hemispheres of the cerebral cortex. Retraining a child, changing his leading hand, inevitably leads to a rebuilding in brain activity. Therefore, the teacher needs to understand the harm and sometimes retraining harm to the normal development and health of the student.

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