

# Effective Ways to Teach Primary Students to Begin Writing

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## ABSTRACT

Teaching students to write is one of the main issues during the education process. They can use various effective methods to form initial writing skills. This article talks about effective methods of teaching elementary school students to write.

**KEYWORDS:** *calligraphy, writing, elementary, class, pen, notebook, teacher, lesson, writing*

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## I. INTRODUCTION

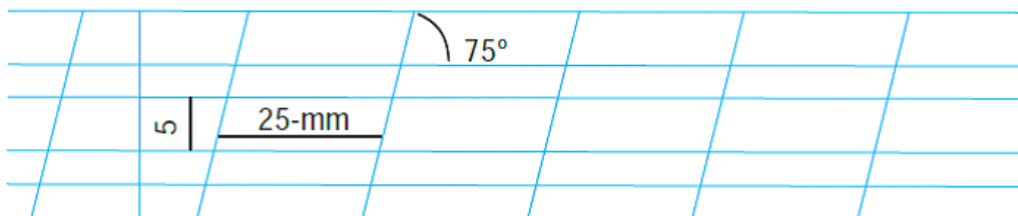
Psychophysiological functions such as attention, intuition, perception, and memory are involved in students' formation of good writing skills. The process of writing is perceived through the senses of sight and hearing. Therefore, clearly showing the image of the material that needs to be understood, the statement being clear and consistent, and writing beautifully on the blackboard so that all students can see it are among the factors that ensure the successful output of perception. It is necessary to pay attention to strengthening the will of students when forming their initial writing skills. In this, the teacher's choice of tasks that children can easily complete plays a big role.

The teacher should teach students to sit properly, create the necessary conditions for them to work freely. For this purpose, at the beginning of the school year, the teacher, in cooperation with the school nurse, should transfer children to desks according to

their age, height, visual and hearing abilities. The student's desk is the main equipment in the classroom, it should be suitable for the age and height of the students, it should be convenient for writing and drawing, and it should not interfere with the student's sitting.

## II. MATERIALS AND METHODS

First of all, it is necessary to provide students with quality writing instruments. Regular monitoring of their writing instruments is an important task of the teacher. According to the requirements of the program, students of the 1st grade use the "Notebook" issued as an appendix to the "Alifbe" book. "Notebook" should be made of quality paper, smooth and with clearly visible lines. The interval between the diagonal lines in the notebook should be 25 mm, the slope should be 75°, and the interval between the lines for writing small letters should be equal to 5 mm.



The thickness of ballpoint or gel pens recommended for students should be suitable for their fingers, and their length should not exceed 130 mm.



By the quality of the writing, we mean that it is clear and clean, with the same slope and height, and that it is written evenly and smoothly. In order to develop writing qualities in students, the teacher should follow the following instructions: 1) write letter elements and letters correctly; 2) teaching writing at a 75° slope; 3) achieving the same height of letters in each row; 4) maintaining the same distance between letter elements, letters and words; 5) to achieve that all students in the class write fluently at the same speed. Developments prepared for learning a new letter or for revision lessons are heard. The lessons learned are analyzed.

Each student chooses one letter. He writes it in the following order.

1. single form of letter;
2. written in a syllable;
3. writing by forming words through syllables.

An educational game will be held. Students are given pictures of letters cut into pieces. The students who collect pictures with letters in the specified time are the winners of the game.

Writing skills of students during literacy training forms. The position and shape of the letters are clearly given in it, and the students write according to these samples. By running a pen over the letters given with dots on some pages, the students are taught to correctly imagine the shape of these letters. It is not necessary to apply these exercises to all students. It can be used for students who write poorly and have difficulty writing letters. "Notebook" is used by students during the alphabet period. Before starting to write in the "notebook", they are reminded of the rules of sitting at the classroom desk, the rules of holding the pen correctly, and the rules of holding the notebook correctly.

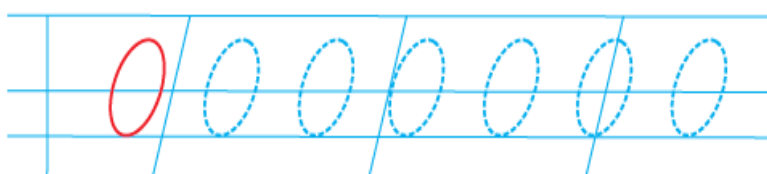
There are the following ways to develop writing skills:

1. Writing according to the sample.

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. The student's task is to correctly reflect the memorized forms (letters, syllables, words) in their notebooks. The connection of each letter or letters by the teacher, by explaining orally or on the board, where to put the hand, where the hand movement turns and where this movement is interrupted, how high and low the letters are, etc. 'explained through instructions. Later, students explain the spelling of one or another letter in the way the teacher explained.

2. Copy and write according to the sample.

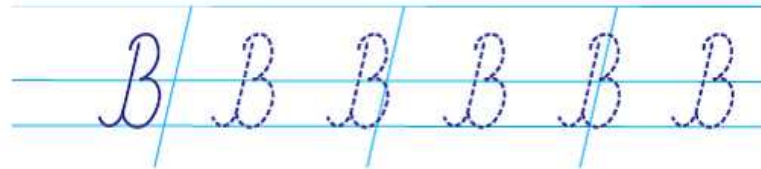
This is a very ancient method, and even today it has not lost its value. Pupils mainly copy and write the shape of the letters according to the sample in the "Notebook". Copying and writing based on a sample is much more complicated than writing over ready-made letters, and the teacher should know when to use both of them. 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. For example, the capital letter O is practiced as follows:



Each example written by the teacher in the students' notebooks should be written beautifully and clearly. Writing according to the sample given in the notebook saves the teacher's time and creates an opportunity for productive work.

### 3. Copy.

This method is used for students who cannot correctly imagine the shape of letters, who fall below or leave the lines of the notebook when writing. For example, if a student makes a mistake in writing the letter "B", the teacher will mark them with dots and write them 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 more space 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.

### 4. Writing through imagination.

In this, the teacher shows the students how to write by moving the pen in the air and allows the students to write in the notebook after creating an idea. Such exercises increase the interests of students and allow them to perform physical exercises.

### 5. Analysis of the shape of letters.

Analysis of the letter and its elements can be done in different ways.

Analyzing letters into their elements, students imagine how many elements each letter is made of, what shape each element has, and how these elements will look when connected with other letters. But the alphabet of simplified letters recommends writing many letters as a whole, not dividing them into elements.

For example, small letters b and l are written as a whole, not divided into elements.

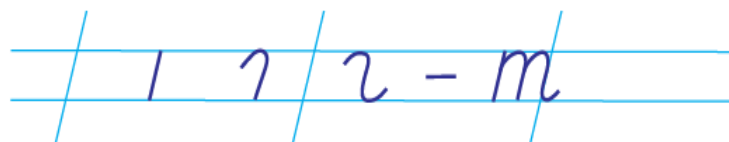
### 6. Conscious acquisition of writing skills.

Good knowledge of the rules of beautiful writing will closely help the formation of writing skills. It is necessary to explain the rules of good writing in a short and understandable way, so that students can fully master it and apply it in practice. For example, it is necessary to gradually teach rules such as keeping the height and slope of the letters in the words the same, writing the elements of the letters and the spacing of the letters in the words at the same distance. After the concepts of the slope of writing are deeply embedded, the rules of writing letters at the same distance are taught. After learning the rules of writing letters without interrupting hand movements, the rules of writing words without interrupting hand movements are taught. But it is not appropriate to repeat every rule in every lesson to the extent that the student is bored, in which the rules intended for conscious mastering can fail.

### 7. Count-tone method.

In this, the teacher explains the letter and its elements by counting them. This method can be widely used especially during literacy education. The number-tone method ensures that letters are written evenly and does not allow letter elements to fall out; encourages students who write slowly to write quickly; teaches students to perform actions clearly and boldly. However, it is not recommended to use this method throughout the lesson, as students may become tired and reduce the quality of their writing.

When using the number-tone method, the main element of the letters is "one", "two", is counted as "three", and the auxiliary connecting element is connected as "and". The number-tone method can also be used to write syllables, words and sentences.



### 8. Working on errors.

### III. CONCLUSION

The purpose of using this method is to teach each student to find his own mistakes and correct them. Students are asked to check whether the letters in their notes are correct or incorrect, slanted, high or low. Students take turns telling about the mistakes they made, and the teacher helps some students. In addition, students can correct their mistakes by comparing them with the sample given in the notebook. The teacher analyzes the repeated mistakes of many students on the blackboard 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 different tasks. Based on the teacher's instructions, children look at the letters and words written on the board, analyze words and syllables, paint over the letters represented by dots. Before teaching to write, the teacher should explain the rules of correct sitting and remind the rules throughout the lesson. Teaching writing requires knowledge of the following concepts: "high-low", "same", "wide-narrow", "near-far", "up", "equal", "unequal distance", "straight-slant", "left-right" and so on.

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