

## THE CONTENT OF TEACHING WRITING IN THE ALPHABET PERIOD

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### Abstract

This article presents the specific features of teaching writing techniques in the alphabet period. When writing the shape of the letters by the students, it is explained to review their writing, to show the correct spelling of this element to the students who write the element of some letters incorrectly.

**Keywords:** Writing hygiene, graphic image, element, wavy element, typical error.

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### INTRODUCTION

Despite the fact that students have completed some exercises during the preparation period, the teacher should recheck the writing instruments while announcing the next lesson.

During this period, it is necessary to gradually teach students to use the "husnikhat" notebook correctly. According to the teacher's instructions, the student should find the necessary exercise in the notebook and perform it. From the pre-alphabetic period, it is necessary to focus on writing the letter and its elements at the same height, slope and thickness.

For copying and writing exercises, not individual letter elements, but separate groups are given.

The implementation of these requirements in the pre-alphabetic period creates an opportunity to conduct the lesson more effectively in the alphabetic period.

During the alphabet period, students are introduced to speech sounds, learn to form words, read words and sentences, and write words and sentences with the participation of some elements, letters, and crossed letters. Teaching children to write is very important during the alphabet period. During this period, students are taught the letter and its elements in the order shown in the "Alphabet" notebook. Students should be reminded of the rules of writing hygiene from time to time.

When writing the shape of the letters by the students, it is necessary to review their writing, to show the correct spelling of this element to the students who write the element of some letters incorrectly. During this period, students make mistakes such as not writing letters completely, and writing letters interchangeably. In the alphabet period, the texts written by students can be analyzed in three different ways:

- a) determine the composition of the word;
- b) determine the meaning of the word;
- c) work on the graphic representation of exercises.

Taking all of this into account, the placement of the exercises in the "Husnikhat" notebook is given on the basis of the "Alifbe" book.

During the alphabet period, students should be taught to write syllables, and later to write words as a whole.

Some students try to write words by letters separately, this should not be allowed at all, because as a result of writing letters separately, some letters are left out and replaced. During this period, students

should be taught to write by heart. For this, it is necessary to give the following tasks: read the text, look at how it is written, write without looking at the board, read, compare with the example.

Teaching the correct spelling of letters in elementary grades requires a lot of work from both the teacher and the students. The student should be able to see the structure and spelling of each letter and create an idea. The teacher should identify the mistakes and shortcomings made by the students and determine the ways to correct them.

It takes a lot of practice for both the students and the teacher to get each letter correct. At first, the writing speed is slow, then the speed of writing increases after the students have mastered the writing form of the letters.

When explaining the shape of the letters, it is very important to show them on the board first. For this, the teacher must be able to write well. If the teacher shows one letter in one form and another in another form, the students will hesitate and make mistakes.

The student should be able to distinguish correctly and incorrectly written letters from each other, and show what their main flaws are. That is why it is necessary to develop students' ability to analyze the shape of the letter. Analytical skills are developed only by comparing correctly and incorrectly written letters.

After the teacher shows the shape of the letter he wants to teach and the order of writing on the board, he can allow the students to write 2-3 lines independently. During this time, the teacher goes around the class, checks the writing of the students and chooses one of the writings of the students who write mistakes as a sample.

If students see a mistake made by their friends, they immediately raise their hands and try to correct it. If a student misspells a letter very badly, students will be surprised and look at him with a critical eye. Such a critical attitude helps to prevent many mistakes. It is advisable to analyze such misspelled letters by writing them on the board, because all the students can see it.

The students immediately tell his mistake. (The first starting element is long.) After the analysis of the defects in the letters, the wrongly written letters are deleted from the board, the rules of correct writing are mentioned, and the defects are corrected as above. 'I will be fired. By comparing such correctly and incorrectly written letters, students come to the following conclusion: they learn that the elements of the correctly written letters have the same slope and the distance between them is kept the same.

As a rule, even if students do not separate letters into elements, they should know what elements each letter is made of, in which direction to move the pen while writing, where to turn, which element is written at what angle. This will greatly help students to master the shape of letters even more deeply.

Before starting each writing session and throughout the lesson, it is advisable to remind students of the rules of correct sitting. Another easy way to solve this problem is to put up posters in the classroom with the rules of correct sitting.

In order to arouse interest and love for beautiful, clear and clean writing in students, first of all, the teacher should write beautifully.

In the 1st grade, students are introduced to sounds and printed letters in reading classes, and their speech is developed by analyzing and synthesizing sounds and letters. Such a writing class also has some specific features. For example, if students use ready-made printed letters from the Alphabet book in a reading lesson, this will not be seen in a writing lesson. Each letter and its element is written by the student himself according to the sample.

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

It is possible to slightly extend the period before the alphabet given for writing exercises in the 1st grade. But in this period, there may be some difference between the writing lesson and the reading lesson,

you should not be afraid of this, because at this time, students learn to write words and letters based on the material that has been learned. Later, reading and writing lessons continue to be inextricably linked.

Preparatory exercises in the first weeks of study are mainly focused on the development of oral speech. But engaging in oral speech throughout the lesson can bore children. Therefore, a certain part of these lessons should be spent on developing oral speech, and a certain part on writing exercises. During this period, it is very important to organize preparatory exercises for husnikhat.

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