

Formation of Currency Skills in Primary School Students

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ABSTRACT

The article provides methodological recommendations for the development of writing skills and abilities of primary school students. There are a number of educational and technical requirements for the formation of student identity. Here are some suggestions on how to look or get an appointment for letter cuts and spacing.

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I. INTRODUCTION

The art of calligraphy, ie the art of calligraphy, has a special place in the centuries-old cultural heritage of the Uzbek people. In the Middle Ages, all works were copied by hand and turned into a book. Translating manuscripts into books is a great skill and art. Each hand-copied work is considered rare and unique. Many scholars and nobles learned the art of calligraphy at an early age, and thus became famous in the secretariat. They copied not only their own works, but also the works of other authors. For example, Hafiz Sherozi copied Khusrav Dehlavi's Hamsa. It is known from historical sources that Alisher Navoi was a skilled calligrapher. Zahiriddin Muhammad Babur created an alphabet in the Arabic alphabet called "Khatti Baburi" in accordance with the Turkic peoples.

II. MATERIALS AND METHODS

Written speech is fluent, and oral communication is sweet. It starts at the first school age. It's a complex process, and it puts a lot of responsibility on the elementary school teacher. The success of teaching students to write depends on a number of tools, which can be divided into two types.

1. Specifications.

2. Educational conditions

Specifications include:

1. Classroom equipment should be appropriate for the student's height.

2. Normal lighting of the classroom.

3. The student sits properly at the desk.

4. Hold the pen correctly.

5. Hold the notebook at a 65-degree angle.

6. Clear and conspicuous notebook lines;

7. The pen ink is blue;
8. The tip of the pen is smooth;
9. Correct spelling of letter elements and letters:
10. Writing at an angle of 65 degrees:
11. Make sure that the letters in each line are the same height:
12. Maintain the same distance between letter elements, letters and words:
13. The distance between the eye and the notebook should be 30-35 cm.
14. The distance between the tip of the pen and the fingers should be 10-12 mm.
15. The thickness of the pen should fit the students' fingers and the length should not exceed 130 mm.

Learning conditions depend on the activities of the teacher. These include methodical work carried out during the writing lesson. Working on mistakes is one of the most effective ways to teach beautiful writing and requires an individual approach. Just as calligraphy is a means of preventing graphic and spelling errors, working on errors is also a means of teaching calligraphy. Depending on the nature of the children's mistakes in the notebook, the following tasks and instructions can be used to help the individual.

- Write on the dots for the student who is having difficulty writing.
- Writing the letters with a pencil, the student writing with a pen;
- For students who have difficulty estimating letter spacing, place the letters in dots;
- For students who write too horizontally or vertically, draw sloping auxiliary lines with a black pencil, taking into account the location of the letter element, or show the slope with lines;
- Handwriting is also the most effective way to teach students to write.

Try to write as many students as possible in the classroom (especially in the first weeks). to cultivate the necessary qualities, such as to look after, to find content, and so on. The writing process is done using a variety of writing instruments (pen, chalk pen) and the hand movements are adjusted according to which writing instrument is used. In order to teach beautiful writing, you first need to acquire the following skills:

1. Proper use of writing tools;
2. Place the notebook correctly on the desk;
3. Hold the body straight and move the elbows correctly when writing;
4. Teach them to compare their letter with the given sample;
5. Teach to translate sound into capital letters and print letters into written form;
6. Understand the shape of letters (where to start, where to stop, turn right, left, start, etc.)
7. Learn to write letters together;
8. Learn to write letters evenly at the same height and width;
9. Correctly fill in the lines on the notebook line, write the title, month, and days correctly;
10. Maintain the slope of the letters.

III. CONCLUSION

By shaping the quality of writing, we mean that it is written in a clear and clean, on a slope and height, on a flat smooth surface. Successful acquisition of spelling skills and competencies depends on the degree to which graphic skills are formed. Careless and careless writing, which does not meet the requirements of beautiful writing, leads to a further decline in students' spelling.

The writing is ugly, the child does not know how to write well, he writes carelessly, thoughtlessly, and does not even notice his mistakes. Spelling errors are more common in the written work of students who do not have graphic skills than in the work of students who have good graphic skills. This is because students who do not have graphic skills spend more time writing than translating sounds, writing letters, and connecting them together.

Then there is the general problem of students - they do not have time to solve the problem of correct writing. All of this creates a sense of insecurity in the student, making writing difficult for him or her. The faster a student acquires graphic skills, the more successful he or she will be in correct spelling exercises. It is impossible to write correctly without graphic skills.

The more beautifully a child writes, the more interested he or she will be in learning new things, the more careful and attentive he or she will be to his or her work, and the more he or she will follow his or her writing. If at first he observes his writing only graphically, then he also observes it orthographically. To achieve this, the teacher must take a responsible approach to the writing lessons of the literacy period, and be well aware of the abilities and mentality of each student. Writing depends on the character, temperament, genetic potential, and even mood of the student.

The teacher should be constantly on the lookout for writing lessons, use effective teaching methods, and, if possible, use convenient teaching methods. Teaching fine writing should be considered not only in writing and mother tongue lessons, but also in math lessons.

In math classes, it is also important that numbers and figures are written in accordance with the cells of the notebook. This exercise is especially useful when drawing geometric shapes such as straight lines, sections, rectangles, squares, and triangles. Students with good handwriting will be able to complete such tasks quickly and easily. Conversely, students will have more difficulties. Therefore, it is important to monitor student writing on a regular basis.

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