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**III-Международная научно-практическая конференция:
«НАЧАЛЬНОЕ ОБРАЗОВАНИЕ: ПРОБЛЕМЫ
И ПЕРСПЕКТИВЫ»**

В данный сборник включены материалы III-Международной научно-практической конференции: «Начальное образование: проблемы и перспективы», организованной Наманганским государственным университетом. В него включены статьи, освещающие вопросы инновации в обучении и воспитании; внедрения новых педагогических технологий в сфере образования; формирования нового содержания образования.

Сборник рассчитан на ученых, независимых исследователей, преподавателей школ и университетов, магистров, студентов, а также специалистов, интересующимися вопросами профессиональной компетентности.

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COGNITIVE ACTIVITY OF LEFT-HANDED CHILDREN

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Annotatsiya. Ushbu maqolada boshlang'ich sinf chapaqay o'quvchilarini yozuvga o'rgatishdagi muammolar haqida fikr yuritilgan.

Kalit so'zlar: chapaqay, yozuv, o'naqay, takab, qo'l, o'quvchi.

Аннотация. В данной статье рассматриваются проблемы обучения учащихся начальных классов письму.

Ключевые слова: левша, письмо, правша (праворукий), школа, рука, ученик.

The close attention of psychologists and educators is attracted by the problem of schooling for left-handed people. According to a number of psychologists, left-handed people have special difficulties in adapting to learning at school. According to some authors, the percentage of different types of left-handed people among children with learning problems is at least 2-5 times higher than the average for right-handed people. It has been established that in left-handed people more often than in right-handed people, specific forms of dysontogenesis occur, manifested in speech underdevelopment, impaired reading, writing, counting, spatial, psychomotor functions, etc. Left-handedness is a risk factor in learning written language, not by itself, but in connection with certain violations and deviations in the development of the child. Not all left-handed children will have difficulty mastering learning activities, especially if attention was paid to the mental development of such a child in preschool age. A set of factors is at the heart of writing and reading disorders, and the specific functional organization of the left-handed brain can be just one of them.

The most voluminous, informative and complex field is cognitive development. Indeed, the assimilation of school knowledge requires a certain level of development of cognitive abilities. By the end of the preschool development period, children begin to become aware of themselves as part of the big world and actively seek to learn and learn about it. They are curious, ask a lot of questions: "Why?", "For what?". The horizons of a preschool child are wide enough, there is specific knowledge and understanding of living and inanimate nature, people and their work, about their own and other countries.

Currently, the concept of "cognitive abilities" is one of the most widely used psychological concepts in the field of education, and especially innovative education.

However, a significant difficulty arose in applying this concept, which began to be interpreted on the principle of "all or nothing." On the one hand, everything began to relate to abilities: the whole sphere of a child's capabilities, manifestations of his personality, creative potential, etc. On the other hand, the concept of abilities began to overlap with other psychological concepts, such as the level of intellectual development, the level of development of creative thinking, individual characteristics mental development, thereby turning into nothing, losing its own psychological content. In such a situation, the question arises of the need to determine the very concept of "ability."

Studies have proven that left-handed children have a certain specificity of cognitive activity. The attention of left-handed people is not stable enough, the child cannot concentrate on one object for a long time, a decrease in the speed of distribution and switching of attention is noted. Left-handed children can not quickly navigate the situation and move from one activity to another. They have difficulty concentrating on several objects. It is difficult for left-handed people to simultaneously perform a series of actions and monitor several phenomena without losing any of their attention.

The perception features of left-handed preschoolers are manifested in a slower understanding of the relationship between parts of the whole image, in a decrease in the ability to differentiate perception. Left-handed people have slightly reduced the amount of short-term, long-term, arbitrary figurative memory.

Left-handed people have a special information processing strategy - the analytical style of cognition. In the process of solving the set tasks, left-handed people tend to pay attention to details, get stuck on the component components, while the whole picture is often inaccurate, sometimes distorted.

Most left-handed people have difficulty distinguishing between the right and left directions of space and, on the whole, worse performing spatial tasks. Therefore, left-handed people are more likely to have difficulty mastering the writing skill.

Visual and spatial functions in left-handed people, as in right-handed ones, are performed by the right hemisphere of the brain, while tasks in visual-spatial orientation are better performed by such children with their left hand. Therefore, retraining a left-handed child often affects not only his speech abilities, but also disrupts the process of mastering orientation in space, since the functions of the right hemisphere are inhibited. At the same time, visual-motor coordination suffers, the ability to analyze spatial relationships between objects, attention is weakened, the pace of intellectual activity slows down.

Left-handed children are emotionally sensitive, vulnerable, anxious, touchy, irritable, they have reduced performance and increased fatigue. In children with forced left-handedness, one can almost always observe a decrease in adaptive capabilities, increased excitability, anxiety, and neurosis-like disorders. The asynchronous development of certain mental functions can be considered characteristic of a left-handed child: advancing emotionally-volitional and lagging behind in the development of psychomotor functions and spatial perception.

Traditional teaching at the school is oriented to right-handed and right-handed people, which creates a certain "information stress" when teaching left-handed

children in a traditional school. As a result of the intensified work of the left hemisphere, increased fatigue, distraction and forgetfulness appear. And, as a consequence of the lack of activity of the leading right hemisphere - irritability, injustice, anxiety.

For a significant part of left-handed children in primary school, difficulties in the formation of writing, reading and counting skills are characteristic. The starting point for mastering them is visual perception - an integral component of the overall functional development of the child, closely interconnected with other higher mental functions. Violations or insufficiency of the development of visual-spatial perception, visual memory and hand-eye coordination lead to the following difficulties: perception and memorization of complex letter configurations while reading and, accordingly, slow pace; the formation of a visual image of letters and numbers (the ratio of elements is violated, the child confuses letters and numbers similar in configuration, writes extra elements or does not append letter, number elements); highlighting and distinguishing geometric shapes, replacing shapes that are similar in shape (circle-oval, square-rhombus-rectangle); mirror writing of letters, numbers, graphic elements; mirror perception of one or both hands on the watch, metric errors (time determination with a difference of 10-15 minutes); copying; unstable handwriting (uneven strokes, large stretched, mixed letters); very slow pace of writing. "

And the problem is not only that the child writes with the other hand than the rest (not only and not so much at the pace of writing). It is important whether or not he has hemispheric connections, oculomotor connections and also connections with the auditory analyzer. All this can be found out at the appointment with a specialist (neuropsychologist, speech therapist) who will conduct a thorough diagnosis and then help to build corrective work.

Left-handed are the greatest imitators and illusionists. Outwardly, their speech looks great, but try to check their phonemic hearing, articulatory abilities, ask what exactly a particular word means, etc. The result, as a rule, is deplorable. It turns out that they perceive, capture and, accordingly, use foreign speech globally, in whole blocks, so to speak, without unnecessary details.

The same thing can happen in reading. At four years old, a little lefty easily retells entire pages of the text he "read", and then it turns out that he does not know each of the individual letters.

Left-handed learning difficulties in reading can also be associated with impaired spatial perception or mirror perception. It can be:

- rearrangement of letters in places and even reading the text in a mirror,
- there may be replacements of letters close in configuration,
- "jump" over the line and the like violations.

Thus, the child, bypassing the inconsistency of the spatial and phonetic-phonemic factors that are formed with delay in left-handers (the failure of these links was recorded during a neuropsychological examination), formed his letter. Writing as a system of images based on visual-mnemonic syntheses, that is, as if repeating the development of writing of a primitive man in his ontogenesis.

As shown in the above examples, left-handed children in the development process attract a maximum of external, arbitrary means to master the operations that right-handed people, as you know, are formed naturally, regardless of their arbitrary desire, simply according to certain psychological laws.

The lefty, as it were, every time invents, and even in a fantastic (outwardly) way, finds his own way of constructing and mastering the world of right-handed people. A study of adult left-handed people frankly emphasizes the fact that attracting arbitrary, conscious means during the course of many types of mental activity is a specific property of left-handed people as a population and does not depend on their age.

Most often left-handed children encounter difficulties in developing writing, reading and numeracy skills. The fact is that the starting point for the development of these skills is visual perception. Violation or insufficiency of the development of visual-spatial perception, visual memory and visual-motor coordination, often found in left-handed people, lead to the following difficulties:

- a. perception and memorization of complex configurations of letters when reading and, accordingly, a slow pace;
- b. the formation of a visual image of letters, numbers (violation of the ratio of elements, the child confuses letters, numbers, similar in configuration, writes extra elements or does not append the elements of letters, numbers);
- d. highlighting and distinguishing geometric shapes, replacing shapes that are similar in shape (circle — oval, square — rhombus — rectangle);
- e. copy;
- f. unstable handwriting (uneven strokes, large, stretched, mixed letters);
- g. mirror writing of letters, numbers, graphic elements;
- h. very slow pace of writing.

Left-handedness becomes a problem when a child takes a pen and begins to write. Perhaps in the near future it will be enough to sit down at a computer with a mirrored keyboard and, using the "left" "mouse", type the desired text. "These children find it difficult to distribute attention, asymmetric movements of arms or legs, switching from one type of activity to another, which manifests itself in frequent" stuck "at the beginning of work.

The whole point of writing is to learn writing. The calligraphic letter, which we are so zealously seeking from children, according to Maryana Bezrukikh, is meaningless. Handwriting should be readable, and more. The Americans understood this a long time ago. Although conservative British and strict Germans still require accurate writing from their children.

In a graphic image, children often distort the shapes and proportions of the figures. The mirroring of writing and reading is observed; gaps and permutations of letters are often allowed when writing and reading; letters that are close in configuration are mixed in the letter (o, o', q, a, g, g', p); make mistakes when determining the right, left sides, get confused when determining the location of objects in space (under-over, behind).

Dysgraphic errors in the letter of left-handed children:

- severe handwriting disorders, tremors,

- incorrect lettering, distortion of their configuration,
- distortion of the ratio of parts, mirror writing.

Left-handed children are much more likely than right-handed children to observe the whole complex of difficulties. Left-handed children are distinguished by a slower pace of writing. In general, learning to write is not only a long process (writing skills are formed only by the age of 9-10), but also extremely multicomponent. At the initial stage (alphabetical period), almost all of the child's attention is focused on how to write one or another element, a letter. When teaching writing, especially during the alphabetical period, it is also necessary to take into account the difficulties of visual-spatial orientation, insufficient differentiation of individual spatial features of the outline of letters. Special studies show that a significant proportion of left-handed children have insufficient development of motor functions and hand-eye coordination, as well as lack of spatial perception and visual memory.

On a sheet in a notebook, a lefty ignores the left side and, without a twinge of conscience, goes to the neighboring right page. Without sense of boundaries, the lefty does not favor word wrap, preferring to ruthlessly squeeze a word into a tiny interval, or leaves half a line to the right empty, so as not to mess with the rules in which he mercilessly gets confused. And intelligence has nothing to do with it, space poses obstacles to the poor left-handed at every turn. The right-hander does not know these torments! And an inventive left-hander comes up with his own ways of orienting himself in the world.

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