



Pedagogical And Psychological Characteristics of The Development of Writing Skills in Weak Students

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Annotation: This article covers the information based on the scientific research of foreign and local scientists on the development of intellectual skills of students with mental retardation.

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psychological dictionaries, the word "Graphics" is mentioned in several senses, namely, as a branch of art and as a branch of linguistics. Graphics is a separate branch of linguistics that studies the systematic relationship between letters in writing and sounds in speech, phonemes , or the process of linking sounds together and writing that sound as a letter.

According to N.G.Agarkova, the origin of graphic competence is an automated process , in which a sound in speech is defined as a corresponding letter and its written expression, and at the same time, it is a set of origins of the spelling of letters. According to N.G.Agarkova, writing skills and skills include the content of graphics, as well as linguistics sections, and include handwritten letters or letters in printed form.

N.G.Agarkova says that graphic skills and skills are complex speech and hand movement activities, which, on the one hand, seem to be only speech activities , but on the other hand, they are also movement activities. According to the instructions of this author, the writing process is considered a very complex speech and hand movement activity for a child, and it requires mastering in special education.

According to specialists A.K.Aksenova, Ye.A.Kinash, A.R.Luriya, graphic skills and the writing process depend on human sensory skills and abilities. A.R.Luria stated that the writing skill is related to the educational activity of a person and serves for the process of speech reflection in written form. This process is complex and is shaped by a special direction.

Thus, it is recommended to carry out the formation of graphic skills and skills together with the development of reading, writing, and written speech. The process of formation of writing skills is very complex and includes various layers of human mental activity .

According to I.N.Sadovnikova, the writing process is a process involving all parts of the brain. That's why everyone's writing is different , it's never exactly the same. A school-aged child's brain is morphologically and functionally underdeveloped , especially the frontal part, which in turn makes it difficult to master the writing process.

To be prepared in advance for the qualifications and skills he wants to learn . At the same time, any skill has its own specific sphere, and the state of preparation for the writing process needs the same preparation.

Important thing in the development of graphic skills and abilities is the movement of hands and fingers. During the formation of writing skills, hands and fingers should be prepared for some delicate movements that are important for the writing process. The authors T.P.Sal'nikova, Ye.I.Skiotis gave these arguments. In order for the fingers of a young schoolchild not to get tired during the writing process, to hold the pen correctly, it is necessary



that the muscles of the hand are strong enough, and the delicate movements of the fingers are sufficiently developed. Finger movements must be clearly aimed, ready for writing movements. A.K.Aksenova believes that an important condition for a primary school student to fully acquire writing skills is sufficiently developed movement components movement analyzers and preparation of hand movements, correct and complex movement performance is a motor tool of writing activity [40]. Pedagogical-psychological studies indicate that the formation of writing skills is a long-term process that begins before the child arrives at school. At the preschool age, the child learns to draw and mark a straight line on paper, and in some cases, without being able to purposefully direct and control his hand and fingers, without being able to direct his visual perception, closed black dots can be drawn.

Due to the late onset of visual control in a child, the child draws something (sun, house, tree, etc.) before acquiring writing skills, and writes individual printed letters with a pencil. Making and gluing various things from plasticine and paper, conducted in labor classes, develops the child's hand, fingers and visual attention. These interesting exercises, combined with the preparation of the hand, fingers and eyes for the writing process, teach the fingers fine movements and the correct vision and creation of the form, U.A.Kenash believes.

of a child admitted to the 1st grade is characterized by the fact that the child devotes himself to the writing process and spends a lot of effort with excessive muscle movements, as a result, he loses a lot of energy. We can see this remarkable situation in the works of V.I.Lubovsky. In the process of forming the students' writing skills, the student squeezes the pen tightly with the index finger while writing, as a result, the muscles of the face and the whole body become tense and nervous. V.I.Lubovsky explains that hand movements make the writing process very slow. In the initial period of formation of writing skills, the student spends a lot of effort with difficult actions even for little writing. In the process of writing a letter form, the student may stop at the correct part of the letter, because he has not yet developed a rhythm of movement.

Clarity depends on a great deal of effort, and the reader makes difficult movements precisely for the act of writing. T.P.Sal'nikova explains that as a result of the hand not being able to aim at the side of the line in the right place, i.e. during writing, it cannot perform the next movement. According to N.G.Agarkova, the problem of forming writing skills is the same as circular movements, does not write to the required level and hakazo. If one letter is repeated several times in one word, it is written in different forms and in different scales.

T.P.Sol'nikova recognizes 3 main stages of formation of writing skills of students of junior school age. The first stage is the analytical stage, defining individual parts of the action, being able to perform it, and determining its content. This stage is distinguished by its complex structure and uniqueness, the second stage after it is the formation of skills and abilities, and the third stage is the development stage. At this stage, the child must know, and must also be worthy of requirements such as "what he must do", "how he should do it". According to TPSalnikova, the important thing about the initial stage is that it is important to focus on the writing (constant control, correction in the process).

The peculiarity of this stage is that the result of the completed action is divided into separate periods: the time of the action and the stop before the action. This is very necessary for him to understand the next move. An important condition at this stage is to develop the understanding of eye and hand movements for the perfect formation of graphic skills and abilities. In this case, he should know when the fingers receive the command given by the eye as information.

Using a ballpoint pen as a quality writing instrument, the hand performs a complex coded movement. In the process of forming writing skills, attention should be paid to understanding the most important "state of action", that is, the visual image of the letter. The



visual image of the letter focuses the entire imagination on completing the process of writing the letter in the notebook through hand movements, so that the shape of the letter can be determined again based on the visual imagination.

In conclusion, it should be said that the development of writing skills in mentally retarded students is conditional on mental impairment, mental retardation, and physical development. The low level of development of fine motor movements of the hand leads to the difficulty of writing letters together, that is, with a certain sequence and on the basis of movement elements; students have a difficult time connecting the letters in the word in three ways.

The ability of students with mental retardation to master the school program and the subjects included in the curriculum of the auxiliary school is directly related to their acquisition of literacy. Literacy is important for their adaptation to social life.

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