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# Traditional Methods of Teaching Children Calligraphy

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**Annotation.** The article reveals the methods of teaching beautiful writing to younger schoolchildren. Literacy training consists in understanding the stages of writing the elements of each letter, ensuring the development of fine motor skills of the child, helping him to realize his gaps in writing the elements.

**Keywords:** calligraphy, integrative approach, literacy training.

In the methodology of the Russian language, an urgent topic is the problem of teaching younger schoolchildren calligraphically correct writing, since difficulties arise in mastering the technique of writing, which have different reasons: physiological, psychological, and pedagogical.

Calligraphy is the art of writing in a beautiful handwriting.

Looking at the notebooks of first-graders, we will be convinced that many of them, like most of us, have far from calligraphic handwriting.

There are a number of questions about what happened to the handwriting, why there are so many mistakes, why learning to write causes the greatest difficulties in elementary school – these questions concern both the teacher and parents.

The reasons for difficulties with the calligraphy of schoolchildren can be considered such factors as: rigidity of requirements, insufficient knowledge and consideration of the student's capabilities, incorrect tactics of pedagogical work and work at home lead to serious deviations in the student's health.

In order to understand the reasons for the difficulties of learning to write and understand how to help a student, it is necessary to take into account what the writing process is, what is the difference between writing with a formed skill from writing at different stages of its formation, what influence does the child's development, his age characteristics, health status, teaching methods, tactics of the teacher have on the process of forming the writing skill .

As an important factor of a student's readiness for school is the development of fine motor skills of fingers. The ability to perform precise movements with the brush and fingers of the hand also plays an important role in mastering writing. Considering this, before the child enters school and in the process of teaching his writing, the teacher must create conditions for the development of small muscles of the hand.

Examples of games and exercises for the development of motor skills, you can take the following as:

- modeling of clay and plasticine;
  - drawing, coloring pictures;
  - making crafts from paper, natural material: cones, acorns, straw;
  - construction;
  - buttoning and unbuttoning buttons, buttons, hooks.
- Tying and untying ribbons, laces, knots on a rope;
- screwing and unscrewing the lids of cans and bubbles.

These classes bring triple benefits to the student: they develop his hands, preparing him to master writing, form his artistic taste, children's physiologists say that a well-developed hand will "pull" the development of intelligence



In the basic textbook, on the basis of which future primary school teachers are trained and whose authors are M.R. Lvov, T.G. Ramzayeva and N.N. Svetlovskaya, it is said that students learn the spelling of each letter in a separate lesson. An important role in teaching writing belongs to the analysis of the letter, the constituent elements, the comparison of the letter in composition and in outline. According to the methodologists, it is necessary to develop an analytical vision of the shape of letters in students.

In the Russian written alphabet, there are frequently repeated elements: this is a short line in the letter p and a long one in the letter p, a line with a rounding at the bottom - an element of the letters i, w; a straight line with a loop in the letters y, d; an oval and a semi-oval in the letters o, c; a line with rounding on both sides - at the bottom and at the top - in the letter g; a small loop in the letters c, sch.

During the preparatory period, students get acquainted with the elements of letters; in the future, providing an analytical approach, the elements are highlighted when writing each new letter.

It is also very important to work on the shape of letters when learning to write, on the location of their details, which an adult usually does not notice. Underestimating the work on the shape of letters leads to graphic errors that can be difficult to correct, and in the future - to the incorrect formation of handwriting.

The distance between words should be left approximately equal to the letter and the lowercase. The intersection of the loop at the letters d, y should be on the bottom line. The height of the cross-connection of the letter s begins in the middle of the line, if written in a double line. At what height should the letters m and l be connected? (About a third of the height of the letter). How high should the lower anchorage of the letter b be? (About a third of the height of the letter). The height of the loop at the letter e should be slightly more than half the height of the letter.

This method of teaching letter writing is analytical and synthetic. In practice, it is used in combination with imitation of a model: copying of prescriptions by repeatedly rewriting the letter.

Well-known methodologists, Zheltovskaya L.Ya., Sokolova E.N., agree with these stages of teaching calligraphy, and also offer their own methods that a teacher should use when teaching students penmanship.

1. Showing the teacher a step-by-step explanation of the ways and process of writing a letter, syllable is of paramount importance when teaching calligraphy.

The teacher should write on the blackboard so that all students can see how the teacher writes the sample. What is written is circled with a pointer, thereby repeating the movement display for all students of the class.

2. Another technique for teaching writing should be considered

copying by students from a ready-made sample - prescriptions, a teacher's sample on a blackboard or in a notebook. This is a very old technique based on the fact that students imitate, reproduce a sample of writing.

And with cheating, an active process, it is possible to analyze the letter and compare the sample with the execution.

3. The copying method. It is used only in

due to the fact that the circling of the sample is an insufficiently conscious process. However, with proper copying, the student trains in performing the correct movement: portion, scope, size, direction, shape.

4. An imaginary letter in the air. This technique relies on motor sensations, but also on a visually reproducible sample. Imagining the outline, the student sees the letter through an optical device, writes really, but in the air. By doing this, the student learns both the movements and the correct shape of the letter.

In Russian, letters such as b and b are written in one indivisible movement and consist of rather complex elements.

6. One of the methods of teaching graphic writing skills can be considered the introduction of rules that the student should know well. This contributes to the conscious mastery of writing skills. Knowing the rules when writing helps



students to improve their writing, but at the same time they should be formed very briefly and there should be few of them.

In the 1st grade, first the rules concerning the landing, the position of the notebook are introduced, then the rules directly related to the writing process:

- Letters in words should be written with the same slope.
- It is necessary to write letters in words at the same distances from each other.
- You need to write beautifully and quickly.
- Letters in words should be written of the same height.
- The syllable is written continuously.

The teacher should introduce these rules gradually. At the same time, this should be done non-intrusively, but at every lesson. Otherwise, this technique, aimed at the conscious assimilation of skills, turns into its opposite: words do not reach the consciousness of students.

7. An important technique of teaching calligraphy is writing under the score or in time with the score. This technique contributes to the development of smooth rhythmic writing of a certain pace. He enlivens the work, arouses interest in writing.

The account should be entered as follows: the main element of the movement - we write on ourselves at the expense of "one-two-three", etc., the connecting movement - at the expense of "and", which is pronounced either longer or shorter, depending on the length of the path. Under the account should be a letter of letters, syllables, sometimes words.

8. One of the teaching methods can be considered the technique of showing erroneous spelling so that children themselves can see what the error is, why the letter, syllable, word are written incorrectly, and find the answer how to prevent such mistakes.

This technique promotes self-control.

9. The mutual verification technique is also used. Children like to evaluate the work of a neighbor and often see someone else's mistake well. The teacher should orient the children not to evaluate the work, but to help: to help them see the flaw and explain how to fix it.

Fedosova N.A. notes that the above techniques are not always effective. It involves carrying out individual additional work to teach children the correct and error-free perception of the configuration of each letter.

All written letters can be divided into three groups.

Group 1 includes those letters in which their elements are not clearly visible: i, l, p, N, t, I, etc. For this group, it is useful to carry out preliminary work on unlined sheets of paper. After the teacher explains the spelling of the letter, the children write letters and its elements in the entire sheet of the received paper, as their hand will allow them.

Group 2 consists of letters in which their elements are clearly visible. These are the letters: a, A, Y, y, etc.

Preparing children to write such letters, it is advisable to give them an image of a particular letter in the form of a drawing resembling its configuration.

Group 3 consists of letters in which the loop is an important element: y, d, etc.

These are the most difficult letters to spell. When teaching them to write, it is important to prevent practical work with wire. Children sort of model it. The teacher checks the progress of the work, and only after everything is done correctly, students can write a letter in a notebook.

There is a technique of Agarkova N.G. confirming this technique. She believes that since writing is characterized by a specific visual-motor link, the role of visual representations of letters and their complexes in the process of writing is that only through visual representations is the connection of auditory-speech-visual representation with motor, characteristic of graphic skill, established. Therefore, she considers the most effective method of image formation to be the study of letters by constructing and redesigning written letters from template elements.

N.G. Agarkova based her work on the graphic structure of written letters of the Russian alphabet.



In the drawing of any letter, you can isolate separate logically completed parts or elements: a straight line, a line with a rounding on one side, a line with a rounding on both sides, a line with a loop, a line with an oval (up to the middle of the line), a smooth line, a semi-oval, an oval and an additional element - two dots.

### CONCLUSION

The teacher gets the opportunity to immediately monitor how the student perceives this letter and can help him eliminate mistakes before writing. The teacher is invited even at the beginning to carry out finger dictation, with pronouncing, and then written. By including this sequence when teaching literacy to younger schoolchildren, it can be taken into account that there are fewer errors (an extra letter, a lack of a letter) in children with respect to unnecessary elements. The concentrated attention of children to the graphics of writing, writing out each element separately, long pauses, often exceeding the actual execution time of a graphic element or letter, extreme slowness of writing, instability of graphic forms, structure of movements and muscle tension – these are the characteristic features of writing first-graders at the initial stage of skill formation. Therefore, when teaching children to write, the teacher must take into account the individual psychological characteristics of each student. This is especially important and requires deep psychological knowledge from the teacher.

Consequently, the formation of a younger student's calligraphic handwriting is facilitated by the teacher's consideration of the psychophysiological characteristics of each child and the use in his pedagogical activity of a set of various techniques and exercises, as well as additional teaching methods that facilitate the student's work.

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