

| Research Article



ANALYSIS OF FOREIGN SOURCES ON THE DEVELOPMENT OF BEAUTIFUL WRITING TECHNOLOGIES IN ELEMENTARY SCHOOL STUDENTS

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ANNOTATION

In this article, foreign sources for the development of beautiful writing technologies in elementary school students are analyzed, the theoretical foundations of beautiful writing (handwriting) technologies, their cognitive, motor and linguistic aspects, as well as practical approaches formed on the basis of advanced foreign experiences are deeply studied. It is also emphasized the importance of planning the theoretical foundations of writing lessons with specific goals, harmonious formation of legitimacy and fluency skills in students.

Keywords: primary education, beautiful writing, handwriting, writing technologies, legitimacy, fluency, multisensory approach, sensorimotor integration, digital pedagogy, foreign experience, teaching methodology, writing skills.

LOGIN

Uzbekistan Republic Ministers of the Cabinet 2018 December 8 “People in the education system education quality evaluation in the field international research organization reach about measures No. 997 in decision and Uzbekistan Republic of the President 2019 April 29 “Uzbekistan Republic People education system Until 2030 development concept approval about”gi No. 5712, In decree to 2030 come education progress did students on the basis of achieving inclusion among the first 30 advanced countries of the world according to the rating within the framework of the countries and organizing international research in the field of evaluating the quality of education in the public education system the tasks of creating a national system for assessing the quality of education aimed at assessing the level of literacy in subjects in the field of reading, mathematics and natural sciences have been defined

To the student language teaching through that's it language on possessive speech activity main four types: speech listening understanding, speaking, reading and writing actions on every one in class required qualification and skills the norm development, in this reading and labor to be able to independently exchange ideas in various speech situations that arise in the process, family and public places and thought statement eta know, heard material perception reach, also, written the dynamics of acquiring the ability to enter into communication in the form of receiving information by reading sources, expressing one's reaction to events is assumed

If we say that there were almost no exercises on listening comprehension competencies in the previous textbooks exaggeration it won't happen. Present in textbooks and hearing understanding development of competence for every one to the topic separate assignments work out. From him in external textbooks reading and writing actions on row assignments work output too deserves attention.

METHODOLOGY

In our country education in the system done increasing reforms real in the sense one- two annual or short in period to samara to achieve focused work not, maybe true in the sense one how many hundreds to years tasting change that's it, let's say error it won't happen. That's it of our president all the children of our country, worrying about our future, our future generation -my children, they're from us according to strong, knowledgeable and of course happy to be need, said idea at the heart of the wise politics lying down shows. As you know, in education advanced pedagogical and new information technologies implementation reach study training effectiveness not only increased, science achievements in practice application through independent and logical thinking, all-round perfect high spiritual person in education important importance profession enough. Currently, the interest in using interactive methods and information technologies in the educational process is increasing day by day. That's it'one of the reasons for Lishi is that until now, in traditional education, students were taught to acquire only ready-made knowledge, but modern from technologies use and them looking for the acquired knowledge themselves find, independent learning and thinking, analysis to do, even final conclusions too themselves to bring teaches. Teacher that's it in process person development,

formation, knowledge get and to be educated conditions creates and that's it with one in line management, performs the function of orientation.

Education in process advanced pedagogical technologies active application, education improve efficiency, analysis to do and to practice current reach today of the day important from duties one. Students thought circle, mind, worldviews grow, them free from the listener to a free participant to rotate finally important because students lesson during to a free participant if it turns more data remember remains and him practical application about too to understanding possessive it will be. Teacher in class manager students and, to the participant it should rotate. Ana that's it task in accomplishing innovative activity advantage a lot pointed effect brings. Pedagogical technologies based on organization done lessons organizational methods, transfer according to the methods student need fit falling need it. Because such lessons child to the soul closer it will be. Teacher of students' interest, desire and desire to master educational materials awakening and that's it children for motivation to be, that's it o'teacher and it is no exaggeration to say that there will be an internal rapprochement between students.

Study of foreign best practices to improve the quality and efficiency of education, international standards requirements current to be done important importance have. That's it in regard In the Republic of Uzbekistan being placed practical steps people education in the system education quality adoption of the government's decision on the organization of international research in the field of evaluation. Education in the field achievements evaluation international as association (IEA) prestigious organization cooperation with of connections on the road to be put example as bring possible. Students' information independent find, again work, summary to release teaching through intellectual potential increase purpose information-communication technologies From (ICT) use is recommended. Aesthetic and emotional environment with the help of music and animation in ICT training sessions create, exhibitions variety provide, big in quantity didactic materials cover get, wide in volume exercises do, o'students with individual performance enable gives. As a result in class friendly and cooperation environment to the body come on, o'gil- girls reading and learning activity accelerates. Initial of education mother language study the program, in turn, includes beautiful writing technologies and in students that's it competencies formative being, Uzbekistan Republic Ministers of the Cabinet 2017 – year “on April 6 General medium and medium special, profession education state education standards about confirmation” gi decision with approved General medium of education state education standard and it is based on the qualification requirements for the subject of the mother tongue. This curriculum is the most relevant today from issues one it was 1-4 class in students support and to science related (speech and the formation of elements of linguistic) competencies is envisaged.

Study process activation and more improvement purpose foreign practice experiments our application to us every different skills gives let's say exaggeration it won't happen. Of these one is the CRADLE teaching methodology.

CRADLE teaching methodology Europe Union Erasmus program within 2nd main action – Innovations and advanced experiments exchange on cooperation on developed to improve student support and share innovative experiences to organizations cooperation to do enable to give directed. That's it primary schools for three sideways directed teaching methodology being, mutual courses, activities based, to the student directed, inquisitive teaching and learning uses the approach.

In addition, several parallel processes of motor (graphomotor skills), visual motor integration, phonological and lexical processing, as well as creative composition ability explain the study of handwriting in foreign sources through —. Berninger emphasizes the neurocognitive foundations of the writing process, particularly the combined role of serial actions, hand-foot coordination, and language-related processes in letter formation: handwriting has been shown to be not only a mechanical skill, but also a process directly related to text creation (composing) and reading. This theoretical point indicates the need to integrate motor exercises and language training even in teaching beautiful writing

Recent systematic reviews and meta-analyses show that targeted writing classes significantly improve writing legitimacy and fluency (speed, duration) in elementary school students. When various interventions were relatively studied in extensive meta-analyses, overall effect sizes showed moderately positive changes in handwriting legitimacy and fluency. At the same time, large-scale studies have shown that the fluency of writing contributes independently to the quality of the text, that is, writing quickly and accurately has a positive effect on the content and structure of the text. These findings confirm the need to introduce short but planned and repetitive writing classes in school programs

Analyzes and pilot studies of programs such as «Handwriting Without Tears» (HWT), which are widely used in international practice, show a positive effect of software materials in classroom conditions, but there is no uniformity in the quality and design of research. In some pilot and school-analyses, the groups that used the HWT program showed improvement over the control group, but the results were usually short-term and context-dependent. In general, there is optimism about the effectiveness of special programs, but large, randomized controlled studies are still lacking, or existing studies are methodologically limited. Therefore, local conditions, teacher training and continuous monitoring are important in choosing and implementing the program

Ergonomic tools, sensorimotor exercises and special ergotherapeutic interventions are used in children with characteristic writing problems. Systematic reviews and recent tests show that short-term interventions in the sensorimotor direction improve recording parameters in some cases, but the results are variable and often based on small sample studies. Therefore, it is recommended to combine pedagogical and clinical approaches — cooperation between school and ergotherapy teams — to increase efficiency.

In recent years, digital devices (interactive tablets, digital pens, applications that analyze writing in real time) and artificial intelligence have created opportunities for recording diagnostics and individual training. At the same time, research in this area is often at an early stage, and more evidence is needed about the long-term pedagogical effectiveness of technology and the problems of inequality (access to devices). In addition, new research shows that the assessment of keyboards and writing is also being discussed, some news shows that the ability to take exams and write quickly through the keyboard has an impact on the result, which creates the need to revise the policy of writing education and evaluation in the future.

The methodology of this research is aimed at the systematic analysis of scientific sources related to the development of beautiful writing in primary school students in foreign sources, and is based on the method of qualitatively in-depth literature analysis. In the research, the selection, sorting, analysis of scientific sources and the generalization of their results were carried out step by step

Targeted, well-directed writing education significantly improves legitimacy and writing fluency. Writing — is not just a mechanical movement, but a complex activity associated with text creation and language processes.

Multisensory and sensorimotor approaches are effective in certain situations, especially in children with graphomotor impairments; however, their results are uneven in research and context-driven. Special programs may show positive results, but research on them is often short-term or small-scale, lacking large-scale and methodologically high-quality assessments. The pedagogical capabilities of digital tools (tablets, digital pens, interactive programs) are promising; they provide opportunities for motivation, individual feedback and diagnostics, but there is a need for additional evidence on issues of long-term pedagogical effectiveness and inequality.

RECOMMENDATIONS

1. Planning writing lessons with specific goals. Legibility (letter shape, size, upper/lower lines), fluency (speed and continuity) and writing ergonomics (hand grip, paper positioning) should be studied as separate elements in the lessons.

2. Introduction of multisensory training. Exercises that combine visual, kinesthetic and tactile elements strengthen children's motor skills and accelerate the learning of writing.

3. Differentiated approach and support. It is necessary to introduce special support (ergotherapeutic training, appropriate writing devices) for students with graphomotor difficulties. It is important to organize cooperation between teachers and ergotherapists.

4. Smart use of digital tools. Tablets and digital applications increase motivation and allow individualization of the learning process; however, they should not completely replace traditional pencil-paper exercises —, especially in the development of motor aspects of writing.

5. Implementation of monitoring and evaluation system. Standardized rubrics for legitimacy and fluency, systematic recording and dynamic monitoring of writing samples (publishing, copying, free writing) make the learning process more efficient.

6. Improving the qualifications of teachers. Regular training in writing education methods, diagnostics and adapted interventions is required.

Integration of technology and pedagogy. It is necessary to study the effectiveness of digital interventions (for example, AI-based individualization) and their economic effectiveness in the educational system.

CONCLUSION

Based on foreign sources, it can be said that an integrated approach to the development of beautiful writing in primary grades, that is, clearly targeted writing lessons, multisensory training, if necessary, ergotherapeutic help and a decisive addition of digital tools, is the most effective. However, in order for these approaches to give full and stable results in local conditions, it is necessary to introduce methodical manuals adapted to the national context, teacher training and a quality evaluation system. And scientific research should be supplemented with deeper and broader evidence on the long-term, cultural and linguistic aspects of these approaches.

Also, didactic games, interactive styles, educational exercises, new methods all the student new topic thorough to master and education quality service to increase does. Study in process from motivation use and incentives give too, innovative of course in approach very hand will come. Every one teacher to lessons innovative if classes are held using new modern pedagogical technologies, this is the result, at the same time foreign from projects too using lessons organization to do too good effect gives. Independent Our Uzbekistan future knowledgeable, independent thinking

entrepreneur and initiative personnel depends. They and in schools educated. China from inventors one Masaru Ibuka Pop

ular “Three then late” in book as written: “child brain infinite can have a quantity of data”.

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