

DIFFICULTIES IN LEARNING TO WRITE AND READ LEFT-HANDED CHILDREN

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ABSTRACT

This article provides guidance on how to identify problems in teaching left-handed primary school students to write and how to solve them. Using these assignments will help left-handed students identify and adapt quickly from the first days of school.

Keywords: Task, left-handed, right hand hand, writing, learning.

INTRODUCTION

Today, almost every class has children, working with his left hand - left-handed. According to our data, there are about 12 - 15 % of them. There are even classes of specially selected left-handed children. It is difficult to say, to the extent practicable, as it is still, that the UTO to take one class or blue-haired children. Left-handed children (like right-handed one) are different in their psychological and physiological characteristics, according to their abilities, interests, problems. Left-handedness is not a marker or some-some special abilities, nor peculiar to left-handed problem.

With respect to the left-handed and left-handed, there are two anti-bying point of view: the negative (left-handedness-a deviation, all left-handers have violations) and positive-enthusiastic (all left-handed genius). And the first , and the second point of view is far from reality. Among left-handed people there are very successful, talented and even brilliant, but there are thousands of obscure losers and simply sick people. Left-handed not a homogeneous group, and it is due primarily to the fact, that the origin of left-handedness may be different.

Theories and hypotheses of the origin of left-handedness can be divided into two groups: on the one hand, left-handedness is considered as the result of the action of the environment, the influence of internal and external conditions for the development of the child before birth and after birth; in the other - to aa result of genetic conditions .

Many hypotheses of the last century to explain , why the right-handed person, and left-handedness is considered as an exception. According to one of these hypotheses, right-handedness is explained by the asymmetric arrangement of internal organs; they shift the center of gravity of the body to the right, and therefore support on the left leg is necessary to maintain balance. At the same time, her right hand is freer and exercises, her muscles become more developed, movements more accurate.

Even more popular was the so-called theory of the shield and sword, according to which the shield during the battle should protect the heart, so the warrior holds it with his left (passive) hand, and the weapon in his right. The centuries-old training of the right hand in countless

battles has determined the advantage of the right hand. However, it was mostly men who took part in the battles. Why then right-handed people and women?

There is also the hypothesis of left-handedness; a woman, as a rule, wears a baby on her left hand, clutching it to her heart and thereby ensuring closest proximity. In this case, the child's right hand is pressed by the mother, and the left is freer, which ensures her better development. But then left-handed people on earth should be the majority, but this is not so.

Many researchers identify the conditions of upbringing and the requirements of the environment as the cause of left-handedness. However, the situation in which the majority works with the right hand does not explain the emergence of left-handedness. At the same time, we cannot completely exclude the variant of social influences. Here are some examples of the emergence of left-handedness under the influence of external conditions. This left-handedness is sometimes called forced.

Modern knowledge allows us to distinguish two main types of left-handedness- genetic and compensatory (or pathological) left-handedness. It is well known that there are families in which left-handed people have many family members. Back in the 20s of the last century, it was proved that the probability of having a left-handed child with right-handed parents is only 2%, but it increases to 17% if one parent is left-handed and increases to 46% if both parents are left-handed. In the 50s of the last century, these figures have specified, but they are slightly different: 50% of children are left-handed, if both parents are left-handed, 16.7% - if the left-handed one, and 6.3% - if the family had no left-handed. However, the law of inheritance of this trait is not yet clear.

METHODOLOGY

Subjects and application to practical class

Another option is pathological, or compensatory, left-handedness. Over the course of many decades, data have been accumulating showing that with pathology of pregnancy and childbirth in left-handed children, disorders in early development are often detected. Often left-handedness combined with impaired speech development, visual-spatial perception, motor clumsiness, etc. In addition, they do not have family left-handedness, which means that this is not associated with the inheritance of the trait; currently, there is a sufficient number of facts confirming the possibility of a pathological origin of left-handedness. Moreover, there are supporters of extreme views who argue that any left-handedness, even found in different generations of left-handed people in the family, has only a pathological origin associated with dysfunction of the brain, and most of these cases are due to birth trauma. Indeed, studies conducted in different countries, including ours, show that among left-handed children there is a very high frequency of pathology of mother's pregnancy and birth trauma. It cannot be ruled out that there is a genetically determined increased risk of birth injury-then truly pathological left-handedness can manifest itself in different generations.

But there are few supporters of such extreme views, most of the researchers are inclined to believe that pathology is only one of the variants of the origin of left-handedness. It is important to understand that in these cases, left-handedness can be combined with a complex of disorders or delays in the development of speech, perception, motor functions, but left-handedness and these disorders should be distinguished. In these cases, the pathological factors associated with the course of pregnancy and childbirth, or other negative factors acting in the early stages of development, are the only cause of left-handedness and impaired development of the child.

Among the left-handed people there are quite a few children with school problems, but this does not give grounds to conclude that left-handedness is the reason for them. We emphasize once again that the left-sided bone in such cases rather accompanies health disorders and developmental abnormalities, and both manifestations can have both a single common cause and different factors that determine their occurrence.

Thus, left-handed children are not a homogeneous group, and so do some-something about the peculiarities of the output left-handers because, they work mainly with the left hand, it would be wrong. In each of the limiting case we can more or less likely to assume, some version of left-handedness in the individual child. In those cases, when a family has a left-handed, there was a pathology of pregnancy childbirth, no abnormalities were noted in the early stages of child development (up to a year), we can speak of genetic variants. Pathology bere mennosti, pathology birth (birth asphyxia, use of tools, generic head injury), serious illnesses, deviations injury in the early stages of development (especially the violation of speech development) no family left-handedness suggest alternative compensatory left-handedness. Parents and teachers should carefully analyze the child's development history, use a special technique to determine the leading hand, to be able to predict the problems of the child, and not try to solve them after several years of learning difficulties and failures.

To determine the dominant hand, use a set of special tasks, kinder nnyh considering ways Keying tion, typical of children of preschool and early school age. Children perform household, frequently used actions with both hands, which makes it difficult to distinguish the leading hand. Therefore, we give some tasks in two versions. In order for the test results to be objective, try to observe a number of conditions:

better, so that the child did not know, that you are "that - then check", so ask them to "exercise" or "play";

this should be a game according to the rules: an adult should sit strictly opposite the child, and all devices, aids, objects should be placed in front of the child in the middle of the table, at an equal distance from the right and left hands. It is better, if the boxes, beads, a ball, a pair of scissors and so on will be laid out side by side on a low table so that the child does not see them and is not distracted.

In all assignments, below, leading the hand to be considered, which performs more aggressive action.

Task 1. Drawing. Put a sheet of paper in front of the child with a pencil (felt-tip pen) and offer to draw what he wants. Don't rush him. After he finishes drawing, ask him to draw the same thing with his other hand. Often children refuse: "I don't know how," "I won't succeed." You can reassure the baby: "I know that it is difficult to draw the same picture with the right (left) hand, but you try." Encourage him, tell him that he does everything right. In this task, you need to compare the quality of the drawings. Make sure that the child correctly and comfortably holds a pen or pencil, does not strain when completing a task, and sat correctly.

Task 2. Opening the box. The child is invited to several boxes, for example matchboxes, so that the repetition of the action excludes randomness in the assessment of this test. Assignment: "**Find a match (figure) in one of the boxes.**" The lead is the hand that opens and closes the boxes. You can use counting stick boxes for this task.

Task 3. Construction of a well from sticks (matches). First, a quadrangle is built from sticks (matches), and then the second and third rows are laid out.

Task 4. A game of ball. You need a small ball (tennis) that you can throw and catch with one hand. The ball is placed on the table right in front of the child and the adult asks to throw the ball to him. The task must be repeated several times. You can throw the ball at a target, for example, a basket, bucket, circle.

Task 5. Cutting a pattern along the contour with scissors. You can use any postcard (cut out a flower, bunny, pattern, etc.). Please note that the hand with which the child holds the scissors and the one with which he holds the card may be more active. Scissors can be motionless, and the child will turn a card, facilitating the cutting process. You may get the wrong result if the size and shape of the scissors does not fit the child's hand.

This task can be replaced by folding out lotto cards (cards). The child should take all the cards (10-15 pieces) in one hand, with the other, usually the leader, lay out the cards. Children's lotto cards can be used. The stack of cards should be placed on the table strictly in the middle in front of the child and only after that once again formulate the task: "Take all the cards in one hand, and spread them out in front of you with the other." To make your child more interested, ask him to name what is written on the cards.

Task 6. Stringing beads. The child is invited to lower the beads onto a needle and thread. Buttons can be used for preschoolers.

Task 7. Execution of rotational movements. The child is offered to open several bottles of jars, jars (2-3 pcs.) With screw caps. Please note: the child can hold the bottle or jar by the lid, and twist the bottle itself.

Task 8. Untie knots. Tie a few knots in advance from a medium-thick cord. Leading is the hand that unties the knot (the other holds it).

And in this task it can be difficult to select the leading hand, since the process of untying the knots is rather complicated, and the child, as a rule, uses both hands. You can use a different version of the zadaniya- with chain representation of staples. As a rule, the child holds a paper clip in one hand and tries to attach it with the other.

Task 9. Building from cubes. The child is offered to build a house, a fence, etc. from cubes. The leader is the hand that takes, places and straightens the cubes more often. When folding the cubes, both hands are often used. In addition, this is a rather familiar type of activity for any child, so you can duplicate the task by proposing a constructor, a mosaic with a specific task.

10. Setting information with emeynoy left-handed (to give birth lei). If a child's family has left-handed relatives - parents, brothers, sisters, grandparents, you need to put a plus in the column "Left hand", if not in the column "Right hand". If you got more than seven pluses in the "Left hand" column, then the child is most likely left-handed.

RESULTS

It is convenient to enter the results of the tasks into the table:

The task	Left hand	Both hands	Right hand
1	+		
2		+	
...			
10	+		

If, when performing the task, the child works more actively with his left hand, then a plus sign (+) is put in the “Left hand” column, when preference for the right hand, in the “Right hand” column, if he equally often uses both the right and left hands, the plus sign is placed in the “Both hands” column.

Analyze the results carefully

If you received all the pluses in the “Left hand” column for tasks 2-9, and for task 1 - drawing - the plus will stand in the "Right hand" column, then this means that the child can really do better with his left hand, and graphic - right. In this case, choosing a hand for writing, one should take into account the advantage of the right in performing graphic actions.

On how to be , if the child has equally good and right and left hand?

Often he begins to write with both his right and left hand, sometimes he draws with his left, and writes with his right or shifts the pen from one hand to the other, alternately using his right and left hands, which greatly complicates the process of developing the writing skill.

Often adults - both teachers and parents - adhere to this position : “Whichever hand they use more often, let him write.” But it's one thing to do the usual everyday activities, and another to write. There are even special terms: “graphic functional superiority” (that is, there are “graphic left-handers” and “graphic right-handers”) and everyday functional superiority.

Studies by French scientists have shown that in 90% of cases, “ graphic left-handed people” turn out to be “everyday left-handed people”. The ratio is the same for right-handers. But there are ambidextrous children in everyday life, in graphic actions. Such a variety of options creates difficulties when choosing a hand for writing. Therefore, we will analyze some of the possible options once again:

In pronounced everyday left-handers, but graphic ambidexters , that is, they are equally good at writing and drawing with both the right and left hand. As a rule, these children are left-handed, but at home or in kindergarten they were retrained from early childhood, while drawing they were encouraged to work with their right hand. These children will find it easier to learn to write if they write with their left hand, although the writing quality may be unsatisfactory;

In pronounced everyday right-handed people, but they write and draw with their left hand or equally with the right and left. In practice, the reason for using not the right, but the left hand when writing and drawing may be an injury to the right hand, a violation of its motor functions. In this case, it is advisable to teach the child to write with the right hand.

Very often ten tasks are not enough to determine which hand the child is using more actively and dexterously. In these cases, you can select additional tasks.

Moreover, we compared children who were born as a result of a pathological pregnancy and childbirth and had a pronounced pathology in the early stages of development (we named all these pathological factors in the development of risk factors), those who were well-off, had no developmental abnormalities and health status. These studies showed that right-handed people are left-handed children who do not have developmental disabilities are better developed, have a higher level of maturity of all important writing skills and cognitive functions.

For example, in children without risk factors, the organization of activity is better formed in development (which ensures concentration of attention, arbitrary control and regulation of activity when writing and reading).

Significantly better in children without risk factors in development (both right-handed and left-handed) speech is formed, including phonetic-phonemic perception and sound pronunciation, which means that the formation of writing and reading skills in these children (subject to conditions learning) will be more successful and effective.

In left-handed and right-handed children without risk factors in development, motor skills, visual-spatial perception and visual-motor coordination are better formed, which will also provide a more effective formation of writing and reading skills.

These data once again confirm the thesis that left-handedness in the genetic variant is an individual variant of the norm, which means that the effectiveness of teaching these children to write and read will depend on the developmental characteristics of each child and the correspondence of the learning conditions.

And at the same time, the compensatory variant of left-handedness can be considered as a variant of impaired development, and in these cases, specific difficulties in learning to read and write may be associated with impaired development of certain functions, for example, concentration of attention or visual perception, speech or motor skills, etc. But complex difficulties are also possible in those cases when there are developmental disorders or the lack of formation of the complex of cognitive functions. In these cases, any inconsistency in teaching methods, inadequacy of requirements sharply reduce the quality of writing and reading.

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