

Pedagogical Support for Left-Handed Students in Primary School and Technologies used in Teaching Writing

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ABSTRACT

This article discusses the pedagogical support given to elementary school students and the technologies used in the writing process, and how to help and support the child.

KEYWORDS: writing, left-handed, handwriting, writing, support, pedagogical assistance, help, student.

Writing plays an important role in human life. Because he uses a variety of papers and documents every day. All of this requires beautiful and flawless writing. But in a short period of time, the formation of beautiful, fast and error-free writing skills and abilities in young school children poses certain difficulties.

Teaching children beautiful writing should be done on the basis of consistent exercise from the day they start school. What if the child is crippled? Then the task becomes even more complicated.

Recently, the number of claps in the world is increasing. For example, at the beginning of the twentieth century, they accounted for 4% of the population, now this figure is 15%. According to statistics, there are currently 600 million chaplains on earth. That means one in every 10-15 people.

From the perspective of humanistic pedagogy, many researchers are developing the theory and practice of pedagogical assistance to children as an alternative to authoritarian education.

The idea of the need to provide pedagogical assistance to children has a long history. K.D. Ushinsky [1] saw the goal of "traveling" for teacher development. It emphasizes the need to help, support and positively influence the child at all stages of development. N.G. Chernyshevsky emphasized the idea of being kind to the student, helping him develop. The essence of M. Montessori pedagogical assistance is formed in one of his didactic principles: "I must direct him in the right direction, encourage him to solve it, and he will do the rest himself."

L.S. Vygotsky, who played a major role in shaping the "pedagogy of collaboration," criticized the behaviorist teaching concept, which meant the mechanical acquisition of a new behavior for development. L.S. Vygotsky [2] introduced the concept of "closest development zone" to pedagogy. According to him, it creates learning, that is, "it brings the child to life, awakens it, and moves it. A number of internal developmental processes become the child's internal property."

L.S. Vygotsky [4] considers how to help a child, how he does not know, the possibility of teaching through support. Pedagogical support is theoretically based on a number of basic

rules. First of all, these are the rules of L.S. Vygotsky's theoretical conception, according to which the basis of a person's mental development is a qualitative change in the social state of his vital activity. A.N. Leontev's position of activity theory, which has a positive impact on the development process, implies leadership management.

Today, the idea of educational assistance is widespread throughout the world. The concept of "pedagogical assistance" is often used by foreign researchers to describe the process of individual development. Thus, in the American pedagogical literature there is a term "guide", which is interpreted in the Russian pedagogical encyclopedia, as a psychological-pedagogical consulting service in the US education system. In a broad sense, "gays" is help in any difficult situation if a person needs to choose, make a decision, or adapt to new conditions. In the narrow sense — the process of helping an individual to self-understand and learn about the world around them in order to successfully study, choose a career, and apply knowledge to develop their abilities.

The essence of pedagogical assistance in England is clearly expressed in the concepts of "Pasteur-care", "sponsorship". The meaning of the concept being discussed in the Netherlands is realized in English through "school management and guidance and recruitment accounting". This translates as a system of psychological support and a system of supporting the child in the educational process and choosing a professional path. During the Reconstruction, the idea of pedagogical assistance and support to the student aroused interest among teachers. The content of pedagogical support was determined by the scientist O.S. Gazman [3] in the 90s of the XX century .

Many scholars dealing with childhood problems are interested in "pedagogical support", "psychological and pedagogical support", "social support", "medical-psychological and pedagogical assistance", "social support". -pedagogical support ". Support is often used in combination with "help and support". Some authors (L.Y. Oliferinko, T.P. Shulga, I.F. Dementieva) define the proportions and support the main meaning by defining it as support. Support is a system of measures aimed at helping something, support is the implementation of this system of measures, that is, support activities. However, the argument for increasing the concepts of "support" and "assistance" is not convincing enough.

The concept of pedagogical support is often used in conjunction with pedagogical assistance. Often, one concept is defined by another: it means "to help". However, often the concept of pedagogical support has a narrower meaning than pedagogical support, and its implementation is seen as a system of measures aimed at helping something. Pedagogical support refers to this system of measures, this assistance, that is, support activities. According to a number of authors, pedagogical support is one of the types of pedagogical support, along with participation, empathy, initiative, acceptance, and support.

Indeed, these concepts have the same meaning, but their essence is not exactly the same. You can support indirectly without even being close; help-only in communication, in close contact with the student, when he is faced with a difficulty that he cannot cope with independently, but in a situation where it is personally important to overcome it. Nevertheless, these concepts are interchangeable. By providing one or more help to the student, the teacher supports him or her, but instead, if necessary, supports the student's initial cowardly, vague actions by defending his or her rights. , shapes public opinion. The teacher helps the student gain confidence, achieve the desired goal, and find the strength to overcome the challenges

they face.

By understanding the system of measures aimed at helping students overcome difficulties in the process of education and communication through pedagogical assistance, we do not consider it a special pedagogical activity. Pedagogical support is the humane core of pedagogical activity, which is manifested in the care of the teacher for the student, his psychological well-being, health, success in educational activities. Pedagogical assistance is a tool for the practical application of the theory of personal-oriented education, which focuses on the development of subject neoplasms of the student - the ability to carry out activity, independence, preparation and learning activities, initiative and creativity, reflexivity .

The provision of pedagogical support allows to highlight a number of specific features that can be classified as conditions that simultaneously ensure its effectiveness. Pedagogical support is always targeted, that is, it is focused on a specific student in relation to a particular problem situation and involves identifying the tools that will help him or her overcome the difficulties that arise. This should be timely, i.e., anticipating, preventing, developing and delaying unnecessary events.

He should be professionally literate in terms of the psychological state of the student and his personal characteristics, as well as in terms of choosing the means and methods to help him. Education and development must be goal-oriented and at the same time future-oriented. The future of the student and his immediate development zone. Finally, pedagogical support should be sensitive, should not feel the dignity of the student, should not discriminate against him in the eyes of others and themselves.

Scholars correctly address the problem of pedagogical assistance measures, its types of "usefulness" - "replacement", imitation, cooperation, initiative, "harm". In modern humanities pedagogy, the necessary support norms have been formed, which should be included in the professional position of the teacher:

1. Respect for the child and, as a result, his unconditional acceptance as a person; mental warmth, sensitivity, ability to see and hear, empathy, compassion, tolerance and patience, ability to forgive.
2. Loyalty to dialogue forms of communication with children, ability with them, ability to listen and hear.
3. Respect for dignity and trust, trust in the destiny of every child, not to be indifferent.
4. Success in problem solving, willingness to help solve the problem, and direct assistance.
5. Recognition of the right to freedom of movement, choice and expression; recognition of the child's will and his or her right to his or her will ("I want" and "I don't want").
6. Encourage and affirm confidence in independence and its strengths, encourage self-analysis.
7. The ability to be a friend, the desire and ability to be around him, the willingness not to demand anything in return.
8. Ability to change self-analysis, constant control position and self-esteem.

Activity-functional, reflecting the specific characteristics of school students, the individual approach and the general rules of pedagogical assistance to a particular student: the address

of assistance for a particular child, his family, not everyone; a guarantee that the child will receive help; urgency that requires prompt and timely assistance to each child; the complexity of solving each child's problems, taking into account his or her individual situation.

O.S. Gazman describes the following humanitarian education maxims as the most important:

- Accept the child in constant change; do not degrade the dignity of the child's personality; do not compare anyone with anyone, you can compare the results of the action; trust - don't check !; acknowledge the right to make a mistake and do not judge it; how to admit your mistake; protect the child and teach him to protect.

The success of pedagogical support can be achieved under a number of conditions:

1. The child's consent to assistance and support. He asks for help himself or does not refuse when offered. In case of danger to the life and health of the child, unconditional intervention in social behavior is carried out.
2. The priority of solving one's own problems belongs to the child. The teacher only creates the conditions for this, helps to understand the essence of the problem and helps to find a solution to it, or directly influences the student's independent actions.
3. Cooperation and assistance. This situation reflects the meaningful and technological nature of pedagogical assistance, which helps in the process of joint action to overcome this obstacle, in the constructive solution of problems.
4. Confidentiality. Only with complete confidence for adults, it will be accepted by the child and will probably be the impetus for active inner work.
5. Good intentions and integrity. Having an emotional nature in interacting with the student can be a guarantee of success and failure in the implementation of assistance. When the teacher leaves the "child," he or she does not compare his or her actions to the actions of others, but tries to understand and hear the student's voice, helping him or her to overcome difficulties and problems.

As a result of our long-term observations, all 1st graders are more likely to be in need of pedagogical support, depending on their age characteristics, but especially older children. Because they are the most vulnerable and vulnerable in the first year of schooling, their physiological and emotional-psychological characteristics are manifested, on the one hand, when the school is focused on teaching with the right hand.

The results of our research show that children with disabilities face difficulties in all areas of educational activity, but the most important in their formation are: a) writing skills. At the beginning of the experimental work, the students of the experimental and control classes did not have the ability to describe written letters, and only had the ability to write printed letters; b) work skills. In kindergarten or in the family alone, students' experimental lessons are not sufficiently developed. c) communication skills. At the beginning of education, there was no average level of communication skills in the experimental and control classes - for students, there was no level of communication skills in the experimental and control classes.

In the future, work on providing pedagogical assistance to first-graders will begin 6 months before the start of the school year. At this stage, the "leading hand of the child" is determined, based on the results of the assessment of biological maturity, sound quality, readiness to learn based on the ability of adults to listen and follow instructions. During interviews with parents,

anamnestic information needed to provide a holistic view of the child's development from birth to admission to school, including trauma, early psychomotor development, family conditions, and the preschool education system information is collected.

Communicating with parents is the basis for starting to work with them. It is clear that there is no information about helping small children. Class topics include psychological and physiological characteristics of left-handed children, preparation of left-handed children for writing, left-handed children's speech development disorders and ways to overcome them, methods of developing audience perception and visual-motor coordination of left-handed children, developing fine-grained hand movements tools, test results are obtained from children to determine the leading hand.

Working with parents with the start of school takes the form of counseling and provides advice and inquiries of a provocative nature when a problem arises that needs to be addressed through joint action.

Our observations show that most teachers do not know how to provide pedagogical assistance to students with disabilities, so they are aware of the nature of students with disabilities, their physiological and emotional-psychological characteristics, students in the first year of school the difficulties that arise, the ways to overcome them in the process of writing them, the formation of work skills and abilities, communication skills, and maintaining good health.

Must conduct systematic work in all disciplines. Mathematics — writing numbers, counting skills, etc., helping to master the fine arts — synchronous development of hemispheres by drawing both hands at the same time, and so on.

Thus, the idea of pedagogical assistance has a long history, the origin of which can be traced in classical pedagogy. It contains the content, basic rules and principles of pedagogical assistance and support developed by O.S. Gazman [3] and his followers. The terms “pedagogical support” and “pedagogical support” are synonymous, but their meanings are not exactly the same. “Support” is a psychological concept, and pedagogical assistance is more of a pedagogical concept.

The need for pedagogical support in the first year of schooling is particularly high in low-income students due to the peculiarities of the child's psychological, physiological and emotional development and the fact that the educational process is focused on children. Providing pedagogical support to students requires special training of teachers and parents

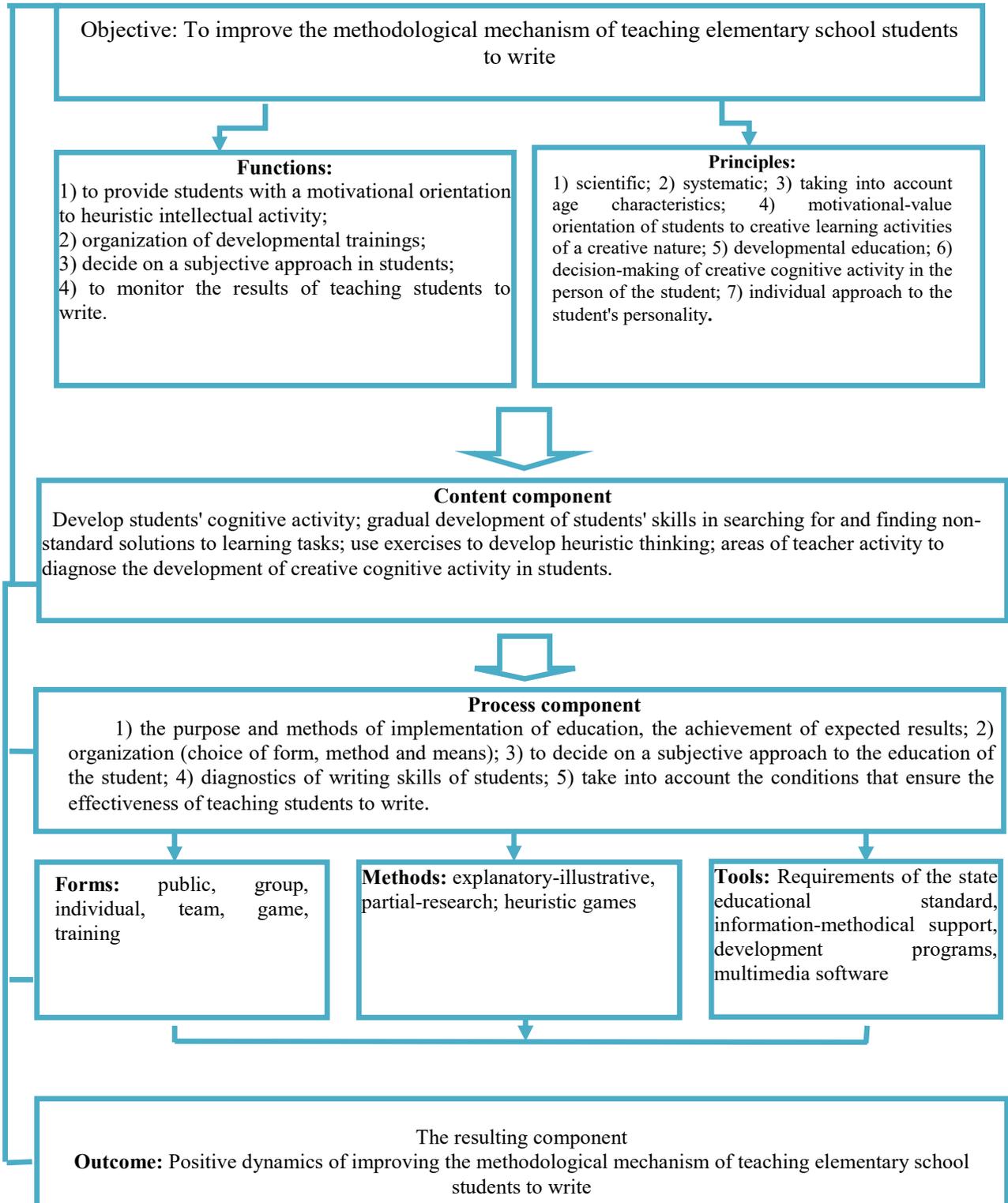


Figure 2.2.1. A model of the process of improving the methodological mechanism of teaching writing to primary school students

Theorists and practitioners alike are searching for an answer to the question of how to

sustainably develop children in today's changing environment. The most important thing for this is to find the means and forms of pedagogical support for students. The pedagogical support of children should be continued from the beginning of the pre-school education process (Figure 2.2.1).

The concept of pedagogical support for students refers to the activities of highly qualified teachers. They can provide early warning to learners. The solution to children's intellectual development is also important for their mental and physical health, communication, academic success, and their place in life and career direction.

At the heart of the concept of pedagogical support is the learner.

Educators should not ignore every aspect of learners. They should be able to search for and identify children who need help. Educators are required to discover learners and identify their problems and abilities.

Based on this, it should be noted that the intellectual development of children by supporting them in the educational process is an urgent pedagogical problem that needs to be addressed.

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