



Psychophysiological Bases of Workout Graphic Skill

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Abstract: *Handwriting is a stable individual formation. Writing is associated with various anatomical and physiological structures of the brain. Violations of certain areas of the cerebral cortex lead to various disorders of writing and written speech. By school age, the child has not yet all parts of the cerebral cortex functionally developed. This article presents the psychophysiological basis for the development of a graphic skill.*

Keywords: *Graphic skills, motor skill, muscular efforts, writing process, meaningful units of speech, graphic signs (recoding).*

Learning to write is primarily the development of a graphic skill. Like any skill, it is brought up as a result of training through the formation of skills and the performance of a series of exercises based on them.

The peculiarities of the graphic skill are that, on the one hand, it is a motor skill, i.e. such an action, which relies, at first glance, only on muscular efforts. On the other hand, in the process of writing, meaningful units of speech are replaced by graphic signs (recoding), which gives it the character of a conscious activity.

The conscious character of writing consists of:

- 1) in the correct correlation of sound and letter;
- 2) compliance with a number of graphic and spelling rules;
- 3) using a written skill to convey their own thoughts, feelings, intentions.

Writing skill is closely related to reading skill. If a child does not read well, it is difficult for him to master writing, because following the skill of syllabic reading, the skill of syllabic writing is formed: writing off or preparing for writing a word drawn up on a typesetting canvas, children remember and reproduce it not by letter, but by syllables. This is important both for reading, and for syllable division, and for future exercises in isolating unstressed vowels and checking them, i.e. to develop spelling skills.

Slow-reading children, even in the process of writing, spend too much effort on reading what they write, and this negatively affects the results of writing. With good reading, the writing child focuses all his attention on the process of writing and the writing skill is formed more successfully.

In the formation of a graphic skill, the following stages can be distinguished:

- 1) shading figures, tracing stencils and other exercises aimed at developing the ability to follow a line, properly position and hold writing instruments, draw a straight line and round it, measure the length of lines, etc .;

- 2) letter elements of letters;
- 3) writing individual letters without connecting with other letters;
- 4) writing combinations of letters, syllables, whole words to develop the skill of connecting letters. The ultimate goal of the formation of the motor side of the graphic skill is to develop smooth and fast rhythmic oscillatory movements of the hand, which are superimposed by additional micro-movements associated with the specifics of writing each individual letter.

Success in teaching writing and calligraphy is largely determined by the creation of hygienic conditions:

- ✓ correct selection of furniture;
- ✓ correct landing;
- ✓ the position of the notebook;
- ✓ lighting direction;
- ✓ optimal shape of the handle;
- ✓ duration of continuous writing, etc.

In grade I, it is necessary to repeat the landing rules with the children in all lessons. A poster is used for illustration purposes. Children should be taught how to prepare a workplace, rationally place a notebook and other accessories on a desk.

The correct determination of the duration of continuous writing is important: for class I, 5 minutes; for II - 8; for III - 12; for IV - 15 min.

This is taken into account when planning a lesson: alternating written and oral types of work, conducting 2-3 physical exercises, exercises for fingers and hands.

Spatial orientation on the page of the notebook, its line. The concept of vertical, horizontal and oblique (to the right) rulers.

Lines-elements as structural units of the graphic system of written letters of the Russian alphabet. The letter of nine elements-lines according to the algorithm. Acquaintance with the forms of templates of elements of written letters. Reproduction of elements of written letters in the process of drawing border patterns.

Performing logical tasks for comparing, grouping and generalizing the elements of written letters as structural units of the graphic system.

Planned results of mastering the curriculum in the subject “ABC. Teaching Literacy and Reading” by the end of the preparatory period

Students will learn:

- correctly sit at a desk and use writing utensils, correctly write all the elements of written letters according to the algorithm.

Rules for the landing and use of writing instruments. Developing the skill of proper landing and use of writing instruments.

An exercise in the practical design of printed books (in the reading lesson) using template elements. Formation in the memory of children of differentiated visual images of all printed letters.

Analysis and construction of written letters (at a writing lesson) and template elements. Performing logical tasks to compare letters and combine them into groups based on a common element in shape.

Formation in the memory of first-graders of clearly differentiated visual-motor images of written letters (large - capital and small - lowercase). Development of the technology of drawing these letters according to the algorithm and counting.

Acquaintance with three types of letter combinations when writing (upper, medium-fluid, lower). Assimilation of algorithms of three types of connection of letters studied in the lesson with those previously studied.

An exercise in the rhythmic alternation of tension and relaxation of the muscles of the hand based on the method of clocking, that is, writing letters under the count.

Recoding the sound scheme of a word into a graphic one with subsequent recording in written letters.

- ✓ Reading writing samples: syllables, words, sentences fixed in written letters, writing according to the model, checking the results of the student's writing.
- ✓ Requirements for the preparation of students in the course "ABC" by the end of the main period
- ✓ Students will learn:
- ✓ designate sounds with letters;
- ✓ recode the sound form of words from conditionally graphic to literal and vice versa;
- ✓ sit correctly at the table and use writing instruments during the entire period of performing a separate graphic task;
- ✓ write letters based on motor elements according to a certain algorithm;
- ✓ perform three types of connection of letters in syllables and words;
- ✓ when writing under the account, alternate the tension of the muscles of the hand with relaxation;
- ✓ construct printed and written letters from template elements;

write sentences and proper names correctly when copying and dictation.

Fixing the technology of writing all written letters and their compounds in graphic syllables and whole words according to algorithms. The ability to alternate tension in the muscles of the hand with relaxation in the process of playing letters under the count (clocking technique).

Work to correct graphic errors and improve the calligraphic quality of writing: clarity, stability and readability. Formation of graphic literacy, coherence and calligraphic quality of writing, provided that its pace is accelerated.

Copying words and sentences from printed and written texts, writing from dictation.

Planned results of mastering the curriculum in the subject "ABC. Teaching literacy and reading" by the end of the final period:

Students will learn:

- use graphic systems when reading and writing
- printed and written letters of the Russian alphabet;
- sit correctly when writing and use written accessories;
- implement techniques for coherent and accelerated reproduction of letters and their connections in writing;
- apply the learned rules for writing words based on the positional principle of Russian graphics to indicate the hardness-softness of consonants and the transmission of the sound [й'] in writing;
- coherently, in accordance with the learned algorithms, write both individual words and words in

a sentence under various methodological conditions: 1) when copying from a printed or written text; 2) when writing from memory; 3) under the dictation of the teacher;

- follow the rules for writing sentences, words with combinations: ChK, ChN, ChT, as well as with combinations of letters zhi, shi, cha, scha, chu, schu, same, she, tse, which are in a strong position, i.e. under stress.

The main goal of the work is the formation of a graphically correct, clear and fairly fast letter.

Achieving this goal depends on solving the following tasks:

- ✓ familiarization with the rules of landing and possession of tools;
- ✓ teaching orientation on the page of copybooks and notebooks;
- ✓ Familiarization with the styles of letters, their reproduction;
- ✓ learning to write syllables, words and sentences with observance of the slope and the same height, proportions of letters;
- ✓ training in coherent (separate), rhythmic and fast writing;
- ✓ prevention of distortion when writing letters;
- ✓ correction of individual shortcomings of handwriting of individual students.

The formation of writing skills is based on certain principles of learning.

In addition to general didactic principles, such as consciousness, accessibility, gradual complication, visibility, repetition, etc.,

- the principle is used that follows from the specifics of the formation of a graphic skill: a combination of various methods of teaching calligraphy (genetic, linear, copying, etc.) based on the psychophysiological characteristics of children.

The implementation of the principle of visibility is ensured by the teacher's demonstration of the writing process, the use of copybooks, tables and other manuals.

Consciousness is achieved by explaining the techniques and sequence of writing letters, as well as by exercising in finding and correcting one's own and others' shortcomings.

The principle of repetition is implemented in the process of exercises. The most proven method of acquiring a skill is exercise, i.e. re-execution, accompanied by an analysis of the performance, matching with a model, correcting errors, etc.

The principle of feasibility provides for a gradual increase in difficulty, which is especially important when teaching writing, since the writing process is difficult due to slowness and insufficient firmness of hand movements.

The principle of taking into account individual characteristics is reduced to the teacher's constant observation of the work of each student, taking into account the peculiarities of his vision, motor skills, posture, etc.

A specific principle is the parallel teaching of reading and writing, which ensures competent and conscious writing.

In elementary school, the formation of individual handwriting does not end, this process continues later.

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