

Identification and remedies for problems in writing of the primary students

Jayant Vinayak Pathak¹,

Ph.D. Scholar,

Tilak Maharashtra Vidyapeeth, Pune

Dr. Minal Naravane², Guide,

Tilak Maharashtra Vidyapeeth, Pune

Abstract:

Language is a means of exchanging ideas. Therefore, the development of ideas and the art of translating ideas into words are of special importance in language learning. Every child's experience in the family, the nature of the language they hear there, the opportunity for each child to communicate is different. Since the level of intelligence of each child is different, the language of every child coming to school is different. The nature of the problem in the way of language development of each child is also different. Difficulties in language development of each child should be understood individually and independently. The natural sequence of learning primary language is listening, speech, reading; writing. The first two skills can be mastered by informal learning. But reading and writing must be taught in proper manner, i.e. through formal methods. The primary students face too many difficulties in writing. Writing skill is taught through formal training. Our academic evaluation is burdened with written examination, yet our writing skill is neglected.

Keywords:

Writing skill, writing practice, rectification, dictation, transcription, self composed writing, language, script, eye- hand co-ordination, comprehension,

Introduction:

Listening and reading are receptive while speech and writing are productive skills. Language develops through speech, but speech and language are two different goals. Richness of language is must for writing, but fluency in language might not lead to writing. For writing, knowledge of scripture is necessary. Child learns language through environment. But written form of language demands many more skills, it is not easy task. Proper practice and mastery on three skills viz. listening, speech and reading is pre-requisite of writing skill.

Overview and causes:

Commonly the formal education of the child starts with the writing, i. e. at wrong time and wrong place. When a child who has completed six years of age starts schooling, the muscles of eyes and fingers required for writing are not developed enough. Both the eyeballs need to be fixed at one point to start reading and writing. Proper observation requires the intellectual ability to recognize similarities and differences in size. Also, the muscles of the fingers need to be controlled enough to be able to hold the pen properly. Both of these capabilities mature after six years. But due to the

misfortune of the children and the perseverance of the parents, the school managers, headmasters, teachers are all in a hurry to teach writing to the children from the age of four. As babies get enough hearing, they start speaking words, phrases, and sentences on their own in two and a half years, and adults help out when they need to. Also after reading enough, the children begin to write intuitively and the adults help a little where necessary.

Here we will discuss diagnosis and remedies on writing difficulties of the primary students.

Methodology:

The study was conducted on a sample of 300 students of each standard and 171 teacher of standards 2 to 8 of primary schools from two districts of Maharashtra.

Tools:

Criterion Reference Tests for writing skill of primary students, Questionnaire for teachers.

Diagnosis:

Following are some findings about writing problems-

Students get insufficient time to develop writing skill, hence have less practice. Due to hectic timetable or schedule of daily routine they experience fatigue. Habit of vague listening, worsen writing. Illegitimate introduction to alphabets lead poor writing. As there is too much exposure for visual media, some of them dislikes reading and have poor concentration while writing. There is a difference in colloquial and scripted language. Poor knowledge of the subject and inaccurate writing method are other major difficulties. Some experiences weakness of muscles, lack of writing material, lack of intelligence to understand the grammar. Now days more practice of short answered questions or multiple choice questions offers less challenge for writing. Many students get less opportunity for discussion; hence cannot express themselves .

Treatment:

The students have to be trained for better understanding of writing skill. The approach used by the teacher should be to bring desirable change in student. The remedy depends upon the type of difficulty; many other activities are implemented and suggested by the teachers.

Students can exercise self written or readymade poem related to text, description of journey in their own words. Self developed content in own words, writing of story on given words, writing of story on phrases and idioms .A practice to make proper paragraphs for meaningful content, good comprehensive content of a story will also be interesting exercise. Participating in essay competition, handwriting competition, letter writing motivates the individual. Desire to read and write should come before learning to read and write. So provision for readiness activities like description of a picture, precise writing, joke writing, writing on favourite subject, writing diary , observe cultural programmes, watch and conduct interviews, listen lectures , elocution competition, poem writing, writing of self experiences makes writing as a fun.

Conclusion:

This paper presented an overview of identification and remedies on writing problems of the primary students. Development of writing skill requires adequate muscle control particularly of the wrist, fingers and good eye-hand co-ordination. Children shouldn't be forced to write down since maturation may be a critical factor. Haste in writing affects the body and mind of children. If you wear glasses at an early age, the effect on the body is visible. But it takes time to see the effect on the mind. Feelings of guilt or fear are strong, which is obstacle for progression. Pressure free experimentation with writing helps to enhance the quality. Provision of many pre-writing or writing readiness is necessary. Honest commands of language, the power to formulate and express ideas, articulate in own words is the best preparation for academic achievement.

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