

DEVELOP WRITING SKILLS OF YOUNG LEARNERS OF PRESCHOOL AND
PRIMARY EDUCATION

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Abstract. *This article examines the development of early writing skills in preschool children, emphasizing the crucial role of parents and teachers in observing, guiding, and supporting this process. It explains that writing development at ages three to four is exploratory and often messy, focusing on helping children understand that writing communicates meaning and connects with reading. Key indicators of age-appropriate progress include drawing to express ideas, using writing tools, copying shapes and symbols, attempting to write letters—especially those in their names—and recognizing writing in everyday contexts. The article provides practical strategies to foster writing at home, such as offering diverse materials, encouraging storytelling through pictures, labeling belongings, and engaging children in playful literacy activities. It also highlights the importance of collaboration with preschool educators to monitor progress and align early skills with kindergarten readiness. Warning signs of potential delays—such as persistent avoidance of writing or difficulty recalling letter shapes—are outlined, alongside guidance on seeking professional support.*

Key words: *opportunities, practice, writing skills, age-appropriate, technique, communicate, developmental, evaluate, framework.*

INTRODUCTION

It's easy to keep track of your preschooler's growth in height and weight. But how can we measure our learner's development in other areas? For instance, can we tell if he or she is learning and mastering age-appropriate writing skills?

As our learner's parent and first teacher, there is no one better to observe and gather information about the progress she is making during the preschool years. The questions and tips that follow will help us understand what type of early writing skills our 3 and 4-year-old learner should be developing and how we can support her budding writing skills.

Is our learner developing age-appropriate writing skills?

The most important thing for parents to remember is that writing during the preschool years is, well, messy! The goal is to help children understand how writing



works, that it connects in meaningful ways to reading, and that it communicates information, through words and symbols. Do you know what basic writing skills your child should be learning and mastering at ages 3 or 4? Review the following questions, and note how your child is doing in each area. Does my child:

Express ideas and stories through pictures she draws?

- Use pencils, crayons, and markers for drawing and writing?
- Copy and draw lines and circles, and symbols like “X” and “+”?
- Attempt (with some success) to write some of the letters in her first name?
- Show an understanding of how writing and drawing help us communicate

and function in everyday life?

Encouraging early writing skills at home

Now that you understand some of the beginning writing skills your child should have, you can reinforce those skills and help her make further progress. It’s easy (and fun!) to practice writing with your child throughout the day. Here are some activities to try:

- Let your child use writing tools such as pencils, washable markers, chalk, and crayons. Gather and organize these materials, along with some paper, in a box that your child can decorate and have access to.

- Encourage your child to use drawing to express ideas and tell stories.
- Show your child that written words are a part of daily life. From grocery lists and email messages to billboards and signs in stores, writing is everywhere!
- Teach your child to print her first name. (Be patient, as this will take practice.)

This is very empowering for a preschooler!

- Label your child’s belongings with her name. And, let your child label some of her own things (such as a notebook or crayon box).
- Let your child mold clay letters for hands-on practice shaping letters of the alphabet.

- Help your child create a pretend menu using pictures of food from newspapers and magazines

Promoting early writing skills at preschool

There is a growing emphasis on structured learning in today’s preschools and while there is still plenty of play time, time in school tends to follow a more rigorous curriculum than in the past. To keep track of how well your young child is learning to write, you’ll want to:

- Ask your child’s teacher how writing is being taught and practiced – and whether your child is doing well or struggling.
- Find out what specific early writing skills your child will need to master in order to have a successful start in kindergarten.
- Collect samples of your child’s writing in the work and projects she brings home, display them at home, and discuss them together.



- Encourage your child to talk about school and learning, and try to gauge how she feels about writing.

Cause for concern? Where to turn for advice and assistance

If you're worried that your child's writing skills are below-average for her age group, rest assured that not all preschoolers learn to write at the same pace. However, you may want to seek help if your child:

- Dislikes and avoids writing and copying.
- Is late in learning to copy and write.
- Has trouble remembering the shapes of letters and numbers.
- Frequently reverses or otherwise incorrectly draws letters, numbers, and symbols.

Discuss your concerns with your child's preschool teacher or other personnel at your local school district. Your child's pediatrician might also be able to provide guidance. And, be sure that your child has undergone vision and hearing screenings. If you're concerned that your child may have a learning disability or delay, you should contact your public school system and request (in writing) that a diagnostic screening (at no cost to you) be conducted (available under the Individuals with Disabilities Education Act).

Early Reading and Writing Development

Young learners start to learn language from the day they are born. As they grow and develop, their speech and language skills become increasingly more complex. They learn to understand and use language to express their ideas, thoughts, and feelings, and to communicate with others. During early speech and language development, young learners learn skills that are important to the development of literacy (reading and writing). This stage, known as emergent literacy, begins at birth and continues through the preschool years.

Young learners see and interact with print (e.g., books, magazines, grocery lists) in everyday situations (e.g., home, in preschool, and at daycare) well before they start elementary school. Parents can see their child's growing appreciation and enjoyment of print as he or she begins to recognize words that rhyme, scribble with crayons, point out logos and street signs, and name some letters of the alphabet. Gradually, young learners combine what they know about speaking and listening with what they know about print and become ready to learn to read and write.

Help your child write letters and emails to relatives and friends.

These may include thank you notes or just a special note to say hello. Be sure to send your child a letter or card once in a while too so that she is reminded of how special it is to get a letter in the mail. Consider finding a pen pal for your child. This is excellent writing practice as well as a good outlet for venting feelings.

Encourage your child to write about things that happen at home and school, about people she likes or dislikes and why, and about things she wants to remember and do.



If she wants to share the journal with you, read the entries and discuss them together. Help your child spend time thinking about a writing project or exercise. Good writers often spend a lot of time thinking, preparing, and researching before starting to write. Your child may dawdle, sharpen a pencil, get papers ready, or look up the spelling of a word. Be patient — this may all be part of her preparation.

Therefore, school level is considered to be the turning point of the language skills. In this period language learners start to furnish their speech with logic and criticism. In this period learners need more feedback on their speech performance to get motivated for further education. The range of purposes for learning and the meanings of success and achievement in learning are more complex and diverse in relation to adult learners, and one might expect this diversity to be reflected in political debates about and the regulation of assessment in this context, but this is not the case.

Finally, the text situates early writing within emergent literacy, stressing that exposure to print, language interaction, and meaningful communication experiences from birth lay the foundation for later reading and writing success.

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