

Annotation

Bound and unbound writing on the first grade of elementary school and the pedagogical faculties of universities: Teacher's opinion on the both scripts from the perspective of an experienced practitioner

The work follows up bound and unbound writing and their percentage representation in the 1st grade of primary schools. It also focuses on the opinions of teachers from practice and their experience during their own studies at pedagogical faculties of universities. In the theoretical part, I define the basic terms. I examine the goals of preparation for teaching writing and the teaching of writing itself and which precedes it, with what a child should bring from attending kindergarten. I present some methods of teaching writing in history and the present, their origin and development of the writing, the creation of bound and unbound writing, the development of the alternative Comenia Script and several others, the characters of the writing and its evaluation. One of the chapters is also devoted to left-handed writing.

In the practical part, using a questionnaire, I find out the opinion of primary school teachers and their practical experience. I also find out what reading and writing methodology they graduate through during their studies at the faculties of education, which script they teach the pupils and whether they teach them the skills to read and write bound script in the case that they write in unbound script. Through the answers of these respondents, I find out the approximate percentage of bound writing across the country and the methods that teachers use the most. I wonder if bound writing still has a place in today's society, eventual why. At the same time, my subject of interest is to what extent pupils who write in unbound script are able to read a text written in bound script. As an output of the questionnaire survey and theoretical research, at the end of this work, I present a proposal of methodological material for teaching the skill of reading and writing bound writing.

Keywords

reading literacy, left-handedness, reading and writing methods, writing literacy, handwriting, initial writing