The Efficiency Of Touch-Type Read And Spell (Ttrs) Instruction For Lyceum Learners

Mamatkulova Fotima Ashirkulovna	Senior teacher of USWLU, Tashkent, Uzbekistan , Email: mamatkulovafotima@gmail.com
Normamatova Xolida Anvar qizi	Student of USWLU ,Tashkent, Uzbekistan
Abduraxmonova Xurshidaxon Ne'matjon qizi	Student of USWLU ,Tashkent, Uzbekistan
Akramova Malika Valijonovna	Student of USWLU ,Tashkent, Uzbekistan

ABSTRACT

As the internet has transformed the way we communicate, we need educational technology to transform the way students learn and teachers teach. One of the best examples of this type of transformation taking place is with the use of technology to teach students with disabilities. TTRS (Touch-type Read and Spell) is doing just that as their method uses typing letters (instead of handwriting them) to learn how to not only read and spell but also learn to touch-type. Their method relies on teaching correct finger position, repetition, along with audio and visual instruction.

Touch typing Read and Spell is a software application that employs the Orton-Gillingham Method to instruct phonics and typing. It employs a multi-sensory methodology.[10,2024] Keyboarding classes display words on the screen, audibly articulate them, and offer visual indicators of the requisite hand movements. The program is a multi-step process that prioritizes precision above rapidity. [12,2024]This renders it suitable for kids with dyslexia and other specialized learning disabilities, ADHD, dyspraxia, adults with reading challenges, and aphasic individuals rehabilitating after a stroke.

Touch typing can assist lyceum students in becoming more proficient typists, enhancing their employment opportunities and facilitating success in higher education. The advantages of touch typing surpass merely learning the home keys and enhancing speed. When lyceum students engage in multi-sensory typing instruction, they simultaneously enhance their reading and spelling abilities while fostering confidence and motivation.

This is significant for those employing the hunt and peck technique, but it can also substantially benefit youngsters and adults with learning disabilities. Typing without visual reference to the keyboard relies on muscle memory and obviates the necessity for a pen or pencil. It alleviates the burden of writing for those with handwriting issues, dyspraxia, and/or visual impairments, while offering the phonics instruction that dyslexic pupils find most advantageous. Furthermore, it provides an opportunity for lyceum students to "overlearn" content and enhance their skills by

self-study, so preventing any embarrassment before their peers.

Typing is a talent that has been acquired since the late 1800s, when the contemporary keyboard layout was originally developed for typewriters. Since that time, few alterations have occurred, except from the incorporation of the delete key and additional controls utilized for computer shortcuts. Nonetheless, the approach to typing instruction has significantly evolved from the traditional model of an instructor positioned at the front of a classroom.

The keys are now instructed via internet applications that provide digital suggestions and automated feedback. Letters are shown individually, allowing learners to view them on screen, hear their pronunciation, and subsequently enter the corresponding key, thus advancing to whole words and sentences. Educators assume the role of facilitators, as learning is autonomously directed.

Touch typing Read and Spell permits lyceum students to allocate as much time as necessary to master a keyboard lesson prior to progressing. In repetitive typing exercises, participants not only acquire typing skills but also learn to spell the words included in the courses.

Auditory exposure to words and visual recognition on screen as they are typed sequentially enhances phonics proficiency. They also enhance their speed in recognizing words visually as opposed to phonetically, which is a fundamental aspect of reading.

Writing proficiency improves when the conversion of ideas into text becomes automated, and the achievement of progressing through a program and acquiring a new skill incrementally provides several individuals with the self-esteem enhancement necessary to attain their objectives.[13,2024]

Utilizing a computer for writing is beneficial as it allows the learner to rearrange words, paragraphs, and sentences without creating numerous erasure marks or compromising neatness. The capacity to edit and revise is an essential component of writing.

Acquiring touch typing skills in early education equips pupils for the extensive and intricate writing tasks they will encounter in subsequent years.

High school and university students predominantly conduct their work on computers, encompassing Internet research, homework assignments, essays, and group presentations. The one who has mastered typing can concentrate entirely on the subject at hand. This liberation of cognitive resources enhances working memory efficiency, facilitating the processing and retention of information. It is also a question of velocity. Utilizing the home keys as a foundation is more efficient than searching for each letter, which can be bothersome and distracting.[11,2024]

For those with physical limitations and learning issues, the advantages of touch typing transcend mere improvement in academic or occupational performance. Typing is essential for individuals who are blind or visually impaired, since it enables them to operate a keyboard without visual assistance and to compose text swiftly, efficiently, and accurately, eliminating the need for manual letter formation or visual access to written content.

For dyslexic pupils, mastering touch typing underscores the importance of spelling and phonics. Consistently encountering high-frequency words aids learners in developing sight recognition, so circumventing the decoding process that complicates reading. Individuals with dyspraxia and dysgraphia may experience discomfort when using a pen or pencil for handwriting, owing to the fine motor skills necessitated by the task.

Typing is often more facile to acquire and serves as a method to prevent these children from behind in reading skill development. Lastly, individuals with ADHD may struggle to concentrate on tasks or produce organized work.

Participating in a modular typing training enhances their ability to decompose jobs into manageable components. Typing assignments enables individuals to rectify errors and implement improvements without submitting a disorganized document.

These students frequently encounter challenges in school, leading to adverse

associations with learning. Achieving proficiency in touch typing can aid persons in restoring self-esteem and enhancing confidence in reading and writing activities.

Regardless of whether a role is administrative or managerial, tasks such as data entry, composing emails, drafting reports, and managing other electronic documents are indispensable in contemporary society. A worker who employs the hunt-and-peck method will be significantly slower than their colleagues, and in a context where time equates to money, efficiency is paramount.

Consequently, businesses may incentivize more proficient typists with increased responsibilities or higher-paying roles. Similarly, akin to the enhancement of writing skills, not observing your keyboard allows for greater concentration on the tone and subject matter of your composition. Explore employment opportunities that necessitate touch typing proficiency.

For individuals who have predominantly employed the hunt-and-peck method throughout their lives, it may require some time to abandon entrenched habits and utilize a keyboard without visual assistance; yet, the endeavor will ultimately prove beneficial. Acquiring proficiency in touch typing may require three weeks to many years, based upon the individual's investment of time and effort.

Consequently, there are several advantages to multi-sensory typing:

• Reacquire the written and spoken forms of words

• Augment memory and promote language recall

• Engage actively in your stroke rehabilitation

• Alleviate anxiety and diminish irritation

• Enhance confidence in communication with friends and family

• Acquire typing skills as an alternative to verbal or handwritten expression

The auditory and visual presentation of words in repeating modules reinforces the sound-letter associations essential for the brain to comprehend spoken and written language. The tactile action of pressing a key engages muscle memory to strengthen language retention. Furthermore, Touch-type Read and Spell serves as a practical and efficient method for practicing language recall and output. TTRS facilitates the acquisition of touch-typing abilities while concurrently enhancing linguistic proficiency. TTRS serves as an effective method for revisiting phonics and reacquiring fundamental vocabulary in both written and spoken English. TTRS provides a complimentary writing interface enabling users to compose text and subsequently analyze information regarding word count and the accuracy of course-related spelling. Students are progressively afforded the ability to utilize computers in both primary and secondary school. Furthermore, in pedagogical practice, word-processed assignments are increasingly demanded [6,2008]. The quality of written output produced by a word-processing tool is expected to be superior when typing abilities are more proficient [2, 2003].

Numerous research have examined the correlation between typing proficiency and the quality of narrative writing outcomes. The majority pertained to the overall utilization of a word-processing program, rather than typing proficiency, and identified beneficial impacts of these programs on various writing outcomes from Grades 4 to 12 [3,2007; 5,2012]. Goldberg et al.'s (2003) meta-analysis comparing computer-based writing to paper-and-pencil writing among K-12 pupils revealed that those utilizing computers generated longer texts than their counterparts using traditional writing instruments. Furthermore, the caliber of digitally created work surpassed that of handwritten work. The benefits were often more pronounced for middle and high school students compared to elementary school pupils. Consequently, typing proficiency may serve as a moderator in the relationship between typing and the quality of the typewritten output. Alves et al. (2008) identified the moderating effect of typing competency by selecting adult authors with varying levels of typing skills to undertake dictation and composition assignments. The authors assert that inadequate typing proficiency adversely affects text quality; for instance, slower typists generate fewer words per minute, write shorter texts, and exhibit less

lexical density and diversity compared to their faster counterparts (Alves et al., 2008). Enhanced typing abilities positively influenced spelling proficiency and reduced spelling errors in the dictation task. Berninger and Winn (2006) assert that the capacity for accurate spelling is regarded as a fundamental transcribing skill dependent on working-memory resources during the act of typing or composing a document. It might be contended that the automatization of typing diminishes the demand on working-memory resources and lowers cognitive burden, potentially enhancing attention to spelling conventions. Spelling errors are likely to increase when this condition is not met. Consequently, the use of TTRS training may have enhanced both the pupils' typing and language skills. Moreover, improved touch-typing reduces the cognitive burden on working memory resources.

Lyceum students are progressively completing their educational and assessment tasks on the computer. If youngsters cannot touch-type while performing certain chores, the computer may serve as more of a barrier than a useful tool [1,2007]. Consequently, students' typing proficiency correlates with their spelling and narrative composition abilities. Acquiring touch-typing proficiency necessitates a significant time commitment for the skill to become automatic. Nonetheless, the findings of the current study suggest that this endeavor is worthwhile, as it can enhance proficiency in spelling and narrative writing skills on the computer. Furthermore, it seems warranted to prioritize the enhancement of typing abilities at lyceums. A time constraint was imposed for the typing and narrative-writing tasks, but in educational settings, students frequently encounter less stringent time limitations for task completion. Moreover, word-processing applications provide spelling-check functionalities, and when students utilize these tools when typing, they achieve improved spelling; nevertheless, they consequently engage less in the active application of spelling rules.

In conclusion, the TTRS technique may not be applicable to all contemporary methodologies. A meta-analysis comparing computer-based writing to paper-and-pencil writing among K-12 pupils revealed that those utilizing computers generated longer texts than their counterparts using paper and pencil. Furthermore, the caliber of digitally created work surpassed that of handwritten work. The benefits were often more pronounced for middle and high school students compared to elementary school pupils. Consequently, the implementation of the TTRS technique is advantageous for lyceum students. The deployment of digital tools in educational settings is increasing, providing greater opportunity for advanced pupils to enhance their spelling skills through computer practice.[9,2024] Additional research is required to ascertain the long-term consequences of a touch-typing training.

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