

Annotation

Handwriting is an integral part of our culture and civilization. It is an important and indispensable skill that makes us a full-fledged member of society. When acquiring this skill particular problems can develop which need to be captured as soon as possible in order to ensure the fastest and most effective remedy.

The presented work deals with a profound description of written expression in the third grade of primary school. It is based on the revised rating scale which was derived from the original scale created by A. Kucharská, and J. Veverková in 2011. Using this revised scale the degree of attachment and coping skills in writing for third grade students was captured and described.

It was also investigated the area of reflection of the errors and the ways students dealt with them. Finally, based on last scale area the rate of fixing grammar and typing skills was observed.

The analysis scrutinized dictations of 90 students from Prague, central and east region who was taught by the genetics and analyst-synthetic method. In order to process the data the quantitative methods and multidimensional methods were used. The qualitative analysis was used as well with the purpose of supporting the particular issues.

The data allowed us to determine the extent of the handwriting fixation, provided us with an insight into the quality of written communication between boys and girls and allowed us to determine the effects of teaching methods and differences in quality of teaching between the schools. Furthermore, we analyzed the implementation rate of recommended competencies and outcomes of the framework education plans for the third grades of elementary schools.

In the end, the work provides the comparison of grammar and typing skills between classical Latin alphabet and Comenia Script. Research and evaluation of this script run parallel with the research described in this work.