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Reading of the handwritten texts and the quality of self generating handwriting[1]

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The hypothesis of the research is that there is an inverse dependence between the clarity of the personal handwriting and the ability to read handwritten text. In other words, people with wonderful handwriting would have a lot of difficulties in reading a bad readable handwriting. On the other hand, people with bad handwriting would read an arduous handwriting with better success than the people with easy readable handwriting. The article discusses the age-comparative research, which compares two groups of participants – adults and school students of 5-6 grades – with respect to dependence between performance in text reading (handwritten and for comparison printed) with the quality of self generating handwriting. The results in general are consistent with the hypothesis about inverse dependence between quality of established personal handwriting and the ability to read the handwritten text.

Key words: handwriting, reading of handwritten text, the development of the personal handwriting, perceptional learning, the problem of «perception and action».

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[2] Functions and responsibilities of the authors are as follows: first author is responsible for the initial project and theoretical basis of the research, statistical analysis of the data and their theoretical discussion; the second and the third authors conducted the research and the first analysis of the data in different age groups of participants: between adults and school students correspondingly.