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Organization of correctional work for children with dyslexia at primary school

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Abstract

Relevance. The analysis of disorders connected with reading skills is important because it creates serious obstacles in mastering of the curriculum subjects by children of primary school.

Purpose. The use of speech therapy techniques described in the article, along with traditional corrective and pedagogical support, will help to overcome dyslexia of primary school children. Children with a specific reading disorder, which has influence on academic performance, must be analysed through psychological and pedagogical approach to overcome it.

Methodology. The method given in this article can be used as a propaedeutic component in the preschool period of literacy training. Proposed exercises can be included into the system of traditional speech therapy classes to overcome reading disorders.

Results. In this study, we are focused on experience of specialists, who deal with specific reading disorders providing corrective speech therapy for students. Teachers, psychologists, neurophysiologists and neuropsychologists have carried out the study of reading and writing disorders all over the world, but even now, this problem remains one of the most complex and insufficiently studied one.

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Conclusions. It is recognized that foundational school education hinges on a child's proficiency in rapid and precise reading, coupled with the capacity to accurately comprehend the core content of the text. Speech therapists, primary school teachers and parents of special individual and subgroup classes can use exercises presented in article.

Keywords: reading skills; languages; speech therapy; speech disorders; methods.

Introduction

One of the controversial and little-known problem in speech therapy is the identification and elimination of children's dyslexia. Dyslexia is revealed through psychological and physiological aspects. It is known that the mastery of reading leads to discrepancies in the ratio of graphemes and phonemes in language. Therefore, in phonetic language systems with "opaque" spelling, in which one phoneme can be designated by different graphemes and grapheme can denote different phonemes, dyslexia is a common issue. Dyslexia is typical for all languages based on sound and graphic symbols and it is a serious obstacle to acquire school skills. In addition, the educational program of secondary school includes not just one, but two foreign languages and children with dyslexia have to be integrated into such educational routine.

The evaluation of reading skills depends on time allocated for reading, understanding the main idea of the text and performance of tasks after reading. In addition, at school age, reading realizes a cognitive function, since children must acquire a large amount of knowledge themselves in their free time. It means that reading disorder (dyslexia) leads to social maladaptation of the child at school [1-3]. An educator specializing in dyslexic students necessitates a heightened level of self-regulation. Such an educator should possess the ability to maintain composure in stressful scenarios, swiftly adapt to fluctuating circumstances, and make informed decisions promptly. The capacity to manage adverse emotional responses, implement relaxation techniques, and adjust to unforeseen challenges is crucial [4; 5]. The instructor's self-regulation, equilibrium, and emotional stability play pivotal roles in mitigating potential conflicts within student relationships. For the optimal structuring of the educational process-g geared towards safeguarding the neurological well-being of dyslexic learners it is vital to minimize undue stimulation and exhaustion. A quintessential criterion for educators in this domain is to exhibit empathy, discretion, and reverence towards the student's confidential matters [6-8].

The structure of psychological readiness of primary school teacher implies the motivational component. It also implies an activity component, which assumes that the teacher has an ability to analyse their professional activities and to create new examples of his practice. It means he can design an individual trajectory of teaching and new ways of educational communication, new forms of educational interaction in the classroom [9].

The readiness predetermines the reflexive component, which assumes that teachers have an ability to analyse the educational results of the educational program, the individual success and progress of each student in the conditions of joint training, education and development. It also implies an understanding of the nature of pedagogical situations in details, pedagogical optimism (faith in the strength and capabilities of the child), pedagogical

resourcefulness (an ability to respond to pedagogical situations and professionally resolve them) and pedagogical foresight (an ability to predict, anticipate behavioural reactions of students and build the necessary strategy of possible risks in advance) [10].

Materials and Methods

In this study, we present the list of difficulties children have due to poor reading skills. There are difficulties with acquisition of school curriculum; difficulties with phonemic perception; difficulties of visual and spatial perception (mirror writing, concepts of "right" and "left»). This list includes insufficient lexical and grammatical structure of speech; difficulties of verbal abstraction; lack of formation of perceptual and active attention, integrative activities (integration of auditory and visual information). We allocate difficulties with formation of writing skills, planning, regulation and control of their own activities. Dyslexia has negative influence on regulating the processes of activation and maintaining the overall tone of the body, self-organization and executing instructions consisting of more than two steps.

We see several factors that make it difficult to master letter symbols and decoding. The first group of factors is directly related to perceptual deficits: defects of the selection of essential features, figure-background discrimination, noise immunity and constancy. The second group of factors is associated with visual scanning, information processing and manifestations of functional asymmetry (preference for the visual field and direction of tracing and the prevalence of a holistic or analytical strategy for perception of complex stimulus). The third group of factors is associated with a violation of processes in visual and speech modality: narrowing the memory space, increased inhibitability of traces, difficulties with forming and fixing intermodal connections ("sound-letter" connection). Obviously, each of these factors will have a specific impact on reading proficiency. Under the general wording "visual deficit" there are various pathogenesis and manifestations of disorders that require appropriate correction [11].

For the solution of the problem with complex object determined by set of circumstances of a person's mental processes, it is impossible to provide a universal recipe. In addition, dyslexia do not allow to unconditionally accept the position of one or another etiological concept. It is believed that the occurrence of violations in reading and writing is usually a consequence of interaction of a whole complex of etiological factors, among which the constitutional prerequisites, exogenous harms and peculiarities of a particular language are highlighted. According to the author's model of the emergence – dyslexia is not relevant and does not reflect the complexity of the breach [12].

Reading as a semiotic system is based on transcoding graphic information into audio information. This process

begins with visual perception of symbols-letters. Visual perception in reading is served by the interaction of its gnostic and motor components. Among visual operations, we can distinguish the recognition of graphic images based on analysis and synthesis, visual memory, visual-spatial representations and oculomotor activity, which provides saccadic movements for accurate scanning of information during reading. Teaching sound-letter reading involves the presence of the developed oral speech operations: correct sound pronunciation, phonemic perception, lexical and grammatical representations.

Based on these structural components of speech, in the process of systematic learning, the child acquires the abilities to analyse and synthesize words based on their phonemic and syllabic components that make up the essence of the syllabic principle of reading. Assessment of the formation of a child's reading skill traditionally includes an analysis of its technical and semantic aspects. The degree of development of the technical side of reading includes the speed and accuracy of reading. The formation of the semantic side of reading implies an adequate understanding of what is read. Currently, there are two main concepts that explain the occurrence of reading disorders: the concept of phonological and visual deficit. Reading impairments are correlated with the underdevelopment of various higher cognitive functions, notably those related to visual perception.

Results

The study of written language impairments has a history spanning over a century. Currently, written language is conceptualized as a multifaceted cognitive activity integral to daily human function. Reading, as a specific manifestation of written language, is intricate, entailing a fusion of numerous skills encompassing reading methodology, pace, accuracy, and comprehension. The primary technical metric for reading is the reading method, defined by the maximal quantity of characters recognized by an individual concurrently. In this context, this character count serves as the reading's operational unit. Within dyslexic individuals, this operational unit often does not surpass a single character, leading to challenges in achieving conventional reading velocities even after prolonged instruction. The errors observed in dyslexic children do not significantly deviate in nature from those seen in early-stage readers. Dyslexia adversely affects reading comprehension, with effects ranging from mild to severe. Dyslexic challenges, such as non-integration of letters and misalignment between phonetics and orthography, result in reading errors like substitutions and permutations of phonetically or graphemically analogous sounds or letters [13].

Frequently, discrepancies arise in the concordance between nouns and adjectives, aberrations in case terminations, and modifications in verb endings. The proportion of reading errors is contingent upon the progression phase in the reading skill acquisition. During the analytical phase of reading, predominant errors encompass sound substitutions, disruptions in the amalgamation of sounds into syllables (character-by-character reading), and deformation of a word's syllabic composition. Comprehension impediments in reading often manifest as secondary phenomena, stemming from

technical reading inaccuracies. At the combined analytical and synthetic reading phase, predominant errors typically involve deformations in the word's syllabic configuration, word substitutions, and comprehension discrepancies. The global academic community has reached a consensus that the professional diagnosis of reading disorders mandates the utilization of standardized methodologies [14].

These methodologies enable professionals to evaluate challenges encountered in acquiring reading proficiencies during elementary education. An array of diagnostic tools exists to assess reading capabilities, and the selection thereof should be predicated on the learner's stage and depth of reading skill mastery. This stratified approach facilitates the pinpointing of primary obstacles a learner might face. Novice learners are typically prompted to articulate individual letters, followed by the task of identifying a designated letter amidst an array. It's imperative to scrutinize the speed at which the student translates a grapheme to its corresponding phoneme and conversely, along with the consistency of errors. Subsequent tasks involve having the children articulate basic syllables, trisyllabic and tetrasyllabic constructs, common words, pseudo-words, and textual material of varying intricacy [15].

Evaluation criteria should encompass accuracy, the quantity and typology of errors committed, the propriety of the chosen reading direction, and challenges with visual trajectory. The adherence to fixed tracking using a finger during reading, proper enunciation, phonetic accuracy, reading efficacy, pace, technique, expressivity, and competency in textual recapitulation merit consideration. The examination of reading proficiencies is orchestrated in a tripartite manner. The inaugural phase necessitates employing a standardized protocol designed for the advancement of reading capabilities, discerning the degree of development of said skills, computing reading technique coefficients, and appraising the cognitive capacity of the child under scrutiny. Should the resolution be to incorporate the child into a remedial cohort, an operational reading unit test ascertains the syllable type to initiate instruction with, and the syllabic intricacy of words the child can presently decipher. A normed approach to scrutinize reading proficiencies, purposed for clinical and psychological diagnostics within the realm of speech therapy and psychology, demands individualized administration. Ensuring a tranquil environment and fostering rapport with the child is paramount.

The cultivation of reading proficiency progresses through these sequential stages: acquiring phoneme-grapheme correspondences; the articulation of syllables; and honing strategies for conglomerate word reading (synthetic methodologies) - referred to as synthetic reading. Dyslexic errors are repetitive and persistent. At the level of sound-letter notation, errors are recorded not only while reading syllables and words, but also while naming of individual letters. A characteristic feature for students with dyslexia is the isolated perception of words in a phrase. Children do not take into account lexical and grammatical connections, and if they do, they do not always have sufficient speech readiness for their perception. The problem connected with dyslexia is determined by the fact that it is a maladaptation disorder,

which is successfully compensated with proper differential diagnosis and adequate pedagogical approach [16; 17].

Modern education systems define the main priorities of the educational process with the focus on formation of integral personality of the student and creation of the necessary conditions for the disclosure of the unique aspects of each individual. Integrated learning implies the involvement of the child with disabilities into general educational process and considers such children as normal children. Integration of children with speech disabilities predetermines a special organization of joint efforts of the child and the teacher. Priority is given to the unity of psychological and pedagogical interactions, individual orientation to ensure optimal conditions for the transformation and correction of multidimensional and multifaceted relationships of the child with the surrounding world and people [18-21].

Consequently, adopting a humanistic paradigm in education fosters a congenial environment conducive to enhanced learning outcomes. Educators who employ this humanistic methodology often achieve superior results. The humanistic approach garnered significant attention during the 20th century. Within the academic realm, the term "humanism" or "humanistic approach" typically alludes to the psychological subdiscipline known as humanistic psychology. Pioneers such as Carl Rogers and Abraham Maslow were instrumental in advancing humanistic psychology in the early 1970s, an approach they termed "counselling learning." They posited that learners should be viewed as clients, with educators functioning as counsellors addressing the learners' needs. This framework, they believed, would diminish learners' apprehensions about potential embarrassments. A primary objective of this methodology is to envision the educator as a compassionate facilitator in the learning journey, rather than a source of intimidation. In the context of reading instruction, the humanistic approach is highly regarded [22].

Within the framework of humanism, emphasis is placed on cultivating a student's self-concept. A positive self-perception acts as a cornerstone for effective learning. Only with an elevated sense of self-worth can a student truly acknowledge and embrace their role in the educational process. Such recognition not only propels genuine engagement in learning but also catalyses personal growth. The integration of humanism in pedagogical practices expedites this self-advancement. While humanistic principles are transformative across various disciplines, their application in education holds profound significance given the extensive time learners invest with educators. It is imperative for educators to recognize that their obligations extend beyond mere knowledge dissemination; they also play a pivotal role in nurturing learners' intrinsic motivation. Implementing a humanistic teaching strategy not only facilitates academic comprehension but also fosters holistic personality development. Consequently, learners equipped with this approach demonstrate enhanced problem-solving aptitude in real-world contexts, exhibit refined logical reasoning, and embody self-directed growth characterized by autonomy and collaboration.

The need to use adequate methods and techniques for teaching children with special needs is being updated.

Based on the psychophysiological characteristics of children with dyslexia teachers distinguish several rules for effective organization of work with such students. There is no need to give new material for recording and it is necessary to exclude dictation for dyslexia pupils. The principle exists as many children suffering from dyslexia often have incomplete process of phonemic perception. The ear does not differentiate the phonemes of own and other person's speech; it cannot make elementary sound analysis, synthesis and composition of speech. Therefore, sounds are replaced and mixed, the general blurring of speech and fuzzy diction are observed. Errors in spoken speech are transferred to written speech: letters are mixed, which can lead to distortion of the meaning of the written text.

It is quite difficult for children with speech disabilities to copy words from the blackboard written by the teacher's hand. This is due to the lack of visual-spatial perception and analysis, which can cause difficulties with reading the text. Therefore, it is desirable to provide children with handouts. When a teacher corrects the mistakes of a dyslexic child, he should first pay attention to those mistakes, which are common in oral or written speech of the studied material. This will help to avoid the frustration and anxiety. It is important to divide words into syllables when correcting errors; this will focus the student's attention on their specifics. In order to avoid the fear of reading, it is not necessary to force students to read. According to modern scientists, attention should be paid to the formation of positive motivation. A student with dyslexia can use a tape recording to listen and the time for completing tasks is increased by 50 percent. Divide tasks into parts, which will focus the student's attention on their personal achievement during the exercise. Check an understanding of the instructions for completing tasks correctly. Ask students to repeat the task to their neighbour. In this case, it is not the literal reproduction of the instructions that is important, but the ability to explain the task. The logics of the exercise should be discussed with the students, giving everyone an opportunity to speak out. It is very important to teach children with speech disorders to plan their work. It is recommended to place blackboards with notes around the perimeter of the class, which will remind students of the key points in the content of the material being studied [23].

In European countries, several options have been developed for integrating children with disabilities into the educational process. Their maximum involvement into educational environment helps them to be socialized. However, integration requires special methods and techniques for teaching students with dyslexia. The experience of Scandinavian teachers in teaching dyslexic children to read and write is amazing. One of the practical tasks of reading is to analyse and search for specific information in the text. To form these operations, Scandinavian teachers use the skimming technique. Students are encouraged to read articles in newspapers or magazines relying on instruction: it is not necessary to read all the words in a row, find "answers-keys" that will help you to answer the question. The teacher offers the text for individual reading. Students analyse the headings of articles, words written in italics or bold, images and

diagrams. It gives them an initial idea of the paragraph and the article as a whole.

Then the teacher puts a number of questions to students and asks them to find answers in the text of articles. But this type of exercise cannot be given to all students at the same time. Perhaps some students need additional help in developing of searching skills and analysing "keys" through detailed and repeated explanations. One of the problems that appears when performing this type of exercise by students is the inability to determine the difference between "skimming" and "searching" reading [24]. Mastering the skills of "searching" reading is carried out with the help of special exercises – instructions. The idea of the task is the student needs to read all the instructions carefully achieving the desired result. This, according to Scandinavian teachers, is a great incentive for teaching children with dyslexia to read. Here is an example of a task [25]. The task takes only 5 minutes to complete:

1. Read carefully before proceeding the task.
2. Write your name using big letters in the upper-left corner.
3. Underline your last name with a ruler.
4. Draw three triangles and a circle in the upper-right corner.
5. Put a dot in the centre of the circle.

The last item in the instructions is "the only thing you have to do here is to write your name at the top of the page". Scientists note that a small disappointment of children who have read the entire text of the instructions inattentively and started to perform all the proposed actions, allows them to actualize the full significance of using the detailed reading technique.

Another interesting method of teaching reading, in our opinion, is the "passport" of the reader. Students can choose different genres of literature: adventure stories, fiction, science fiction or historical stories. It is assumed that the student is making a journey and he must help his classmates to choose the right path in the study of the world. The student must select several books from the list, read them, and fill in his passport. The passport marks the books read by the student and gives a rating of his popularity as the reader. Each book is marked with a special icon: one star - "I did not like it", two stars - "I recommend visiting", three stars - "I will travel again". Then students explain all the advantages and disadvantages of their travels to those who have not read the books they have chosen. While completing this task, students develop a competitive spirit, as they want to fill out their passport faster and offer it to their classmates, which encourages them to read.

Dyslexia speech errors cause problems with writing procedure. While developing written speech, Scandinavian scientists give the prerogative to the "look, speak, write and check" commands. This type of work uses the word written on the card. The student looks at the word, pronounces it, turns the card over, writes the word by memory, then opens the card and checks the word. The same technique can be used by replacing pronouncing a word with writing it by memory. It is essential to take note to the clear, brief and step-by-step instructions offered to the child. It teaches them to plan and control their activities [26].

Another popular method of teaching is the use of mnemonics – humorous words in rhymes, sentences. This

method is effective when studying complex words. The RIP method is used in daily work with weak students in groups of three. The course lasts one month. Each student performs four tasks in any order. Within an hour, the student reads words from the cards, while his voice is recorded on the computer for the purpose of further analysis of the phonetic design and performs subsequent exercises proposed by the program. The method allows focusing on the structure of words and their spelling. The student is asked to answer the following questions: how many vowels are there; how many words are there; is there anything unusual in this word; name the letters in the word sequentially from left to right. According to our Scandinavians, this method helps to stimulate students' interest for the structure of the word and its formation. Studying the etymology of a word is an important factor for its spelling and understanding. When a child understands why a word has this spelling, they are more likely to remember it. Methods and techniques of working with dyslexia students in the Scandinavian countries show that there are no standard approaches of solving problems to compensate the shortcomings of speech development. Creative approach of teacher, maximum involvement of the student as a full partner into educational process are the keys to the success of the child's speech development as a whole.

Discussion

The experiment was carried out with the participation of children – primary school students with the Kazakh language of instruction. The number of primary school students with dysgraphia, according to annual monitoring during last 5 years, ranked from 35.5 to 38.5 %, with dyslexia – from 11.0 to 12.5%. The experiment involved students with dyslexia. The experiment was carried out for three years. Children with dyslexia try to acquire all the subjects studied at school. The priority for schoolteachers is to adapt such students and activate the strengths of the child to help him to use all available ways of perceiving information. To implement the tasks, it was decided to introduce an additional hour of using speech therapy techniques. Pedagogical support for children and correction of impaired functions were complex measures. Children attend speech therapy classes and additional lessons. Teachers using remedial teaching methods, a speech therapist are involved in this work. This experiment is aimed at solving problems related to the implementation of the practical goal of overcoming dyslexic disorders and acquisition of all types of speech activity. Correctional development work was in the centre of experiment, since the lack of awareness of teachers about the problems of teaching children with dyslexia, gives rise to a prejudice that the partial illiteracy of such children occurs due to their "natural laziness", "low motivation" or "insufficient mental abilities".

In the context of the experiment, different methods of speech therapy have been applied. The first stage of experiment was devoted to the formation of correct pronunciation and clarification of articulation of sounds (the usage of visual image with the inclusion of tasks aimed at correcting of actions, as well as the usage of elements of logo rhythmic). At this stage, it is necessary to analyse and compare the pronunciation of the sounds, observe the

position of the articulation organs based on visual (control of the position of the tongue and lips using a mirror), tactile and kinaesthetic sensations. The idea of the studied sound is also supported by kinesthetic sensations from the movements of the hand that reproduces the position of the tongue [27-31].

The second stage implies the development of speech breathing, which is based on the ability to take a short breath through the nose and a long exhalation through the mouth. In this case, the training of speech breathing is carried out on the material of simple phrases uttered on the exhalation and speech with movements is widely used. Spelling activity was based on practical skills of pronouncing, where the speech apparatus performs movements that correspond to the correct spelling. Due to this, the sound image of the word stays longer in the muscle memory.

The next stage of experiment was devoted to the formation of various categories of motor abilities: gross, fine (manual), and articulative, as well as visual-motor coordination. Before performing written work during the lessons, gymnastics of the tongue, lips, upper shoulder girdle and neck muscles are widely used. For this purpose, the classes include elements of logo rhythmic in the form of pronouncing small poems in combination with various movements of the hands and body. The final stage of experiment develops visual perception, sequential and simultaneous analysis and synthesis, as well as orientation in space.

Children suffering from dyslexia usually have trouble with recognizing superimposed images, spatial orientation, visual analysis and synthesis, so the appropriate exercises were included in the structure of the lessons. For this purpose, the following techniques were used: determining the correct and mirror-written letter, comparing letters similar in spelling, adding letters from elements. It also included traveling through dictionary mazes, recognizing superimposed images, searching for two identical letters written in the same fonts and vice versa - searching for identical letters written in different fonts, identifying letters with an equivalent count of components, locating words embedded within a continuous string of letters, using of graphic dictation, various types of encryption.

To prevent the occurrence of dyslexic errors at the word and sentence levels (omissions, letter substitutions), some special exercises from speech therapy practice have been adapted. It included acrophobic reading (reading the first letters of the given words, after which the child must compose a new word and select the desired image). There was reading words by numbers (from the letters of the main word with number it is necessary to create new words). It also contained the task of reading words based on the sequence of corresponding figures; finding unnecessary words from a group; making sentences from words that are given randomly (working with a deformed sentence), making text from sentences presented in a broken order [32-34].

The wide use of game exercises and technical training tools helps to increase efficiency and create positive motivation in classes. It is important to remember that children with dyslexia, as a rule, get tired quickly and easily distracted, so it is crucial to change the form of activity, switch children's attention from one form of work

to another, take into account the child's performance, features of his motor and speech development. It is also necessary to carefully dose the information to be assimilated, constantly and at the same time gradually complicate the tasks and speech material. The ability of a teacher to maintain students' interest in lessons through games and create a situation of success is also important [35-37].

Game-based methodologies are widely recognized as potent instruments in human developmental processes. Their value as a pedagogical asset for educators, trainers, and parents is incontrovertible. Given children's inherent need for sustained motivation to facilitate efficient and rapid learning, the educator's guidance becomes paramount. Empirical evidence consistently underscores the superior efficacy of teaching through diversified gaming approaches. Thus, it is evident that game-centric techniques rejuvenate the joy in learning, aligning with children's natural inclination towards play. Astute educators leverage this intrinsic desire, maintaining a repertoire of games and songs to facilitate shifts in activities every five to fifteen minutes, contingent on the age demographics of their young students. Furthermore, games serve as instrumental tools to enrich vocabulary, foster linguistic expressions, and enhance auditory comprehension, particularly in children diagnosed with dyslexia [38-40].

The aforementioned activity modalities extend beyond mere linguistic competencies, fostering holistic child development. It is imperative to ensure comprehensive participation, encompassing both introverted and extroverted individuals, with a keen emphasis on inclusive engagement. Additionally, these methodologies afford ample avenues for the enhancement of social skills, facilitated through diverse interactive formats such as dyadic collaborations, collective group endeavours, and full-class engagements. The multi-sensory integration of visual cues, auditory stimuli, and kinaesthetic activities enriches the educational experience. Many scholars concur those early positive educational exposures, anchored in enjoyable experiences, bolster a child's self-assurance in daily interactions. This foundational confidence proves indispensable in advanced learning stages and interpersonal communications in later life. Incorporating communicative and game-based pedagogical strategies, coupled with collaborative learning paradigms, amplifies and invigorates the educational trajectory. Such approaches not only elevate intrinsic motivational drive but also foster the evolution of children's individual attributes. The results of this work allowed observing a significant positive dynamic in overcoming dyslexia for children who took part in experiment [41].

Conclusions

The relevance of studying the reasons of reading disorders is due to the fact that dyslexia, being a very common disorder among younger students, creates serious obstacles in mastering most of the curriculum subjects. According to individual authors, reading disorders are observed in 25% of primary school students. The psychological structure of the reading process is a complex multi-level education that requires the formation of primarily speech and visual operations. It should be noted that changing the tactics of

the educational process, combined with the professional application of methods that take into account specific learning conditions, allows to successfully implement corrective work, increases the motivation of students to master language.

Different specialists should be involved into the corrective process, it is necessary to underline the relevance and prospects of developing methodological manuals for speech therapists, teachers and for parents of children with dyslexia. Ideally, preventive work with children should be done before school life; however, not all children in Kazakhstan have an opportunity to attend kindergartens, due to their disorders. Parents often do not have the appropriate knowledge, so the burden of preventing dyslexia often falls on the shoulders of school teachers.

In order to develop reading ability, it is necessary to consider the level of the formed skill of reading before the moment of learning and in accordance with it, select the material for further work. Knowledge about children's acquisition of reading experience is also very important for parents, who observe the deviations in order to visit specialists for help in time. The results of the study make it possible to develop guidelines that will help parents to choose the correct method and timing for starting reading, reducing the risk of dyslexia during primary school.

The diagnostic method developed and tested by scientists allows to detect a predisposition to its violation during the initial phases of developing the reading ability. The method presents the parameters of visual perception

(types of visual search and visual identification strategies) that affect the success of reading mastery during the initial training period. It is proved that children who read well make a gradual transition from a chaotic visual search to a sequential one, which is necessary for right-hand visual scanning of the text, from analytical identification strategy to a holistic one. There is a retardation of visual perception development, which is manifested in the absence of such transition and causes the reading disorders.

The use of speech therapy techniques described in the article, along with traditional corrective and pedagogical work, will help to overcome dyslexia of primary school children. The method can also be used as a propaedeutic component in the preschool period of literacy training. Proposed exercises can be included into the system of traditional speech therapy classes to eliminate reading disorders. Speech therapists, primary school teachers and parents of special individual and subgroup classes can use such exercises. The frequency of classes depends on age capabilities of each child and the degree of severity of violations in visual parameters.

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Conflict of Interest

None.

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Організація корекційної роботи з дітьми з дислексією в початковій школі

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Анотація

Актуальність. Аналіз порушень, пов'язаних з навичками читання, є важливим, оскільки вони створюють серйозні перешкоди в засвоєнні предметів шкільної програми дітьми молодшого шкільного віку.

Мета. Використання описаних у статті логопедичних прийомів, поряд із традиційною корекційно-педагогічною підтримкою, сприятиме подоланню дислексії у дітей молодшого шкільного віку. Діти зі специфічним порушенням читання, яке впливає на академічну успішність, потребують психолого-педагогічного підходу для його подолання.

Методологія. Методика, наведена в цій статті, може бути використана як пропедевтичний компонент у дошкільному періоді навчання грамоти. Запропоновані вправи можуть бути включені в систему традиційних логопедичних занять для подолання порушень читання.

Результати. У даному дослідженні ми орієнтуємося на досвід фахівців, які працюють з конкретними порушеннями читання, надаючи корекційну логопедичну допомогу учням. Вивченням порушень читання та письма займалися педагоги, психологи, нейрофізіологи та нейропсихологи в усьому світі, але навіть зараз ця проблема залишається однією з найскладніших і недостатньо вивчених.

Висновки. Загально визнано, що успішність навчання в початковій школі залежить від володіння дитиною швидким і виразним читанням у поєднанні зі здатністю точно розуміти основний зміст тексту. Представлені в статті вправи можуть бути використані логопедами, вчителями початкових класів та батьками на спеціальних індивідуальних та підгрупових заняттях.

Ключові слова: навички читання; мови; логопедія; мовленнєві порушення; методика.