

SPEECH THERAPY FOUNDATIONS FOR DEVELOPING READING COMPETENCIES IN PRIMARY SCHOOL STUDENTS WITH DYSLEXIA AND EFFECTIVE METHODS OF SPEECH THERAPY AND CORRECTIONAL APPROACHES

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Abstract

The article examines the process of developing reading competencies in primary school students with dyslexia. The study reveals that reading activity has a direct impact on the formation of a well-rounded personality and contributes to the overall development of the student. It is essential to carry out the development of reading skills in primary school students systematically, not only during class hours but also within extracurricular speech therapy and correctional activities. It is particularly important to identify the underlying causes of dyslexia and determine its specific type. The article highlights that correctional approaches selected based on each student's individual capabilities and the specific manifestation of dyslexia lead to effective outcomes.

Keywords

reading skills, primary school, extracurricular speech therapy activities, young learners, dyslexia.

ЛОГОПЕДИЧЕСКИЕ ОСНОВЫ ФОРМИРОВАНИЯ ЧИТАТЕЛЬСКИХ КОМПЕТЕНЦИЙ У МЛАДШИХ ШКОЛЬНИКОВ С ДИСЛЕКСИЕЙ И ЭФФЕКТИВНЫЕ МЕТОДЫ ЛОГОПЕДИКО-КОРРЕКЦИОННОГО ПОДХОДА

Аннотация

В статье рассматривается процесс формирования читательских компетенций у младших школьников с дислексией. В результате исследования установлено, что читательская деятельность оказывает прямое влияние на формирование всесторонне развитой личности и способствует общему развитию ученика. Формирование и развитие навыков чтения у младших школьников должно осуществляться систематически не только в

урочное время, но и в ходе внеурочной логопедической и коррекционной деятельности. Для этого важно, прежде всего, определить причины возникновения дислексии у учащегося и выявить её конкретную форму. В статье подчеркивается, что коррекционные подходы, подобранные с учетом индивидуальных особенностей ученика и проявлений дислексии, дают эффективные результаты.

Ключевые слова

навыки чтения, начальная школа, внеурочная логопедическая деятельность, младший школьник, дислексия.

Up to the present day, there has been no single unified view regarding the essence of the concept of "dyslexia" within the field of speech therapy. However, the majority of local and foreign scholars agree on one point: schoolchildren with dyslexia should not be classified among children with intellectual disabilities, those with sensory impairments, students who face difficulties mastering the school curriculum, or children with delayed mental and speech development [6, p. 26].

The most widespread and scientifically accepted definition of dyslexia was proposed by R.I. Lalaeva, who takes into account the nature of this disorder and its manifestations:

"Dyslexia is a partial impairment in the process of acquiring reading skills, manifested in the frequent repetition of specific stable errors and caused by insufficiently developed psychic functions involved in the process of learning to read" [4, p. 18].

The most common manifestations of dyslexia include:

- A slowdown in the pace of reading;
- Reading methods of certain students that do not correspond to the age level;
- Numerous various repetitive errors;
- Impairments in understanding the read text.

Many researchers (B. Halgren, S. Borel-Maisonny, R.E. Levina) link the causes of reading disorders with etiopathogenetic factors, delayed phonemic development, and disturbances in auditory perception. Additionally, children with dyslexia experience serious difficulties in establishing the connection between phonemes and their corresponding graphemes, as well as in distinguishing sounds [4, p. 19].

Bilingualism is also considered as a potential contributing factor in the emergence of dyslexia (A. Sertu, J. Rasin, J. Mar, M. Gard, A. Hem) [4, p. 26]. The unique features of one language may conflict with the rules of another, leading to difficulties in acquiring oral speech. A child's transition from one linguistic

environment to another can cause psychological conflicts, which may result in dyslexia.

Scientific literature also indicates heredity as one of the causes of dyslexia (M. Lami, K. Lonay, M. Sule) [4, p. 29].

Many authors emphasize the harmful factors affecting the child during the prenatal period, birth, and subsequent stages of development when studying the causes of dyslexia. Among these factors are genetic and exogenous influences, including brain injuries, infections (including those during pregnancy), asphyxia, intake of toxic substances, pregnancy-related pathologies, and others. Organic damage to brain areas involved in the reading process is also considered one of the causes of dyslexia [4, pp. 30-31].

R.I. Lalaeva specifically highlights that the errors made by school-aged children in understanding the read text are characteristic of dyslexia [4, p. 28].

In the definition of dyslexia errors proposed by B.G. Ananyev and T.G. Egorov, in addition to typical reading process disturbances such as substitution, omission, alteration, and mixing of letters, errors in reading final suffixes are also noted. Furthermore, errors related to the semantic aspect of reading have been recorded [6, pp. 29-31].

Identifying the causes of dyslexia is essential for determining the content of speech therapy correctional work. In order to develop speech therapy support for the reading instruction process during dyslexia, it is necessary to establish the specific type of disorder identified. Many scholars have attempted to classify the types of dyslexia based on different criteria: the manifestation and degree of impairments (R. Bekker); dysfunction of analyzers involved in the reading act (O.A. Tokareva); various disturbances of psychic functions (M.E. Khvatsev, R.E. Levina, and others); and considering the operations involved in the reading process (R.I. Lalaeva) [5, p. 451].

Scientific literature describes the types of dyslexia in detail and their manifestations as follows:

1. Phonematic dyslexia.
2. Semantic dyslexia ("mechanical reading").
3. Agrammatic dyslexia.
4. Mnestic dyslexia.
5. Optical dyslexia. [5, p. 377].

Below, we provide examples of speech therapy correctional developmental exercises adapted to the types of dyslexia identified in primary school students. These exercises were used in correctional speech therapy sessions at School No. 283, Uchtepa district, Tashkent city:

1. Exercises aimed at developing phonemic perception, sound analysis, and synthesis:
 - Isolate the sound within the word (e.g., “Does the word ‘lunch’ contain the sound [u]? Explain your answer.”);
 - Determine the number of sounds in the words (e.g., “forest,” “deep,” “mushroom,” “father,” “ship”);
 - Separate the words in a sentence and determine their order (e.g., “Create a sentence based on the picture and count how many words it contains.”).

2. Exercises aimed at forming concepts about the structural components of words and developing lexical analysis skills:
 - Create new words using the given words by adding suffixes such as “o,” “on,” “ol” where possible [1, p. 197];
 - Find, write, and identify the parts of a word that correspond to a given scheme (the speech therapist shows a scheme, and the students name a matching word and complete the task) [1, p. 200];
 - Form new words – antonyms – from the given words (e.g., open, left, entered, poured, ran).

3. Tasks aimed at correcting mnestic dyslexia, developing graphic-motor functions, auditory-speech and verbal memory, and increasing vocabulary:
 - Create a letter from small objects (buttons, threads, etc.);
 - Select elements necessary for writing a letter;
 - Underline the vowel “U” and circle the vowel “O”.

4. Exercises aimed at developing synthesis operations and understanding the meaning of the read text:
 - Read the word, find its depiction among the presented pictures, and identify the matching inscription;
 - Read a text with omitted letters;
 - Listen to sounds and say a word formed from the given sounds.

5. Exercises aimed at distinguishing confusing letters in reading, improving optical perception, letter recognition, and enhancing visual memory:
 - Complete the elements of letters;
 - Read letters that are incompletely drawn by the artist from the text;
 - Find similar syllables in each row.

6. In summary, it can be emphasized that the effective formation of reading skills in primary school students may be accompanied by disturbances in the process of mastering reading. Currently, this condition is being identified in many students. To develop a scientifically grounded speech therapy correctional

intervention for teaching primary school students with dyslexia, it is necessary to consider the nature, mechanisms, and types of this reading disorder.

7. Although scientific studies distinguish specific types of dyslexia in their “pure” forms, in practice, a combination of several types of dyslexia—i.e., mixed forms of dyslexia—is usually observed in a single child. Therefore, when designing the system of speech therapy correctional developmental sessions for primary school students with dyslexia, it is essential to take into account the characteristics specific to the various types of dyslexia. This approach ensures stable and positive outcomes.

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