

PREVENTION AND TREATMENT OF DYSLEXIA

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ABSTRACT

The article examines issues of early prevention of reading and writing disorders in preschoolers. The authors reveal the main areas of work, giving practical examples. This article is intended for both teachers and parents.

Keywords: Dysgraphia, early prevention of reading and writing disorders, dyslexia, method.

INTRODUCTION

The modern comprehensive school is characterized by the increasingly common failure of students in the Russian language; the emergence of dyslexia (reading disorders) and dysgraphia (writing disorders). This phenomenon is far from accidental. The problem of the emergence of dyslexia and dysgraphia is very relevant for children entering the first grade and having some or other speech disorders in preschool age. Long before learning the grammar rules, a child should fully develop all aspects of speech, i.e. phonetic and phonemic processes, lexical and grammatical foundations, coherent speech and other components. Unfortunately, not all children succeed in this, and many of them already at the beginning of their stay at school experience specific difficulties in writing and reading, which can be caused by both general speech underdevelopment and phonetic and phonemic disorders. The terms dysgraphia and dyslexia refer to persistent reading and writing disorders that are not related to ignorance of grammar rules, but are caused by underdevelopment or partial damage to those brain mechanisms that ensure these complex processes.

MATERIALS AND METHODS

Dyslexic and dysgraphic errors are expressed in omissions and transpositions of letters, in substitutions of some letters with others, in mirror writing of letters, etc. The prerequisite for the appearance of dyslexia and dysgraphia is a deviation from the normal course of speech development. This deviation is manifested in the fact that a certain mental function (or a number of functions) is not formed in the child, which should have already been formed by this age [1]. The very fact of the existence of prerequisites for dysgraphia indicates that it already seems to exist, but is still latent. It is "hidden" until the child picks up a pen and a notebook. As soon as this happens, we (dysgraphia) will immediately see it in reality. The main danger here is that parents and teachers in the overwhelming majority of cases do not notice the existing delay in the child's development and until he enters school believe that everything is fine with him. When we talk about overcoming the existing prerequisites for dysgraphia and

dyslexia, then these are, figuratively speaking, emergency measures - it is necessary to urgently "correct" some of the weak links before the child begins to learn to read and write. It is more economically advantageous to prevent dyslexia and dysgraphia in preschool age than to support the normal life of a child with dyslexia and dysgraphics.

RESULTS AND DISCUSSION

All of the above indicates the need to prevent the emergence of prerequisites that contribute to the further development of dyslexia and dysgraphia in schoolchildren [2]. In our opinion, it is necessary to begin work in this direction at the earliest age. The enormous importance of the earliest period of a child's development is often underestimated or even not taken into account at all - adults are concerned only with the already manifested pathology of oral or written speech, but not with its causes. However, the prerequisites for dyslexia and dysgraphia do not arise out of nowhere, and many troubles can be completely avoided if you understand their causes well and try to eliminate them in advance. In fact, this will be a warning of the very emergence of prerequisites for dysgraphia, and therefore - ensuring the normal course of speech development. Why is this earliest period of a child so important? As already noted above, the brain is responsible for all human mental activity, including speech. It can be damaged, even if only slightly, in the prenatal period or during childbirth, although this will manifest itself outwardly much later. The possible influence of unfavorable hereditary factors cannot be completely ruled out. Therefore, care for the prevention of dysgraphia should begin with care for the health of future parents [3]. Considering the current state of our society and the presence of bad habits in many young people, special attention must be paid to this. Drinking alcoholic beverages by both parents should be excluded at least a year before conception. The same applies to smoking, especially smoking by the expectant mother. Even before pregnancy, occupational hazards (work with radioactive and chemical substances, physical and mental overload) should be excluded. Naturally, this applies to the entire period of a woman's pregnancy. Then the period of pregnancy and childbirth itself is very important. The development of the fetus, and therefore the brain of the future child, is adversely affected by maternal illnesses during pregnancy, taking various medications, toxicosis of pregnancy, attempts to terminate it, and maternal stress. It is very important to understand that the normal course of pregnancy creates the necessary prerequisites for the normal course of labor and vice versa.

Often such children are born in asphyxia, with birth injuries in the head area, which can lead to damage to the brain tissue and subsequent underdevelopment of individual brain structures. Not quite clear and differentiated work of the latter is often first discovered only in connection with the untimely appearance of speech in the child or with the presence of some deviations from the norm, but this is only a consequence of the reasons that acted much earlier. If in the earliest period considered here it was still not possible to avoid troubles, and the child ended up in the so-called "risk group" (it is customary to include children with unfavorable conditions of intrauterine development and complicated labor), then it is necessary, first of all, to carefully carry out the treatment recommended by doctors. Early prevention of dyslexia and dysgraphia should begin in infancy. It is useful for all children, but is absolutely necessary for children in the risk group. Hearing the speech of others, the baby begins to listen to sounds,

look for the source of the sound, and then turn his head towards the speaker, focusing on his face, trying to establish contact in this way. Imitating an adult, the child copies his facial expressions, sensitively reacting to each new facial expression that signals an emotional state (joy, grief, etc.). As emotional contacts develop, the baby gradually develops a desire to communicate, which he expresses through various movements and sounds. When the child himself begins to show initiative, the task of those around him is to support his desire to communicate as much as possible.

According to A.N. Kornev [1]: starting from the age of 5, it is necessary to begin work on the formation of the functional basis of reading and writing. The main areas of work include:

- stimulation of awareness of the sound side of speech; auditory attention: we use various game and didactic exercises: "Finish the word", "Which word is missing?", "Which sound is missing?", "Tell Dunno the sound", "Guess who is shouting?" ...;

- development, correction and improvement of phonemic perception, analysis, synthesis and ideas. Simultaneously with the setting of correct pronunciation (if it is impaired), we teach children to distinguish and differentiate acoustically close sounds in isolation and against the background of a word. Children learn to analyze the sound side of speech: divide phrases into words, words into syllables, highlight a sound against the background of a word and determine its place. In parallel, we work on the correction and improvement of the syllabic structure of words;

- development of visual-spatial perception and visual-figurative thinking. It is necessary to teach children to distinguish, reproduce and compare spatial and temporal sequences of 3-5 figures, objects, words, syllables, etc. It is very important to use various games: "Picture-word lotto", "Word lotto", "Mail"; Koos cubes, modifications of the Raven matrix; sensory trainers and many others.

- formation of the child's pictorial and graphic abilities. Finishing unfinished drawings with missing details; reproducing figures and combinations from memory, copying figures; shading, outlining, etc.

CONCLUSION

Preschool education strives to maximally adapt and socialize children, to create all the conditions for the development of a successful personality of a preschooler. Undoubtedly, all types of work on early prevention in the prenatal and nursery period of the child, on the formation of a functional basis for reading and writing in older preschoolers, contribute not only to the high-quality prevention of reading and writing disorders in schoolchildren, but also provide systematic correctional-pedagogical and social support for preschoolers.

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