

CAUSES OF DYSLEXIA IN PRIMARY SCHOOL STUDENTS AND THE FOCUS ON READING IN SPEECH THERAPY CORRECTIONAL LESSONS FOR THE DEVELOPMENT OF READING SKILLS

Rakhmatdjanova Nargiza Numanovna

Master's Student, 2nd Year, Special Pedagogy

Kimyo International University in Tashkent

Raxmatdjanova@mail.ru

Annotation: *Dyslexia is a neurological condition that affects reading and writing abilities, causing difficulties in distinguishing letters, sounds, and comprehending written text. Dyslexia is especially common among primary school students, and problems with reading and writing can negatively impact their academic success. This article analyzes speech therapy and corrective measures aimed at developing reading skills in students with dyslexia. It discusses the impact of dyslexia on academic performance and the importance of speech therapy in overcoming this disorder. Speech therapy and corrective interventions serve as essential tools in developing reading, writing, and analytical skills, helping to improve students' academic achievements.*

Keywords: *Dyslexia, Primary school, Reading and writing difficulties, Development of reading competence, Speech therapy correction, Visual and auditory approaches, Extracurricular speech therapy lessons, Reading engagement.*

ПРИЧИНЫ ДИСЛЕКСИИ У УЧЕНИКОВ НАЧАЛЬНЫХ КЛАССОВ И ВНИМАНИЕ К ЧТЕНИЮ НА ЛОГОПЕДИЧЕСКИХ КОРРЕКЦИОННЫХ ЗАНЯТИЯХ ПО ФОРМИРОВАНИЮ НАВЫКОВ ЧТЕНИЯ

Аннотация: *Дислексия – это неврологическое состояние, влияющее на способность к чтению и письму, которое вызывает у учащихся трудности с правильным различением букв, звуков и пониманием прочитанного текста. Дислексия особенно распространена среди учеников начальных классов, и проблемы с чтением и письмом могут негативно сказаться на их академической успеваемости. В данной статье рассматриваются логопедические и коррекционные работы, направленные на формирование навыков чтения у учащихся с дислексией. Освещается влияние дислексии на успеваемость школьников, а также значимость логопедической помощи в преодолении этого нарушения. Логопедические и коррекционные методики являются важным инструментом в развитии навыков чтения, письма и анализа, способствуя повышению академической успешности учащихся.*

Ключевые слова: *дислексия, начальные классы, проблемы с чтением и письмом, формирование компетенции чтения, логопедические коррекционные работы, визуальные и аудиальные подходы, внеклассные логопедические занятия, книголюбие.*

School not only equips students with reading skills, but also fosters active readers who are able to read books independently, comprehend them, select literature related to specific topics, and independently read newspapers and journals. In this regard, extracurricular speech therapy (logopedic) sessions serve as a primary tool for correcting reading- and writing-related difficulties in students with dyslexia and contribute to the development of their cognitive processes. The purpose of extracurricular logopedic sessions is to improve the writing and reading skills of students with dyslexia and to cultivate conscious readers who can select books independently, read regularly, and accurately perform analysis and synthesis of the material they have read.

Dyslexia is a disorder characterized by an impairment in the acquisition of reading and writing skills despite intact general cognitive processes. Dyslexia is a specific reading difficulty of neurological origin. It is characterized by difficulties in accurate word recognition, as well as deficits in reading and writing. Successful acquisition of reading skills is one of the indicators of the level of development of a child's cognitive activity. Difficulties encountered in learning to read may indicate problems in the development of certain psychological processes (attention, memory, thinking, and speech). Insufficient formation of reading skills can lead to disruptions in the development of thinking processes and memory in children. Such impairments may result in secondary consequences, including difficulties in reading comprehension, which in turn hinder vocabulary growth and, consequently, negatively affect overall academic achievement.

Scholars who have studied reading disorders associated with dyslexia include T. V. Akhutina, M. V. Ermolayeva, A. N. Kornev, R. I. Lalaeva, R. E. Levina, I. N. Sadovnikova, R. A. Tkacheva, N. I. Zhinkin, S. S. Mukhina, M. E. Khvatsev, T. A. Fotekova, and M. N. Rusetskaya. Their research has focused on the main stages of reading skill formation, its structural components, the mechanisms of reading as a speech activity, and the relationship between reading and other mental processes, as well as the role of these processes in development.

Children with dyslexia often experience difficulties in spatial orientation within their environment and in distinguishing shapes and sizes. They tend to organize their speech inaccurately, avoid complex sentence structures, and limit themselves to short sentences. Disorders in coherent speech are frequently observed in such children. All of these factors contribute to the insufficient formation of reading competence. Students with dyslexia require specialized support to address reading-related difficulties.

The symptoms of dyslexia may include:

- Confusion of letters or sounds
- Incorrect reading of words or letters
- Difficulties in reading comprehension
- Problems with pronunciation
- Difficulties in writing

These symptoms may manifest differently in each student depending on individual characteristics; therefore, accurate identification of dyslexia-related difficulties and the provision of appropriate support are critically important. Speech therapy-based corrective

interventions play a significant role in supporting students with dyslexia. This process helps students to:

- Develop reading skills
- Develop writing skills
- Strengthen phonemic and phonetic awareness
- Improve pronunciation and grammatical accuracy

The development of specific skills serves as the foundation for the formation of reading competence. Based on the lesson program developed by G. M. Petrova, the main parameters of speech therapy–corrective work aimed at developing reading abilities are defined as follows:

- Discussion (guided conversation)
- Interactive methods of reading
- Purposeful selection of reading activities according to the type and objectives of the lesson

Teaching methods used in reading lessons, as well as the variation of these methods, determine the content of the lesson and contribute to the formation of a positive emotional climate among students. The selection and modification of reading strategies sustain students' interest in the lesson and the text. Game-based and engaging tasks aligned with specific reading methods create an emotionally supportive classroom environment and help primary school students develop a positive attitude toward the reading process.

During reading lessons and speech therapy–corrective sessions, phonetic-phonemic analysis is particularly important for students with dyslexia. Such students may experience difficulties in distinguishing sounds and reading them accurately. Therefore, systematic practice of phonemic exercises supports the development of reading skills.

Visual and auditory approaches play a significant role in improving the reading abilities of students with dyslexia. Through visual exercises, students develop skills in visually recognizing and accurately distinguishing sounds, letters, and words. Auditory exercises help form the ability to perceive sounds accurately and differentiate them correctly. These approaches contribute to overcoming difficulties in reading and writing.

At the initial stage, all students in the class are provided with the same book, and the entire class works on a single text. In this process, students use their textbooks or an exhibition of literary works devoted to a specific topic is organized. The book may be assigned for in-class reading; musical breaks may be incorporated; and students may be asked to produce creative drawings based on the content of the work. Additionally, students are taught how to cover and preserve books properly. Activities such as a “Fairy Tale Festival” or an “Expressive Reading Competition” may also be conducted.

By the end of the main stage, primary school students should acquire the essential reading skills and competencies required of an active reader. Most importantly, it is crucial to ensure the development of accurate reading skills and to foster students' appreciation of books and independent reading.

The primary objective of extracurricular speech therapy sessions is to cultivate students' interest in reading literary works and to teach them to think critically and reflect consciously on the books they have read. Only by fostering an interest in reading and book culture can

educators nurture a love for goodness, a rejection of negative behavior, the development of coherent speech, and the enhancement of literary-aesthetic thinking. The fundamental essence of extracurricular speech therapy sessions lies in educating the younger generation to become intellectually mature, well-rounded individuals with healthy patterns of thinking.

LIST OF REFERENCES:

1. Shapiro, K. (2017). The Impact of Dyslexia on Academic Performance: A Logopedic Perspective. *Educational Psychology Review*.
2. Johnson, A. (2019). *Teaching Strategies for Children with Dyslexia*. Springer International.
3. Vasyanova, M. (2020). *Logopedic Corrective Interventions and Their Effectiveness*. Tashkent Publishing.
4. Smith, D. (2018). *Speech Therapy and Reading Strategies for Children with Dyslexia*. *Journal of Child Development*.
5. Akhmedova, N. (2021). *Dyslexia: Pedagogical Approaches in Primary Education*. *Pedagogy and Psychology Journal*.
6. Zabrodina, Natalia Andreevna. *Formation of Reading Competence in Primary School Students with Severe Speech Disorders in Literary Reading Lessons*. Master's Thesis. Special (Defectological) Education, Master's Program "Speech Therapy."
7. Sodiqova, G. G'. *Methodology for the Formation of Independent Reading Skills in Primary School Students*. Master's student (2nd year), Primary Education. Ferghana State University, *Theory and Methodology of Education and Upbringing*.