

DYSLEXIC CHILDREN IN PRIMARY EDUCATION AND EFFECTIVE TEACHING METHODOLOGY

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Abstract

This article explores the characteristics of dyslexic children in primary education and examines scientifically grounded methods of teaching and support. Dyslexia, being a specific learning difficulty related to language processing, affects reading, writing, and phonological awareness. The article discusses the importance of early diagnosis, individual approach, multisensory techniques, and the use of digital educational technologies. The effective organization of the educational process for dyslexic learners is crucial for their intellectual and social development.

Keywords: Dyslexia, primary education, inclusive education, phonological awareness, multisensory learning, educational support, digital resources.

Introduction

In the context of global educational development, particular attention is being paid to the creation of inclusive learning environments that address the diverse needs of all learners. Dyslexia, as one of the most widespread specific learning difficulties, demands a scientific and systematic approach in primary education. Despite having normal or even above-average intelligence, dyslexic children encounter persistent difficulties in acquiring reading and writing skills. Their challenges stem from differences in the neural processing of language, not from deficits in cognitive abilities.

Early detection and targeted pedagogical interventions play a critical role in mitigating the negative consequences of dyslexia. Creating a supportive educational environment that fosters the personal potential of each child is one of the main objectives of modern pedagogical science and practice.

Main Part

Dyslexic children often exhibit difficulties in phonological awareness, decoding written language, and fluent reading. They may struggle with letter-sound correspondence, word recognition, and accurate spelling. These difficulties are neurological in origin and require the application of specific instructional strategies.

Modern pedagogical research emphasizes the need for individualized and differentiated instruction for dyslexic learners. Teaching should be adapted to the child's cognitive and emotional characteristics, ensuring that each student progresses according to their developmental trajectory. One of the most effective approaches in this regard is multisensory

learning, which integrates visual, auditory, kinesthetic, and tactile modalities into the educational process [1].

By engaging multiple sensory channels simultaneously, multisensory methods enhance the encoding, storage, and retrieval of linguistic information [2]. Phonological training, aimed at improving the ability to identify and manipulate the sound structure of language, is a critical component for overcoming dyslexia-related difficulties [3].

Digital tools such as speech-to-text applications, interactive reading platforms, and phonics-based learning games facilitate differentiated instruction and enable learners to work at their own pace [4]. These resources not only aid in compensating for deficits but also foster greater learner autonomy and motivation.

Creating a psychologically safe classroom environment is essential. Teachers must adopt supportive and encouraging attitudes, emphasizing students' strengths and recognizing incremental progress [5]. Collaboration with families enhances the effectiveness of interventions, as parents become active participants in the educational process [6].

Teacher training programs must equip educators with diagnostic competencies, knowledge of evidence-based interventions, and skills to create inclusive learning environments [7].

Conclusion

The education of dyslexic children in primary schools requires a comprehensive, scientifically informed, and student-centered approach. Effective teaching methodologies must integrate early diagnosis, multisensory strategies, phonological training, technological support, and a nurturing classroom climate. Recognizing dyslexia as a learning difference shifts the focus towards empowerment and potential realization.

Continuous research into innovative pedagogical practices and the systematic training of teachers remain key to improving educational outcomes for dyslexic learners. Future initiatives should aim to refine early screening tools, develop culturally responsive intervention models, and expand the use of adaptive digital technologies.

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