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DISGRAPHIC CHILDREN IN PRIMARY EDUCATION AND EFFECTIVE TEACHING METHODOLOGY

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Abstract
This article analyzes the specific characteristics of children with dysgraphia in primary education and explores scientifically grounded methods for their effective instruction and support. Dysgraphia, a neurological-based writing disorder, affects handwriting, spelling, and written expression. The article emphasizes the importance of early diagnosis, the application of multisensory approaches, targeted writing interventions, and the integration of digital technologies to facilitate academic success and personal development in students with dysgraphia.

Keywords: Dysgraphia, primary education, handwriting difficulties, inclusive education, multisensory learning, individualized support, digital writing tools.

Introduction

In the contemporary educational landscape, special attention is given to inclusive education models that cater to the diverse needs of learners. Dysgraphia, a less recognized but significant learning difficulty, poses serious challenges in primary education. Despite possessing average or above-average intelligence, children with dysgraphia experience persistent problems with handwriting fluency, spelling accuracy, and written organization. Their difficulties arise from neurological differences in motor control and language processing, not from cognitive deficiencies.

Early identification and intervention are essential to minimize the academic and emotional consequences of dysgraphia. By creating supportive environments and employing specialized instructional strategies, educators can help these children achieve their full potential.

Main part. Children with dysgraphia often exhibit poor handwriting that is inconsistent in size, spacing, and letter formation. Their written work may be illegible, slow, and effortful, making written expression a frustrating task. Moreover, dysgraphic children struggle with organizing their thoughts on paper, affecting their overall academic performance.

Pedagogical research highlights the necessity for individualized and differentiated instruction for students with dysgraphia. Multisensory instruction that engages visual, auditory, kinesthetic, and tactile modalities has proven highly effective [1]. For instance, combining verbal instructions with visual models and tactile activities like tracing letters in clay helps reinforce neural pathways involved in writing.

Targeted writing interventions are central to addressing dysgraphia. These include explicit teaching of letter formation, structured handwriting practice, motor skill development

exercises, and techniques for organizing written content [2]. Tools such as graphic organizers, sentence starters, and structured templates support students in overcoming expressive difficulties.

Technology plays an increasingly important role in dysgraphia intervention. Speech-to-text software, word processors with spell-check functions, and typing programs provide alternative ways for students to express their ideas without the physical burden of handwriting [3]. The use of digital tools fosters autonomy, reduces frustration, and enhances academic engagement.

Psychological support and classroom accommodations are equally vital. Children with dysgraphia often face lowered self-esteem due to repeated academic setbacks. Teachers must adopt a compassionate approach, focusing on strengths and celebrating progress, no matter how small [4]. Flexible assessment practices, such as oral examinations or extended time for written tasks, ensure that students' true abilities are accurately reflected.

Parental involvement strengthens the effectiveness of school-based interventions. Educators should collaborate with families to reinforce skills at home and provide guidance on how to support children's writing development in a positive, low-pressure environment [5].

Teacher training must include components on recognizing dysgraphia and applying evidence-based interventions. Professional development programs should equip educators with practical strategies for multisensory handwriting instruction, use of assistive technology, and emotional support techniques [6].

Conclusion

Educating children with dysgraphia in primary schools requires a scientifically informed, empathetic, and flexible approach. Effective teaching methodologies must incorporate early diagnosis, multisensory strategies, specialized writing instruction, technological accommodations, and emotional support. Recognizing dysgraphia as a neurological difference rather than a disability promotes a strengths-based educational perspective.

Continued research into innovative intervention strategies and the enhancement of teacher training programs remain crucial for improving educational outcomes for students with dysgraphia. Future efforts should focus on developing culturally sensitive tools for early screening, expanding digital resource accessibility, and fostering inclusive classroom cultures that value diverse learning profiles.

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