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CORRECTION OF READING DISORDERS IN JUNIOR SCHOOLCHILDREN

Abstract: *in modern society, where information technology plays an increasingly significant role, reading skill is becoming one of the core competencies. However, not all children manage to master this skill without difficulty. Many elementary school students experience reading disabilities that can seriously impede their academic progress and overall development.*

Correcting reading disorders in primary schoolchildren is a complex and important task for teachers and parents. The article discusses various approaches to correcting these violations, and also offers some practical recommendations that will help to work effectively with children who have difficulty reading. Understanding the causes and mechanisms of occurrence of such disorders is the first step towards successful correction and helping children achieve a full level of literacy.

Keywords: *comprehensive diagnostics, individual approach, variety of methods, motivation, encouragement of the child.*

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КОРРЕКЦИЯ НАРУШЕНИЙ ЧТЕНИЯ У МЛАДШИХ ШКОЛЬНИКОВ

Аннотация: в современном обществе, где информационные технологии занимают все более значительную роль, навык чтения становится одним из основных компетенций. Однако не всем детям удается овладеть этим навыком без труда. Многие младшие школьники сталкиваются с нарушениями чтения, которые могут серьезно затруднять их академический прогресс и развитие в целом.

Коррекция нарушений чтения у младших школьников является сложной и важной задачей для педагогов и родителей. В статье рассмотрены различные подходы к исправлению этих нарушений, а также предложены некоторые практические рекомендации, которые помогут эффективно работать с детьми, испытывающими трудности в чтении. Понимание причин и механизмов возникновения таких нарушений является первым шагом к успешной коррекции и помощи детям в достижении полноценного уровня грамотности.

Ключевые слова: комплексная диагностика, индивидуальный подход, разнообразие методик, мотивация, поощрение ребенка.

To effectively correct reading disorders in primary schoolchildren, several key factors must be taken into account. Firstly, it is important to conduct a comprehensive diagnosis and determine the causes of reading problems. These may be phonetic disorders, dysgraphia, aphasia and others. Secondly, it is necessary to apply an individual approach to each child, taking into account his characteristics and needs. The third important aspect is the use of a variety of methods and techniques aimed at developing reading skills. Including game elements, using interactive exercises, working with images and associations – all this helps children more effectively master reading skills and cope with disorders. It is also important not to forget about constantly motivating the child, encouraging his successes and creating a favorable atmosphere in which he will feel comfortable and interested in learning to read.

Introduction to the problem of reading disorders in primary schoolchildren

Correction of reading disorders in younger schoolchildren is a pressing and important problem in the educational system. Reading disorders in children may include difficulties with the correct pronunciation of sounds, insufficient reading speed, and difficulties in understanding text read. These problems can significantly complicate the learning process and have a negative impact on the child's development.

Currently, there are many methods and approaches to correcting reading disorders in primary schoolchildren. These methods are based on psychological and pedagogical principles aimed at improving children's reading skills. One of the most common methods is individual sessions with a speech therapist. During such classes, the child works on correct pronunciation of sounds, improving reading speed and developing reading comprehension skills.

Homework is also an important component of correcting reading disorders. Parents can help their child by spending time reading outside of school, reading books together, and discussing plots and characters. This contributes to the formation of a love of reading and speech development in a child

Causes and factors of development of reading disorders in primary schoolchildren.

In younger schoolchildren, reading impairments can be caused by various reasons and factors that influence their development. One of the main reasons may be insufficient preparation and lack of reading skills before entering school. Some children do not have much experience with words and sounds, so they have difficulty recognizing and pronouncing letters and words correctly.

Another important factor influencing the development of reading disorders in primary schoolchildren is heredity. If there are cases of dyslexia or other reading dysfunctions in the family, then the likelihood of such problems in the child increases significantly. The development of reading disorders is also influenced by the child's general intellectual ability. Children with low intelligence may have difficulty mastering reading and comprehension skills.

Psychological factors also play a role in the development of reading disorders in primary schoolchildren. Some children may experience stress or anxiety, which can lead to decreased attention and interest in reading

Methods and approaches to correcting reading disorders in primary schoolchildren.

Various methods and approaches are used to correct reading disorders in primary schoolchildren. One such method is systematic training in sound analysis. This approach asks children to analyze the sounds that make up words and associate them with specific letters. This helps them develop phonics and letter recognition skills, which ultimately leads to improved reading.

Another method is to use playful and interactive approaches. Younger students often learn better through play and interaction, so using educational games, interactive apps, and other tools can greatly improve their reading skills. Such methods not only make the learning process more interesting and attractive, but also motivate children to learn reading.

In addition, an individual approach plays an important role in the correction of reading disorders. Each child is unique and has its own specific difficulties, so it is important to take into account their individual characteristics when developing a correction plan. A personalized approach helps identify and improve areas of reading that are weak for each individual child.

The role of parents and teachers in the process of correcting reading disorders in primary schoolchildren.

The role of parents and teachers is an integral part of the process of correcting reading disorders in primary schoolchildren. Parents play an important role in creating a home environment that promotes reading development. They can organize reading with the child, discuss what they have read, ask questions and encourage further study. Providing access to books and reading with your child helps develop a love of reading and improve skills.

Teachers also play an important role in the treatment of reading disorders. They must recognize each child's individual needs and apply effective techniques to help

them overcome difficulties. Teachers can administer diagnostic tests to determine each student's reading level and then offer individual or group tutoring to correct problems.

Collaboration between parents and teachers is an important aspect of a successful reading intervention process. Sharing information about the child's progress, discussing techniques and approaches, and general support and understanding can lead to the best results.

Practical recommendations and strategies for successful correction of reading disorders in primary schoolchildren.

When correcting reading disorders in primary school children, it is important to use practical recommendations and strategies that will help children develop reading skills and overcome difficulties.

1. Create a supportive atmosphere: Create a comfortable and calm environment in which the child is open to learning and developing reading skills. Make sure he has access to a variety of books and materials, as well as positive reading.

2. Individualized Approach: Understand each child's needs and develop individualized plans and strategies for their reading impairment. Consider his skill level and preferences to make the lessons fun and effective.

3. Structured Reading Lessons: Divide reading lessons into small, structured lessons, focusing on basic skills such as letter recognition, sounds and word formation. Use a variety of techniques, including games, exercises, and reading aloud.

4. Use visual and auditory aids: Use visual and auditory aids to teach children to read.

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