



DYSLEXIA AND WAYS TO OVERCOME IT IN TEACHING ENGLISH.

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**Annotation:** This article explains the causes and types of dyslexia. Information was provided on the impact of dyslexia in English teaching and the use of methods and techniques to overcome it. Children with dyslexia are told how to focus on learning.

**Key words:** dyslexia, discalis, dysgraphia, reading, neurological, mental development, visual-motor.

INTRODUCTION

Dyslexia is a learning disorder that manifests itself with serious difficulties in acquiring and using listening, speaking, reading, writing, reasoning, and mathematical skills. Children with dyslexia who have started primary education have difficulty understanding reading, writing, and mathematical operations because the mental development they can learn is not yet complete. However, this does not indicate problems with their level of intelligence. It is also found in children with very high levels of intelligence. But sometimes the disease is ignored. Children with dyslexia may have not only mental abilities but also special abilities. Important evidence for this are scientists and artists known for dyslexia: Albert Einstein, Leonardo da Vinci and Tom Cruise. Attention deficit disorder can also be observed in children with dyslexia. Therefore, these children should be taught in the center of attention on a regular basis by a specialist.

Dyslexia is a loss of ability to read, mental retardation, brain disease, normal and insufficient information, normal level of intelligence, appropriate socio-cultural environment. This difficulty may include perceptual integration disorders in the central nervous system (difficulty in distinguishing words, difficulty in placing words in the correct order in a sentence, language difficulties in the form of phonetic-audiovisual integration) or visual-motor dysfunction.

Dyslexia is divided into two types as dyslexia associated with congenital development and trauma. Congenital dyslexia is divided into three types depending on the complications before, during and after delivery. Prenatal dyslexia can occur through inadequate and unbalanced diet, infections during pregnancy, and conscious drug use. Dyslexia can occur due to hereditary factors.

The biggest problem in children with dyslexia is diagnosing dyslexia rather than treating it. Because, like other learning disorders, dyslexia is a latent disease that cannot be understood at first glance. Therefore, it can be difficult to notice this before a child enters school. Dyslexia is usually felt in childhood, at the beginning of reading. Difficulties in developmental learning are most often manifested in the early years of school, but bright-minded children can compensate for these difficulties and hide them until the age of 9-10. Therefore, dyslexia in bright children occurs later than in normal children. However, the symptoms begin to manifest themselves earlier. Delays and difficulty in distinguishing right and left and learning the clock according to its peers, recognizing money, or reversing numbers in places.



METHODOLOGY.

According to the DSM-IV [1:4], the American Psychiatric Association’s Guide to the Diagnosis and Statistics of Mental Illness, people with developmental disabilities are grouped into three subgroups. The first subgroup includes students not reading, math disorder, and writing disorder. The second subgroup includes stuttering under the headings of expressive language disorder, receptive and expressive mixed language disorder, phonological disorder (articulation disorder), and communication disorder. The third subgroup; a violation of motor coordination under the guise of a violation of motor skills.

The first group of reading and writing disorders (this is called dyslexia) is related to the processing of language function by visual (visual) modality; The second group of communication disorders (these are called developmental dysphasia) is associated with hearing modal processing. In general, these two groups of diseases, i.e., developmental dyslexia and developmental dysphasia, are considered to be two images of the same problem.

Dyslexia is also described as a reading disorder. According to this definition, the characteristics of children can be listed as follows: Children with dyslexia can confuse concepts from right to left, from top to bottom, before and after. They may have difficulty distinguishing right and left. In most cases, hand-foot-eye predominance is mixed or left-handed. They have difficulty distinguishing similar letters (e.g. b / d or p / b) and can use them with each other. They cannot distinguish similar sounds (such as f / v b / m) and use them with each other. As you read, phrases may appear in the sentence or you may continue reading from different lines.

They can read or write synonyms or words from the semantic category. They may miss some letters in the word (e.g., “praise” instead of “money”). They can change the order of priority after the letters. Similarly, they can also omit syllables in words. They can change the order of the joints. They may omit the lines while reading. When writing, they cannot distinguish words between words. They can write in a form called a “mirror image,” meaning that letters and the whole word can be written from right to left by rotating it 180 degrees, similar to the text we know when this article is held in a mirror. They may have difficulty using punctuation. They may have difficulty understanding the general line of the text. They may have difficulty explaining what they read. Their attention span is short-lived and they cry easily. There are difficulties with concentration. Their social development is sluggish, they don’t get along well with friends. They have difficulty separating the space in the form. Visual and auditory and motor skills may develop. Their short-term memory (sight or hearing) is weak. Sometimes they can do math only from the mind, but they can’t write. They cannot remember or imagine what they saw. They can confuse yesterday, today and tomorrow. They cannot distinguish year, day, and season. They forget the place of their books, they lose their belongings. They forget to do their homework. Parents are often warned about these problems and sometimes children are accused of lying. Relationships with friends are often problematic. Children with dyslexia have specific characteristics and do not show all of these features, they may show some of these symptoms depending on the type of dyslexia. The dyslexia problem may be accompanied by impaired ability to learn mathematics (discalis) and other learning abilities (e.g., writing problems — dysgraphia). In addition, attention deficit hyperactivity disorder, behavioral disorders, and depression may be associated with this condition.

Children diagnosed with dyslexia should be assisted as much as possible during education. The problem is that the child is supported by special education services in their field and succeeds in a

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normal classroom setting. At this stage, the family's task is to ensure the self-confidence of the child who is shaken by the difficulty. The child needs to make sure that the problem is not his fault and that he has strengths.

**RESULT AND ANALYSE.**

How dyslexia manifests in children: signs and forms of dyslexia

Dyslexia is neurological in nature and is evident in young students who are completely immersed in the study. It is almost impossible to diagnose dyslexia in preschool children because children are just beginning to learn new skills and may make mistakes in reading and writing.

The main symptoms of dyslexia in children:

- Systematic reading errors, i.e.: mispronunciation of letters, change of syllables, change of sounds, misunderstanding of what is read.
- Incorrect translation of letters into sounds (decoding information).
- Inability to recognize words correctly and quickly.
- Basic spelling skills are difficult to understand.

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Dyslexia also has the following problems:

- Complete mess.
- Impaired coordination and fine motor skills.
- Difficulty perceiving information.
- Bad memory.
- High level of intelligence, with poor reading ability.

**Causes of dyslexia**

The exact causes of this disorder are unknown to science. Nevertheless, doctors attribute this problem to hereditary predisposition, damage to certain areas of the brain, as well as intrauterine development of the child. The triggers for the development of dyslexia include:

- viral and infectious diseases of women during pregnancy;
- toxic lesions of the central nervous system during intrauterine development;
- umbilical cord confusion or premature placental abruption;
- fetal asphyxia;
- premature birth;
- brain damage during difficult childbirth;
- Lack of social and everyday factor and related speech development.

It is difficult to show the top and bottom of the child, confusing the definition of right and left.

DISCUSSION.

Effective methods of correcting dyslexia in schoolchildren

**Ronald Davis method**

Dr. R. Davis, who developed his own system to treat dyslexia, effectively overcame the disease. According to the doctor, dyslexics are talented people with a rich imagination. The disease has also been observed in A. Einstein, Walt Disney, W. Churchill, and many other celebrities, who have achieved such success not because of dyslexia but because of it. This is how Ron Davis describes the disease in his book *The Gift of Dyslexia*. What is its methodology? The essence of the technique: help the child to activate his brain by disabling disorientation and learn to perceive the world around him without disruption. This method helps children fill in the gaps in memory and teaches them to understand letter shapes. In 99% of cases, the R. Davis method helps children get rid of dyslexia.

The technique consists of complex procedures that help the child overcome dyslexia. R. Davis's methodology consists of classes, which are called:

- Cognitive ability ... Teaches a child to create mental images and know the world using the “mental eye”.
- Jump ... Exercises to "turn on and off" orientation.
- Unloading and inspection. The child learns to relax the imagination using special exercises.
- Fine tuning. The child learns to find a point of orientation.

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- Fine tuning. The child learns to find a point of orientation.
- Coordination ... The child learns to recognize right and left.
- Assimilation of characters.
- Easy to read.
- Assimilate characters into words.

Exercises to correct dyslexia in children

**“Proof test” exercise**

Give your child any text for 5 minutes each day and ask him or her to cut out the letters you named. First, the consonants "a, o, etc." Then consonant sounds. When the child has clearly cut out the letters you need, complicate the task and suggest putting vowel sounds in a circle (any name) and underlining the consonants. Pay attention to the consonants and vowels that are most difficult for the child. This exercise will allow your child to memorize the letters and prevent them from making reading and writing mistakes in the future. This should be done every day for 2 months. "Ring" exercise

This educational game will help you with memory, attention, speech, and eliminate the symptoms of dyslexia. Show your little one the following movement: Swap between fingers, closing each finger in a ring with your thumb. Start with the index finger, end with the little finger. Then start counting. First, the exercise is done with one hand, and then with two. For two months, you should work with your child for 10-15 minutes in the morning and afternoon.

**Window painting exercise**

This exercise actively affects the brain, generally improving its functioning. Put a blank sheet in front of your child. Give him your favorite markers or pencils. Start by drawing mirror-symmetrical patterns or letters with both hands. First, start drawing with your child so that he understands the principle of the exercise and then let him try to describe something to himself. Exercise should be done every day, without missing a day. Dyslexia in children is the opinion of experts and doctors

Dyslexia is a product of thought and a special way of responding to feelings of confusion (R.D. Davis) A child who has difficulty learning to read does not have to be dyslexic: many children who first learn to read slowly, then successfully chase their classmates (themselves or with the help of their parents). Despite their lack of normal intelligence, vision and hearing, and regular school attendance, there is a special group of children who face great and constant difficulties in mastering reading. In such children, the ability to master reading is a worse and lower order than in other subjects. This group of children is called dyslexia by experts.[2]

Thus, there is no diagnosis of dyslexia or dysgraphia, they are included in a group of common diseases called “mental retardation”. Moreover, such a “sentence” cannot be called a disease, it is only the result of a circulatory disorder in the brain. From my work experience, I can say that almost all children with dyslexia have problems with cerebral circulation, but their diagnosis is made too late. This is due to the ignorance of our parents and the “old” ways of treating such diseases, as the standard scenario of the behavior of parents who experience anxiety symptoms in their child is to refer them to a pediatrician or speech therapist. The best course of action: from the very beginning do not forget to conduct a thorough examination of the child (consult a psychologist, neurologist, speech therapist, psychiatrist), brain tomography and ultrasound diagnosis. Only then can a final diagnosis be made and an individual course of treatment can be determined, depending on the form of the disorder and the degree of neglect. Most children only go through corrective therapy. Taking medication is possible only in severe forms of dyslexia, which is observed in the child in combination with other mental illnesses (cerebral palsy, autism, etc.). A mild form of “verbal blindness” detected in a timely manner can be eliminated within 3-4 months. [3]

Dyslexia - problems with reading ability - is not as common as it seems. True dyslexia is neurological in nature, and what we encounter is, as a rule, caused by the fact that it is not uncommon to read something at home. As I said, 99 percent of children today suffer from not lighting a fire. And if they’ve never seen their parents light a fire, where do they get that ability? And if they don’t see their parents with a book in their hands, where does their ability to read come from?

Most celebrities (not just Hollywood stars) spend half of their childhood leaning in front of a mirror instead of holding a book in their hands, and then giving interviews complaining about the hardships of life. Conclusion: There are many cases of dyslexia, but in most cases it is a pedagogical problem, not a medical one. (pediatrician E.O. Komarovskiy)

Prevention of dyslexia is how to teach your child to read properly



To reduce the risk of dyslexia in a child and to engage him in special exercises aimed at mastering the norms of literate speech and writing from an early age. Prevention of dyslexia should be based on learning games, not 45-minute special lessons.

Games contribute to children's mental development, as well as help them think, analyze, and act. In the early stages of learning, it is important for children to show as many images as possible: letters, animals, words. It is easier for them to receive information visually. All of these images are stored in memory and will not have problems like dyslexia in the future. Even in kindergarten, children are constantly provided with information in the form of pictures and color cards.

Games to prevent dyslexia

1. Invite your child to play this game: Write a light sentence so that each word you have is written on different cards. Ask the child to make a sentence out of the words.
2. You can also use voice recording techniques. Tell your child a small excerpt from his favorite fairy tale and watch how he writes it. The main thing is that the text you tell him should please the child.
3. Play the "Find the Word" game with your child to develop phonetic skills. You need to prepare different pictures and mark them on the back. When naming a word, the child must find the appropriate picture. For example, a tree or the sun. You can also assemble the joints. Write the names of the animals on the syllables and ask the child to combine the words. For example, "kan-ga-roo" or "kit-ten".

With such games, you teach the child not only to read correctly, but also to write, because children's visual memory is very developed, so it will be easier for them to memorize everything "by eye".

Dyslexia is a specific reading disorder characterized by inability to recognize words correctly and quickly. The disease is neurological in nature and is characterized by difficulties in reproducing, comprehending, and comprehending the information read. However, despite the external similarities, dyslexia is not the result of mental retardation. The disease is not associated with hearing and vision impairment. Reading errors and omissions in children with dyslexia can be addressed through the methods and techniques outlined above. Not all of these methods work well for all children, but it is important to first determine the method that works best for them. In conclusion, it should be noted that dyslexia should not be considered a disease, and all children have the opportunity to get rid of it over time.

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