



SPECIFIC FEATURES OF THE DEVELOPMENT OF WRITTEN SPEECH IN STUDENTS WITH DYSLEXIA AND DYSGRAPHIA

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Abstract

This article is devoted to the study of the specific features of the development of written speech in students with dyslexia and dysgraphia. The study analyzed the causes of written speech disorders, their manifestations, and the difficulties of students in the process of reading and writing. It also covers the influence of phonemic perception, sound analysis and synthesis, memory, attention, and articulatory processes on written speech in children with dyslexia and dysgraphia.

Keywords: Dyslexia, dysgraphia, written speech, speech disorders, reading process, writing skills, phonemic perception, sound analysis and synthesis, articulation, speech therapy, special pedagogy, speech development.

Introduction

Today, supporting the speech development of children in the education system, especially early identification and elimination of deficiencies in written speech, is one of the urgent issues. Written speech is an important tool for expressing a person's thoughts clearly, fluently and logically, and its insufficient formation negatively affects academic activity. In particular, written speech disorders such as dyslexia and dysgraphia create serious difficulties for students in the process of reading, writing, understanding the text and mastering knowledge.

The development of written speech of students with dyslexia and dysgraphia is considered one of the important areas of special pedagogy and speech therapy. Because timely correction of deficiencies in written speech helps students to increase their educational efficiency, develop their communicative competence and successfully adapt to society. Written speech is one of the most complex forms of



human speech activity, it is formed based on oral speech and requires the participation of high-level cognitive processes. Through written speech, a person expresses his thoughts using graphic symbols, organizes them in logical sequence and expresses them in accordance with the communicative purpose. The development of written speech in children is inextricably linked with phonemic perception, elements of the language system (phonetics, lexicon, grammar), visual-motor coordination, and such mental functions as attention, memory, and thinking.

The formation of written speech occurs in stages. In the early stages, the child understands the relationship between sound and letter, and later the skills of writing letters, building words, and sentences are formed. In this process, insufficient development of any function can cause various disorders in written speech. From this point of view, the full formation of written speech is directly related to the level of general mental development of the child.

Dysgraphia is a partial violation of written speech, which is manifested by stable, repetitive errors and is observed with the preservation of the child's general intellectual development. In scientific literature, the term dysgraphia was first used in the field of neurology and psychiatry at the end of the 19th and beginning of the 20th centuries. Later, this problem began to be studied in depth in the fields of speech therapy, neuropsychology and special pedagogy.

Russian scientists such as L.S. Vygotsky, A.R. Luria, R.E. Levina, M.E. Khvattsev, F.A. Rau, R.M. Boskis interpreted dysgraphia as a systemic disorder of speech activity and scientifically substantiated its neuropsychological and psycholinguistic foundations. In particular, A.R. Luria saw written speech as the result of the activity of several functional blocks of the brain and identified dysgraphia with a violation of the mutual coordination between these blocks.

In modern studies, dysgraphia is considered not only to incorrect writing of letters or spelling errors, but also as a complex disorder associated with deficiencies in the processes of understanding, analyzing and synthesizing language.

The emergence of dysgraphia is multifactorial in nature, based on neurobiological, psycholinguistic and pedagogical factors. Scientific sources indicate the following main causes of dysgraphia:

- insufficient formation of phonemic perception;
- impaired processes of sound analysis and synthesis;
- underdevelopment of visual perception and spatial imagination;



- weakness of fine motor skills of the hand and graphomotor skills;
- limited attention and working memory;
- functional asymmetry in neuropsychological development.

The mechanism of dysgraphia is associated with a deficiency in one or more of the functional systems that predict written speech. For example, when the phonemic mechanism is disrupted, sound-letter relationships are not formed correctly, which leads to the substitution, omission or addition of letters. When the visual-motor mechanism is disrupted, incorrect writing of the graphic form of letters, words are written together or out of line are observed.

Several types of dysgraphia are distinguished in the scientific literature. According to the most common classification, dysgraphia is divided into the following types:

- articulatory-acoustic dysgraphia;
- acoustic dysgraphia;
- dysgraphia based on language analysis and synthesis;
- agrammatic dysgraphia;
- optical dysgraphia.

In articulatory-acoustic dysgraphia, the child incorrectly expresses the sounds he pronounces incorrectly in written speech. Acoustic dysgraphia is associated with a weak phonemic differentiation and is manifested in the substitution of close sounds. In agrammatic dysgraphia, the grammatical structure of words and sentences is disrupted. Optical dysgraphia is associated with the underdevelopment of visual analysis and synthesis, and errors arise based on the graphic similarity of letters.

Dysgraphia negatively affects the child's educational activities, leading to failure in reading, a decrease in learning motivation, and a decrease in self-confidence. Constant mistakes can cause emotional stress, fear, and a negative attitude towards school in a child. Therefore, early detection and correction of dysgraphia is important not only from the point of view of speech, but also from the point of view of psychological prevention.

Written speech is a complex mental process that relies on a number of cognitive and neuropsychological mechanisms. In the process of writing, perception, attention, memory, speech thinking, and motor functions are simultaneously activated.

Neuropsychological studies show that dyslexia and dysgraphia are associated with the immaturity of certain functional systems of the brain. In particular, deficiencies in the



functioning of the speech-related zones of the left hemisphere lead to written speech disorders.

From a psycholinguistic point of view, the formation of written speech requires a sufficiently developed process of understanding, processing, and expressing language units.

The problem of dyslexia and dysgraphia has been widely studied by Russian and foreign scientists. Representatives of the Russian school of speech therapy have developed the causes, classification, and correction methods of written speech disorders.

Foreign studies have paid special attention to neuropsychological and cognitive approaches, analyzing the biological and functional foundations of dyslexia and dysgraphia.

At the same time, in practice, there is a need for complex, systematic and programmed approaches to the development of written speech.

In conclusion, the development of written speech in students with dyslexia and dysgraphia has its own characteristics, which are manifested in various difficulties in the reading and writing process. These disorders are closely related to the insufficient formation of phonemic perception, deficiencies in the processes of sound analysis and synthesis, and the underdevelopment of attention and memory. As a result, students make errors such as letter substitutions, omissions, and incorrect spelling of syllables and words.

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