

EARLY DETECTION AND CORRECTION METHODS FOR DYSLEXIA SIGNS IN PRIMARY SCHOOL NATIVE LANGUAGE CLASSES

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Abstract: *The article investigates current methods which educators use to detect and correct dyslexia symptoms during native language classes for primary school students. The research combines theoretical frameworks from special pedagogy and psycholinguistics and educational psychology to create a complete understanding of successful dyslexia treatment methods during early reading development.*

Keywords: *dyslexia, early detection, corrective pedagogy, primary education, native language instruction, learning disabilities, literacy development.*

Annotatsiya: *Ushbu maqola boshlang'ich sinf ona tili darslarida disleksiya belgilarini erta aniqlash va korreksiyalashning zamonaviy yondashuvlarini o'rganadi. Tadqiqot maxsus pedagogika, psixolingvistika va ta'lim psixologiyasi sohasidagi nazariy asoslarni sintez qilib, savodxonlik rivojlanishining dastlabki bosqichlarida disleksiyaning samarali boshqarishning keng qamrovli tushunchasini taqdim etadi.*

Kalit so'zlar: *disleksiya, erta aniqlash, korreksion pedagogika, boshlang'ich ta'lim, ona tili ta'limi, o'qitishdagi qiyinchiliklar, savodxonlik rivojlanishi.*

Аннотация: *Данная статья рассматривает современные подходы к раннему выявлению и коррекции проявлений дислексии на уроках родного языка в начальной школе. Исследование синтезирует теоретические основы специальной педагогики, психолингвистики и педагогической психологии для представления комплексного понимания эффективного управления дислексией на ранних этапах развития грамотности.*

Ключевые слова: *дислексия, раннее выявление, коррекционная педагогика, начальное образование, обучение родному языку, трудности в обучении, развитие грамотности.*

Introduction. Dyslexia represents one of the most prevalent specific learning disabilities which impacts literacy acquisition in primary school students with an estimated occurrence range of 5 to 17 percent across different population groups according to research [1]. The disorder manifests through persistent difficulties in accurate and fluent word recognition, poor spelling abilities, and deficient decoding skills, which typically reflect underlying deficits in phonological processing components of language [2]. The process of identifying students in their primary school years serves as the essential factor which determines their future academic success because early intervention helps decrease the harmful effects of reading failure on their educational performance and mental health

[3]. Current research in special education establishes that schools must use regular classroom instruction to conduct systematic screening tests instead of depending on assessment methods which require student referrals and lead to identification delays until after students have reached serious academic difficulties [4].

Methodology and Literature Review. The researchers used a complete methodological framework which examined current teaching methods and special education studies and psycholinguistic research. Research shows that dyslexia warning signs start to appear during first reading lessons because students struggle with phonemic awareness and delay learning letter-sound relationships and their working memory limits their ability to handle multiple instructions and they cannot handle rhyme recognition or syllable manipulation tasks [5]. Russian educational psychology research requires researchers to study dyslexia through specific reading and writing error patterns because general developmental delays and inadequate instruction must be distinguished from dyslexia according to research findings which show that dyslexic learners experience inconsistent results between letter reversals and sequencing difficulties and persistent phonological confusion [6].

The literature shows that educational programs which teach teachers to comprehend the brain-based reasons behind reading disabilities and to identify minor phonological impairment indicators and to use response-to-intervention systems which track student development through different teaching methods, become essential for detecting reading disabilities at an early stage. Current educational methods need to implement universal screening tests which should take place three times each school year for students in primary education because research studies show that informal referral systems result in significant under identification percentages [7]. The special education literature presents corrective intervention methods which require educators to provide systematic, organized, direct teaching of phonological awareness and phonics and fluency skills through repeated reading and vocabulary development and reading comprehension strategies according to the specific educational requirements of each student [8].

Results and Discussion. Research in present-day studies shows essential information about the best methods to identify and treat dyslexia in students who learn through their first language. First, the evidence strongly supports implementing tier-based intervention models where universal screening identifies at-risk students who then receive progressively intensive support based on response patterns which enables educators to identify students who need temporary support and those who need special help because of ongoing learning disabilities [9]. The system protects against both excessive student identification who show temporary learning difficulties and insufficient student identification who face hidden academic challenges which would only become apparent through severe academic performance decline. Second, successful early detection depends substantially on educator knowledge and observational skills, which means that primary teachers need professional

development programs that help them understand reading development as well as dyslexia characteristics and assessment methods.

The research indicates that primary grade students who receive corrective interventions achieve better results than students who begin remediation efforts in later grades because neuroplasticity research demonstrates that critical literacy skills learned during vital growth stages develop superior brain networks compared to compensatory methods that follow established reading failure patterns. The literature further reveals that effective corrective approaches share common characteristics including explicit systematic instruction in phonological and orthographic principles, sufficient practice opportunities to achieve automaticity, immediate corrective feedback preventing error pattern consolidation, and integration with meaningful text reading to maintain motivation and demonstrate skill application contexts.

Discussion of these findings emphasizes the necessity of viewing dyslexia support not as separate remedial programming but as differentiated instruction integrated within comprehensive literacy curricula, requiring collaboration between classroom teachers, special educators, speech-language specialists, and school psychologists to ensure coordinated assessment and intervention delivery. The analysis also highlights persistent challenges including limited resources for intensive intervention implementation, insufficient teacher preparation in reading disabilities, and cultural factors affecting identification rates across diverse student populations [10].

Conclusion. Early detection and effective correction of dyslexia during primary school native language instruction represent critical educational imperatives with profound implications for student academic trajectories and life outcomes. The synthesis of contemporary research presented in this article demonstrates that successful approaches require systematic universal screening integrated within regular classroom practice, educator professional development emphasizing reading disability recognition and evidence-based intervention techniques, and tiered support systems providing increasingly intensive assistance based on individual student response patterns. While significant challenges persist regarding resource availability and implementation consistency, the evidence unequivocally supports prioritizing early identification and intervention as both educationally sound and economically efficient compared to remediation efforts addressing entrenched reading failure in later grades.

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