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OVERCOMING DYSLIXIC OBSTACLE IN TEACHING ENGLISH

Annotatsiya. Ushbu maqolada disleksiyaning sabablari va toifalari tushuntirilgan. Disleksiyasi bo'lgan o'quvchilar diqqatini o'rganishga qanday qaratish kerakligi aytiladi.

Kalit so'zlar: disleksiya, diskaliya, disgrafiya, o'qish, nevrologik, aqliy rivojlanish, vizuomotor.

Аннотация. В этой статье объясняются причины и категории дислексии. Учащимся с дислексией указываются, как сосредоточиться на учебе.

Ключевые слова: дислексия, дискалия, дисграфия, чтение, неврологическое, психическое развитие, зрительно-моторный.

Annotation. In this article, the reasons and categories of dyslexia are explained. Learners with dyslexia are told how to concentrate on learning.

Keywords: dyslexia, discalis, dysgraphia, reading, neurological, mental development, visual-motor.

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 begun primary school have difficulty understanding reading, writing, and mathematical operations because their mental development has not yet reached its full potential. However, this does not indicate problems with their level of intelligence. It is also found in children with very high levels of intelligence. Scientists and artists known to have dyslexia include Albert Einstein, Leonardo da Vinci, and Tom Cruise. Attention deficit disorder can also be found in children with dyslexia. Therefore, these children should be taught in the center of attention on a regular basis by a specialist.

Dyslexia is defined as a loss of reading ability, mental retardation, brain disease, normal and insufficient information, normal IQ, and an acceptable socio-cultural context. This issue could be due to central nervous system perceptual integration abnormalities (difficulty identifying words, difficulty placing words in the correct order in a phrase, language difficulties in the form of phonetic-audiovisual integration), or visual-motor dysfunction.

Dyslexia is classified into two types: dyslexia caused by congenital development and dyslexia caused by trauma. Congenital dyslexia is classified into three kinds based on issues before, during, and after birth. Prenatal dyslexia can occur through inadequate and unbalanced diet, infections during pregnancy, and conscious drug use. Dyslexia can occur due to hereditary factors. The major challenge with children with dyslexia is detecting dyslexia rather than treating it. Because dyslexia, like other learning problems, is a dormant condition that cannot be recognized at first glance. Therefore, it can be difficult to recognize this before a youngster joins school. Dyslexia is frequently felt in childhood, at the beginning of reading. Difficulties

in developmental learning are most common in the early years of school, but bright children can compensate for and conceal these difficulties 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 difficulties in differentiating right and left and learning the clock according to its peers, recognizing money, or reversing numbers in locations.

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. Stuttering is classified as expressive language disorder, receptive and expressive mixed language disorder, phonological disorder (articulation problem), and communication disorder in the second subgroup. The third subgroup consists of a violation of motor coordination masquerading as a violation of motor skills.

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. Most people have a mixed or left-handed hand-foot-eye predominance. 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.

They may read or write synonyms or words from the semantic category. They may miss several 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 modify the order of the joints. They may omit the lines while

reading. They are unable to distinguish between words when writing. They can write in a form dubbed a “mirror image,” meaning that letters and the full 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 problems using punctuation. They may have difficulty understanding the general line of the text. They may have difficulty explaining what they read. They have a limited attention span and cry easily. There are issues with concentration. Their social development is sluggish; they do not get along well with friends.

They have difficulty separating the space in the form. Visual and auditory and motor abilities may develop. Their short-term memory (vision or hearing) is impaired. They can sometimes do math only in their heads, but they can't write. They are unable to discern between the years, days, and seasons. They forget the place of their books, they lose their belongings. They fail to complete their homework. Parents are frequently cautioned about these issues, and children are sometimes accused of lying. Friendship relationships are frequently problematic. Children with dyslexia have specific characteristics and may or may not exhibit all of these symptoms depending on the type of dyslexia. Dyslexia may be accompanied with difficulties learning mathematics (discalis) and other learning abilities (e.g., writing difficulties – dysgraphia).

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 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.

Dyslexia is neurological in origin and is visible in young kids who are thoroughly absorbed in the subject. It is almost impossible to diagnose dyslexia in pre-school 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, such as mispronunciation of letters, syllable changes, sound changes, and misunderstanding of what is read;
- incorrect letter-to-sound translation (decoding information);
- inability to accurately and swiftly recognize words;
- basic spelling skills are difficult to grasp.

Dyslexia also has the following problems: how dyslexia emerges in children: indications and symptoms.

The actual causes of this illness remain 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 following factors contribute to the development of dyslexia:

- viral and infectious diseases in pregnant women;
- toxic lesions of the central nervous system during intrauterine development;
- umbilical cord confusion or premature placental abruption;
- foetal asphyxia;
- premature birth;
- brain damage during difficult childbirth;
- a lack of social and everyday factors and related speech development.

It is difficult to indicate the top and bottom of the youngster, complicating the notion of right and left.

Dr. R. Davis, who developed his own dyslexia treatment system, successfully overcame the disease. Dylexics, according to the doctor, are gifted individuals with a vivid imagination. The illness has also been noted in Albert Einstein, Walt Disney, Winston Churchill, and many more luminaries who have attained success despite dyslexia. In his book “The Gift of Dyslexia”, Ron Davis describes the disease in this manner. What is its approach? The technique's essence is to assist the child in activating his brain by disabling disorientation and learning to perceive the world around him without disruption. This method helps children fill in memory gaps and teaches them about letter shapes. The R. Davis method helps children overcome dyslexia in 99% of cases.

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. 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 there are consonant sounds. When the youngster has clearly cut out the letters you want, complicate the work by suggesting that vowel sounds be enclosed in a circle (any name) and consonants be highlighted. Pay attention to the consonants and vowels that are most challenging for the kid. This exercise will help your child memorize the letters and prevent them from making future reading and writing errors. This should be done every day for 2 months.

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. Komarovsky).

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.

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, and comprehending the information read. However, despite the superficial resemblance, dyslexia is not the result of mental impairment. The disease is not associated with hearing and vision impairment. Reading mistakes and omissions in children with dyslexia can be corrected using the approaches and procedures indicated above. Not all of these methods are effective for all children, but it is critical to first determine which method works best for them. In conclusion, it should be mentioned that dyslexia should not be regarded an illness, and all children have the ability to get rid of it over time.

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BAHODIR QOBULNING “ENA SHAMOL” VA “OTACHIROQ” HIKOYALARIDAGI AYRIM CHEGARALANGAN LEKSİKAGA OID SO‘ZLARNING LINGVOPOETİK IMKONIYATLARI

Annotatsiya. Ushbu maqolada asarda qo'llanilgan tarixiy va arxaiik so'zlarning asar badiiyatida qanday ruhiy xarakter aks etgani, so'zlar tarixiy vaziyat yoki personaj maqsadi uchun xizmat qilayotganligini aniqlashga doir fikrlar keltirilgan.

Kalit so'zlar: chegaralangan leksika, tarixiy so'z, arxaiik so'z, nutqiy maqsad, badiiyatda ruhiy xarakter, pragmatik maqsad, xalqchilik, estetik zavq.

Аннотация. данной статье представлены идеи о том, как духовный характер исторических и архаичных слов, используемых в произведении, отражается в искусстве произведения, служат ли слова историческому моменту или цели персонажа

Ключевые слова: ограниченная лексика, историческое слово, архаичное слово, речевое назначение, духовный характер в искусстве, прагматическое назначение, народник, эстетическое наслаждение

Annotation. This article presents ideas on how the spiritual character of the historical and archaic words used in the work is reflected in the art of the work, whether the words serve for the historical moment or the purpose of the character.

Key words: limited lexicon, historical word, archaic word, speech purpose, spiritual character in art, pragmatic purpose, folkism, aesthetic pleasure.