



## **THEORETICAL ASPECTS OF PREDISPOSITION TO DYSLLEXIA IN OLDER PRESCHOOL CHILDREN**

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### **ABSTRACT**

This article explores the theoretical aspects of predisposition to dyslexia in older preschool children. It defines dyslexia as a neurological condition related to difficulties in reading and writing. The article examines the factors influencing the development of dyslexia in preschool-aged children, including genetic, cognitive, and environmental factors. It also discusses the early signs of dyslexia that can be observed during the preschool years and emphasizes the importance of early detection and intervention.

### **KEY WORDS**

Dyslexia, preschool children, predisposition, early detection, cognitive factors, genetic factors, environmental factors, educational development.

### **Introduction**

When communicating with people around us, we do not think about how we speak, what mechanisms are involved in the process of speech generation. There are many theories and approaches explaining this process, but the fact is undeniable that speech, both oral and written, is a successive process. The concept of "succession" comes from general psychology. According to L. A. Karpenko, succession (English successive - subsequent, following one after another) is a term of general psychology meaning an expanded sequence of the flow of some process [2]. This concept is used in such sciences as psychology, psycholinguistics and linguistics. However, despite the rather wide range of sciences in which the term "succession" is used, it always means linearity, unfolding in time. Such processes include speech, mental processes and motor activity.

### **MATERIALS AND METHODS**

The importance of developing successive processes for older preschool children with speech disorders is due to the increased risk of them having difficulties in acquiring reading skills. According to S. S. Mnukhin, a violation of successive processes is the most common cause of impaired school skills, including reading disorders (dyslexia). Violation of successive processes in specific reading disorders was noted by S. S. Mnukhin, D. Doebring, S. Gantzer and other researchers. In our work, we relied

on the works of domestic scientists who considered the problem of preventing dyslexia with the help of developing successive processes, namely: A. N. Kornev, S. S. Mnukhin, A. N. Gvozdev and others. A. N. Kornev [4] understands dyslexia as a condition, the main manifestation of which is a persistent selective inability to master the skill of reading, despite a sufficient level of intellectual and speech development, the absence of disorders of the auditory and visual analyzers and optimal learning conditions. Dyslexia syndrome includes the inability to master syllable fusion and automated reading of whole words, phenomena of emotional-volitional immaturity, a symptom complex of successive insufficiency, cerebrosthenic disorders, specific disorders of attention and memory, etc.

## RESULTS AND DISCUSSION

In psychology, successive processes include those associated with the perception and processing of information. Mental successive processes include perception, representation, memory, thinking, and speech. Thanks to these processes, a person receives information about the world around him and about himself [5]. A child with general speech underdevelopment has qualitatively unique successive processes. With relatively preserved semantic and logical memory, children with general speech underdevelopment (GSU) have noticeably reduced auditory memory and memorization productivity compared to children without speech disorders. Children often forget complex instructions (three-, four-step), omit some of their elements, and change the sequence of proposed tasks; memorization of verbal stimuli in children with GSU is significantly worse than in children without speech pathology. Having full prerequisites for mastering mental operations, children with GSU lag behind in the development of verbal-logical thinking, and have difficulty mastering mental operations (analysis, synthesis, comparison). Rigidity of thinking is characteristic of many children with GSU. Let us consider the nature of speech successive processes in older preschool children with GSU. A characteristic feature is a violation of the grammatical structure of speech and the implementation of a speech utterance. The peculiarity of mastering the grammatical structure of speech by children with GSU is manifested in a slower pace of assimilation, in disharmony in the development of the morphological and syntactic system of language, semantic and formal-linguistic components, in a distortion of the overall picture of speech development. Violation of the formation of grammatical operations leads to a large number of morphological agrammatisms in the speech of children with GSU. The main mechanism of morphological agrammatisms is the difficulty in isolating a morpheme, correlating the meaning of a morpheme with its sound image. In children with GSU, the process of realizing a speech utterance is impaired already at the level of the syllabic structure of words. Violation of the syllabic structure of words in children with GSU is manifested in a violation of the number of syllables (reduction, omission, addition of syllables), the sequence of syllables in a word (permutations of syllables and sounds), in the assimilation of syllables, perseverations, anticipations and contaminations. The features of successive processes in older preschool children with GSU that we have considered allow us to speak about the insufficient formation of prerequisites for mastering reading skills. The existing violations are an obstacle to the successful acquisition of reading, since its acquisition requires:

Children with dyslexia have difficulty mastering the skill of reading, which is based on the synthesis of sounds, simultaneously with the predominantly analytical skill - writing. In these children, both skills sometimes mutually disorganize each other. In this regard, it is advisable to begin teaching reading ahead of schedule, even in preschool age, and writing - later, in school. A. N. Kornev, based

on his work experience, believes that teaching reading to children with speech underdevelopment (as one of the risk groups) can begin at age 5. In his methodology for teaching reading to older preschool children with GSU, A. N. Kornev suggests adhering to the following:

- begin introducing children to letters with vowels: A, U, O, I, E, Ё;
- avoid abstract theoretical concepts;
- use the following sequence for learning consonants: L, V, K, P, N, R, M, S, T, D;
- when learning each subsequent consonant, simultaneously practice reading all syllable variants: direct and reverse, soft and hard, for example: LA, AL, LI, IL, etc.

Let's take a closer look at the successive abilities of a child that A.N. Kornev suggests developing in order to prevent dyslexia.

- Sequence of actions and planning. This type of exercise develops the ability to retain in memory an action plan in a given sequence and implement it. For this, you can use games for performing multi-step instructions (2, 3, 4, 5-step instructions): from memory (verbal instructions), from reference icons. You can use games such as "Find the treasure!" and "Telephone".

- Sequence in space. To develop the skills of analyzing and reproducing spatial sequences, you can use a variety of games in which the game plot requires memorizing or comparing rows of realistic images, figures that differ in shape or color, located in a certain sequence. Depending on the child's capabilities, it is necessary to differentiate the initial length of the row and gradually complicate the task in subsequent lessons by increasing the number of elements in the row. The following games can be used: "Collect the beads", "Toys on the shelves", "What has changed?" etc.
- Sequence in time. To develop this successive ability, you can use: tapping out rhythms according to a sample or graphic diagram ("Telegraphist"), a sequence of movements (from 3 to 6, "Exercise"), the order of time of day, seasons, days of the week, etc.

## CONCLUSION

Thus, we see that the development of successive processes is a condition for the prevention of dyslexia in children with GSU. The successive abilities that A. N. Kornev proposes to develop are closely related to the successive processes that we described earlier. The development of successive abilities, worked out in the process of secondary prevention of dyslexia, contains elements of work on the development of all successive processes: mental (memory, perception, thinking), speech (grammatical structure of speech, syllabic structure of words), motor (switchability).

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