



**EDUCATIONAL INSTITUTION "BELARUSIAN STATE PEDAGOGICAL UNIVERSITY  
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DEPARTMENT OF SPEECH THERAPY**

**ACADEMIC DISCIPLINE "SPEECH THERAPY"**

**TOPIC: DYSORPHOGRAPHY**

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# **Psychological and speech prerequisites for the process of mastering spelling skills by primary schoolchildren**

Analysis of the psychological structure of spelling mastery by primary school students, as well as taking into account the patterns of children's speech development, make it possible to identify the psychological prerequisites that determine the mastery of spelling skills. The acquisition of spelling knowledge, skills and abilities is a complex, multi-operational, dynamic process.

The success of its course depends on the “readiness” for assimilation that has developed at the time of studying this educational material, that is, the degree of possession of certain mental techniques and the degree of assimilation of the laws of the native language at a practical level.

- The formation of spelling skills is the formation of temporary associative connections. The processes of abstraction and generalization play a huge role in their formation and functioning. Even at preschool age, the child masters the pronunciation aspect of speech and basic grammatical patterns at a practical level (in his own oral speech). However, educational terminology, the content of spellings, rules and tables are abstract in nature and imply a transition of thinking from visual forms of mental activity to verbal and conceptual ones.



- The rules of spelling are based on the processes of mastering such abstract grammatical concepts as “sound”, “letter”, “syllable”, “word”, “noun”, “declension”, etc. These processes are carried out by performing a number of mental actions (analysis, synthesis, comparison, juxtaposition, generalization, classification and some others).
- To master graphic images of letters, symbols, tables and diagrams, a necessary prerequisite is the formation of visual perception and orientation in space. The graphic expression of a linguistic element (word) becomes the desired form, since it does not correspond to the sound form. (I.V. Prishchepova).

- In the studies of psychologists, methodologists and defectologists (D. N. Bogoyavlensky, S. F. Zhuikov, R. E. Levina, M. R. Lvov, T. G. Ramzaeva, I. N. Sadovnikova, V. V. Tarasun and etc.) a significant role in mastering spelling rules is given to the development of fine motor skills of the hands and the formation of calligraphic skills.
- An important prerequisite for the development of spelling skills is the level of development of abstraction processes, which are based primarily on the techniques of sound-letter analysis, synthesis, and the formation of ideas; the ability to operate with grammatical concepts (“sound”, “letter”, “word”, etc.). Mastery of primary forms of abstraction occurs when the child discovers individual grammatical elements in a word, understands the lexical and grammatical meaning of individual morphemes, but does not isolate them.

- One of the prerequisites for mastering spellings is the formation of such operations as systematization and classification, thanks to which a common feature is isolated from a number of word forms or grammatical concepts, and certain units are combined into a separate group (for example, the endings of feminine nouns).
- Thus, mastering the skill of orthographically correct writing is formed on the basis of a sufficiently high level of mental development and speech readiness of schoolchildren. This process requires the formation of phonetic, phonemic, lexical generalizations, the conscious ability to analyze and synthesize linguistic units from the point of view of semantics, linguistic design and the ability to relate them to a graphic model.

## **Definition of dysorthography, its causes.**

### **Mechanisms and symptoms of dysorthography in primary schoolchildren**

- **Dysorthography** (R.I. Lalaeva) is a persistent and specific violation in the assimilation and use of morphological and traditional principles of spelling, which manifests itself in various and numerous spelling errors.
- **Dysorthography** (L.G. Paramonova) is a specific inability of students to master spelling rules.
- **Dysorthography** (A.N. Kornev) is a writing disorder, which is based on the immaturity of morphological analysis.
- **Dysorthography** (Prishchepova I.V.) is a persistent and specific lack of formation (impairment) in the acquisition of orthographic knowledge, skills and abilities, caused by the underdevelopment of a number of non-speech and speech mental functions.



## Symptoms of dysorthography:

- Difficulties in mastering and applying spelling rules, especially the morphological principle, which manifests itself in a significant number of spelling errors in writing.
- Unclear mastery of educational terminology and formulation of spelling rules.
- Persistent specific impairments in the acquisition of spelling knowledge are noted not only in elementary school, but also in middle and high school.





# Causes:

1. Lack of formation of a number of non-speech mental functions:

- operational component of verbal-logical thinking
- successive and simultaneous analysis and synthesis
- speech-auditory memory
- attention
- interiorization

2. Insufficient level of development of speech activity:

Limited vocabulary and insufficient updating of it inability to compare sound units of speech and find elements in them that are similar in meaning and sound violations of language analysis and synthesis, difficulties in identifying a stressed syllable, stressed vowel in a word.

Low level of mastering grammatical patterns, lack of formation of morphological generalizations, skills in operating with grammatical categories

- **Typology of errors in various writing disorders in primary schoolchildren.**
- With dysgraphia, there is a violation of the phonemic principle of writing.
- With dysorthography, difficulties in mastering the morphological and traditional principles of spelling are noted.

**Phonetic (phonemic) principle:** the sound structure of a word in oral speech is indicated by the corresponding sequence of letters (table, hand). The operation of this principle is limited to cases of strong position of all phonemes of a word.

**The morphological principle** assumes the same spelling of morphemes (prefix, root, suffix, inflection) in both strong and weak positions. In a weak position (unstressed position of vowels, final position of consonants, etc.) the morpheme is written as it is written in a strong position in accordance with the phonemic principle of writing (run - run, tooth - teeth).

**The traditional principle** is implemented in cases where the spelling cannot be explained from the point of view of the morphological principle (milk, dog).

Каратка летняя ночь закрал перая руг сокур  
по дуи ветирок <sup>всюду наступило</sup> суду накмас жвазды на зимо  
ноне лунсон келител тэма кисное оушки  
слетажо пша небобелжот на палакку  
лесные зверки свыши назые зук  
шоры и галаса ёневк небитон  
са жмица манокут вараби.

Мыш

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**Thank you for your attention!**