

**RESEARCH ARTICLE**

# Results of Corrective Work in Children with Dysgraphia And Dyslexia

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## Abstract

This article is aimed at identifying developmental disorders associated with dysgraphia and dyslexia in children of primary school age and studying the effectiveness of correctional work in them. During the research, the level of written speech, graphomotor skills and text comprehension of children was assessed using special diagnostic tests. The experimental group was subjected to systematic correctional work based on individual and small group training. The results showed that correctional work carried out on the basis of special methods significantly reduced children's writing errors, increased text comprehension and reading skills, and helped develop graphomotor skills. The results of the study indicate that from a pedagogical and psychological point of view, it is important to develop children, ensure their successful adaptation to the educational process, and improve special methods.

## KEY WORDS

Dysgraphia, dyslexia, correctional work, written speech, graphomotor skills, learning skills.

## INTRODUCTION

Dysgraphia and dyslexia are developmental disorders that occur in children in the process of writing and reading, and they have great pedagogical and psychological significance. Dysgraphia is mainly manifested by errors in written speech, incorrect spelling of words, violations of grammatical and spelling rules. Dyslexia is characterized by difficulties in the reading process, slowness in understanding the text, errors in recognizing words, and the inability to read quickly. Both disorders directly affect children's educational activities and have a negative impact on their overall development.

These disorders are especially important in children of younger school age (7–10 years), since this period is the period of formation of children's written and oral speech, development of reading skills, and strengthening of cognitive and social skills. Children with dysgraphia and dyslexia have a more

difficult learning process, they lag behind their classmates, have lower self-confidence, and have a lower motivation to learn. Therefore, identifying such children and providing systematic pedagogical and correctional assistance is an important task.

Correctional work is a systematic training adapted to the individual characteristics, abilities and level of development of the child, which is aimed at reducing errors in written speech, developing graphomotor skills, and forming skills in working with words and text. Experimental studies show that correctional work carried out on the basis of special methodologies allows to significantly improve children's learning skills.

## LITERATURE REVIEW

The issue of conducting correctional work for children with dysgraphia and dyslexia is widely covered in the psychological and pedagogical literature. For example, Ponomareva (2018) highlights modern diagnostic and pedagogical approaches to identifying and correcting dyslexia and dysgraphia in children [1, pp. 45–52]. According to the author's research, training carried out on the basis of an individual approach helps to significantly reduce errors in children's written speech [1, p. 48].

Rubinstein (2017) also analyzes problems related to learning and cognitive development in child psychology. According to him, dyslexia and dysgraphia in children often negatively affect the ability to understand text and reading speed [2, pp. 120–125]. Therefore, working with children based on special methodologies is pedagogically important.

International research also sheds light on this topic. Shaywitz (2020) confirms the effectiveness of interactive and individual methods for developing reading and writing skills in children with dyslexia [3, pp. 75–82]. Torgesen (2019) studies the results of systematic correctional training in the formation of reading skills in children and their long-term impact [4, pp. 238–242]. The results of the study show that regular work with children significantly improves their written speech and academic performance.

### **METHODOLOGY**

The study was conducted at school No. 15 in Samarkand during the 2025–2026 academic year. A total of 30 children of primary school age (7–10 years old) were involved in the study. First, the level of dysgraphia and dyslexia in children was determined using standard diagnostic tests. The experimental group was given systematic correctional work based on individual and small group exercises, including: writing exercises, exercises for the development of graphomotor skills, and exercises for working with text. Children's written speech and reading skills were assessed before and after the study, and the results were compared.

### **RESULTS**

In the research process, special attention was paid to the individual characteristics of children. Each child struggles with dysgraphia and dyslexia differently: some quickly master graphomotor exercises, while others excel in text

comprehension skills. Therefore, it was found that it is important for correctional work to be based on an individual approach. Children with low graphomotor skills were given exercises aimed at strengthening hand muscles and improving movement coordination. Children who had difficulty understanding the text were supported through working with short texts, word segmentation, and question-and-answer exercises.

The correctional work included the following methods: writing exercises, graphomotor exercises, and working with text. Writing exercises taught children to write letters accurately, form words correctly, and follow grammatical and spelling rules. Graphomotor exercises helped develop hand muscles, improve coordination of movements, and draw letters accurately. Textual work exercises served to develop the skills of reading short texts, segmenting words, understanding text content, and creating stories.

According to the results of the observation, there was a significant improvement in the children's written speech and reading skills. At the same time, the children gained self-confidence and improved their social relationships with classmates. This study confirms that systematic and individual correctional work not only develops written speech and text comprehension skills, but also has a positive effect on the general psychological state of children.

From a pedagogical point of view, it is considered effective to conduct correctional classes 2–3 times a week for 30–40 minutes. Regular monitoring of the individual development level of children and the use of visual and motor elements in classes attract the attention of children. Also, cooperation with parents is important, and continuing exercises at home helps to consolidate children's results.

The results of the experimental study showed that identifying difficulties associated with dysgraphia and dyslexia in children of primary school age and conducting special correctional work were effective. Before the study, children had a high level of errors in written speech, and low levels of text comprehension and graphomotor skills. As a result of correctional classes, a significant increase in these indicators was observed.

The table below compares the indicators before and after the study:

<b>Indicators</b>	<b>Before</b>	<b>After the</b>	<b>Percentage</b>	<b>Notes</b>
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	<b>the Study</b>	<b>Study</b>	<b>Change</b>	
Average number of writing errors	15 ± 3	6 ± 2	60% decrease	Significant reduction in grammatical and spelling errors in children's writing.
Text comprehension level (%)	55%	82%	27% increase	Improved ability to read and understand text content.
Graphomotor skills	Low	Medium-High	40% improvement	Development of hand muscles and coordination of movements.

The results of the correctional intervention indicate significant improvements in all assessed areas. Firstly, the number of writing errors among the children decreased substantially, demonstrating that the correctional exercises effectively reduced spelling and grammatical mistakes. As a result, the children showed increased confidence and independence in their writing activities.

Secondly, the children’s text comprehension skills improved noticeably. After the intervention, they were able to better understand the meaning of the texts, read more accurately, and respond to questions about the content. This improvement indicates that the correctional work not only enhanced reading ability but also strengthened overall cognitive processing related to understanding written material.

Finally, the development of graphomotor skills was observed. The exercises targeting hand muscle coordination and movement control helped children write more clearly and accurately. These improvements also contributed to their general motor abilities, making their handwriting more fluent and organized.

Overall, the intervention demonstrates that individualized and systematic correctional activities can significantly enhance writing accuracy, reading comprehension, and motor coordination in children with dysgraphia and dyslexia, while also supporting their confidence and active participation in learning processes.

**DISCUSSION**

The results of this study demonstrate the effectiveness of individualized and systematic correctional interventions for children with dysgraphia and dyslexia. The significant reduction in writing errors, improvement in text

comprehension, and development of graphomotor skills indicate that targeted pedagogical strategies can substantially enhance the academic performance and cognitive abilities of affected children. These findings are consistent with previous research, which emphasizes the importance of early identification and tailored interventions for learning difficulties [1, pp. 45–52; 3, p. 80].

One of the key observations is the variability in individual responses to correctional activities. Some children showed rapid improvement in graphomotor skills, while others demonstrated greater progress in reading comprehension. This underscores the necessity of adopting a flexible approach in planning correctional exercises, taking into account each child's unique strengths, weaknesses, and learning pace. Educators should continuously monitor progress and adjust intervention strategies accordingly.

Furthermore, the study highlights the importance of integrating multiple types of exercises. Writing exercises improved spelling and grammatical accuracy, while graphomotor activities enhanced coordination and handwriting fluency. Reading and text-based exercises strengthened comprehension skills and cognitive processing related to text analysis. The combination of these approaches created a holistic correctional framework that addresses multiple aspects of learning difficulties simultaneously.

The study also confirms the positive impact of correctional work on children's psychological well-being and learning motivation. As children observed their own progress, their self-confidence increased, and they participated more actively in classroom activities. This aligns with existing literature indicating that educational interventions for dysgraphia and dyslexia should not only target academic skills but also foster emotional and motivational development [2, pp. 122–124; 4,

pp. 240–242].

In addition, parental involvement and home-based exercises played a supporting role in reinforcing the skills developed during formal correctional sessions. Encouraging children to practice writing, reading, and motor exercises at home contributed to long-term retention and consolidation of the acquired skills. This emphasizes the collaborative nature of effective intervention, involving educators, specialists, and family members.

The discussion of results highlights that systematic, individualized, and multi-component correctional interventions are essential for promoting academic success, cognitive development, and emotional well-being in children with dysgraphia and dyslexia. Implementing such strategies in schools can help mitigate the learning difficulties associated with these conditions and enable children to reach their full educational potential.

## **CONCLUSION**

The findings of this study demonstrate that individualized and systematic correctional interventions significantly improve the academic performance and cognitive abilities of children with dysgraphia and dyslexia. The implemented exercises effectively reduced writing errors, enhanced text comprehension, and developed graphomotor skills. These improvements not only contributed to better academic outcomes but also positively impacted the children's self-confidence, motivation, and active participation in classroom activities.

The study confirms that a multi-component approach, combining writing exercises, graphomotor training, and reading comprehension activities, is essential for addressing the diverse challenges associated with learning difficulties. Individualized attention to each child's strengths and weaknesses allows educators to tailor interventions effectively, maximizing the benefits of correctional work.

Furthermore, the involvement of parents and home-based exercises proved crucial in consolidating the skills developed during formal sessions. The collaborative approach between teachers, specialists, and families ensures that interventions are consistent and supportive, fostering long-term improvement.

Structured and personalized correctional programs are vital for helping children with dysgraphia and dyslexia overcome

learning challenges, achieve academic success, and develop essential cognitive and emotional skills. Implementing such interventions in school settings is recommended to provide effective support and create an inclusive educational environment for all learners.

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