

Dyslexia and chemistry teaching

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Abstract

Dyslexia is the most well-known and earliest known disorder from the group of specific learning disorders, because it most noticeably affects the school achievements of pupils. Dyslexia is usually known as a reading disorder. However, it is much more than only a problem with reading (Zelinková, 1994). Many publications have been written about dyslexia in general. A significant part of them deals with the practical effort to "teach dyslexics to read" (e.g. Novák, 2013, Navrátilová, 2015,). However, there is significantly less literature dealing with the teaching of specific school subjects for pupils with dyslexia. The greater part of this literature is represented by works focused on language teaching (e.g. Zelinková et al., 2020).

Much less has been written about teaching science subjects to pupils with dyslexia. The goal of our work is to carry out a search aimed at finding just such literature, with special attention to the teaching of chemistry.

The main method used in this article is literature research and study of literature.

Preliminary results show that there are really very few texts aimed at teaching chemistry for pupils with dyslexia. E.g. searching for "dyslexia" in the Journal of Chemical Education yields only 16 articles.

The extremely small amount of published work on the chosen topic agrees with the fact that the awareness of lower secondary school teachers about dyslexia and its manifestations when studying specific school subjects is relatively low. Their awareness of how they could effectively help pupils with this learning disorder is even smaller. In this area, there is therefore an open field for much work of didactics in cooperation with special pedagogues.

References

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Keywords

Education, Chemistry, Dyslexia, Special educational needs