

## INTEGRATING MULTISENSORY APPROACHES TO ENHANCE READING FLUENCY IN PRIMARY EDUCATION

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**Annotation:** This article analyzes the effectiveness of working effectively with students with learning disabilities, dyslexia, or speech difficulties and the effectiveness of implementing a multisensory approach in improving reading fluency in primary school students. In addition, the impact of inclusive and neuropsychologically based reading strategies on the child's psyche with students in need of inclusive education is studied. It examines how inclusive and multisensory methods can be used with primary school students and what changes occur in students' reading and worldview through these methods. It extensively discusses how reading with visual aids, rhythm-based phonetic exercises, dramatization, interactive storytelling, and the use of digital technologies can affect students' reading fluency. Based on theoretical and practical observations, a multisensory approach has been proven to improve students' reading fluency, pronunciation, intonation, and comprehension, as well as help them enter and adapt to the learning process more quickly.

**Key words:** primary education, reading fluency, interactive methods, multisensory approach, inclusive education, dyslexia, educational technologies, interactive methods.

### INTRODUCTION

Today's modern educational process requires primary school students to improve their reading fluency and literacy levels and their knowledge of their native language. Also, the concepts highlighted above serve as a basis for further learning by primary school students. In particular, multisensory approaches deepen students' understanding of the text, activate their memory, work with students with dyslexia and other speech disorders and at the same time help students learn easily.

Reading fluency is the ability of students to read a given text expressively, clearly, accurately, and consciously at a certain speed. Through reading fluency skills, students understand the text and read it with a certain rhythm and intonation. A multisensory approach helps and facilitates the formation of such skills. This approach takes into account the visual, auditory and motor-based perception of each student and approaches all students individually, for example, reading fluency is increased through audio texts for students with good hearing, through teaching for students with good vision and through role-playing games for kinesthetic students.

### METHODS AND RESULTS

Multisensory approach is a method based on the simultaneous use of several sensory organs (vision, hearing, movement) in the learning process. In this approach, information is retained in the brain of students faster and better, and also information processing skills are also formed. The main reason for this is that when the human brain receives the same information through different sensory organs, this information is stored deeper in its brain.

Orton-Gillingham is one of the founders of this approach and was one of the first to test multisensory methods with students with dyslexia and speech difficulties. He developed this approach in the 1930s together with educational psychologist Anna Gillingham. Orton-

Gillingham, through her in-depth study of the human brain and its speech function, determined that special methods were needed for students with language disorders and Anna Gillingham put this scientific basis into practice, in the process of which she associated letters with sounds, conducted phonetic analysis and developed a method for gradually teaching oral and written speech.

Although this approach initially worked only for children with dyslexia, it later became one of the most effective methods for developing reading, writing, and spelling skills.

Examples of activities based on a multisensory approach:

1. Composing picture stories – in this method, the teacher gives students a piece of paper with a picture on it and tells them to compose a story based on that picture. This develops students' oral speech and harmonizes and rounds out their imagination.

2. Role-playing and dramatization – in this method, students are given a text and taking on the roles of that text, they act out a small scene. Through such role-playing, students develop elements of expressive reading such as intonation, pause and tone.

3. Writing in sand or clay – in this method, students write letters in sand or clay, which activates their tactile senses and helps them remember the letters through movement.

A few multisensory methods have been mentioned above, there are many such methods and their use increases the effectiveness of the lesson and increases students' interest in the lesson.

Advantages of a multisensory approach:

1. Adapts each student's learning style based on their abilities.
2. Increases students' interest in the lesson by making lessons interactive, lively and interesting.

3. It helps to understand the text more deeply through reading, listening, understanding and acting it out.

4. Creates an excellent learning environment for students with dyslexia and other speech disorders.

5. Information received through various senses activates memory.

Teaching based on a multisensory approach develops a deeper understanding of the text in primary school students through various sensory organs, strengthens the relationship between sound and letter and increases their interest in reading. Through this approach, students are taught taking into account their individual circumstances.

Research shows that multisensory methods not only ensure that students read the texts in the lessons correctly from a technical point of view, but also ensure that they are expressive and understandable, and in addition, their emotional understanding is formed. Methods of the multisensory approach, such as role-playing reading or songs and picture stories, increase the aesthetic taste of students.

However, there are some limitations in applying this approach in practice. First of all, the lack of sufficient knowledge and skills among teachers to use this approach, the large number of students in the classroom and the lack of textbooks and resources remain obstacles to the work of this approach. The Orton-Gillingham approach to the analysis of scientific literature, the Barton Reading System and other methods were developed specifically for students with dyslexia, and in order to apply them to ordinary classes, it is necessary to adapt the approach.

## CONCLUSION

In conclusion, the multisensory approach is one of the most effective methods for developing expressive reading skills in primary school students. If we can properly introduce it into educational practice, the culture of reading and thinking among students will increase significantly. To do this, first of all, we need to train personnel who fully understand this approach and can correctly apply it in practice. Then, by creating a methodological system based on this approach and integrating it into national educational programs, we will ensure that primary school students learn effectively. The multisensory approach is the most effective, interesting and useful method for primary school classes.

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