

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

**ATTITUDES AND EXPERIENCES OF PRIMARY LEVEL TEACHERS ON THE
USE OF MUSICAL INTERVENTIONS ON STUDENTS WITH DYSLEXIA.**

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**POSTGRADUATE
THESIS**

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Abstract

Music in education has been studied a lot in recent years and the prevailing view is that its character benefits students in the areas of knowledge acquisition, enhances their level of communication, helps them to manage their emotions and enhances their development on a personality level. For students with dyslexia, music offers positive results in phonology, acoustic and visual discrimination and improvement in communication, writing, reading and memory. Dyslexia is the most common special learning disorder encountered in school-age children. The purpose of this study was to investigate the views and personal experiences of primary school teachers regarding the use of music interventions in students with dyslexia. The research was conducted through a questionnaire on a sample of 55 primary school teachers. The results of the study showed that teachers recognize the benefits of music in education and that they use music interventions. Teachers choose pop music (83.7%), use singing (94.6%) and listening (94.5%). The majority of them, believe that music improves auditory perception and processing (89.1%), enhances auditory skills by improving phonological awareness (80%), increases attention (87.3%), helps recall memory (72.7). %, improves acoustic skills (80%) and helps to process students' speech with dyslexia (78.2%). The experience of teachers did not create statistically significant differences in their views ($p > 0.05$).

Keywords: dyslexia, music, intervention, education

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