

**Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης του Τμήματος Ελληνικής Φιλολογίας
του Δημοκριτείου Πανεπιστημίου Θράκης σε συνεργασία με το ΕΚΕΦΕ Δημόκριτος –
Ινστιτούτο Πληροφορικής και Επικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική
Αγωγή – Ψυχοπαιδαγωγική της ένταξης»**

**ΑΠΟΨΕΙΣ ΚΑΙ ΕΜΠΕΙΡΙΕΣ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΠΡΩΤΟΒΑΘΜΙΑΣ
ΕΚΠΑΙΔΕΥΣΗΣ ΓΙΑ ΤΗ ΧΡΗΣΗ ΜΟΥΣΙΚΩΝ ΠΑΡΕΜΒΑΣΕΩΝ ΣΕ ΜΑΘΗΤΕΣ ΜΕ
ΔΥΣΛΕΞΙΑ.**

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

της

Καραμανίδου Αρετής-Ειρήνης

Μεταπτυχιακή διατριβή που υποβάλλεται

στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του
Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης
του Τ.Ε.Φ-Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο
Πληροφορικής και Επικοινωνιών
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

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Περίληψη

Η μουσική στην εκπαίδευση έχει μελετηθεί αρκετά τα τελευταία χρόνια και η άποψη που επικρατεί είναι πως ο χαρακτήρας της ωφελεί τους μαθητές στους τομείς της απόκτησης γνώσεων, ενισχύει το επίπεδο της επικοινωνίας τους, βοηθά στην εκμάθηση διαχείρισης των συναισθημάτων τους και ενισχύει την ανάπτυξή τους σε επίπεδο προσωπικότητας. Στους μαθητές με δυσλεξία, η μουσική προσφέρει θετικά αποτελέσματα σε επίπεδο φωνολογίας, ακουστικής και οπτικής διάκρισης και βελτίωση σε επίπεδο επικοινωνίας, γραφής, ανάγνωσης και μνήμης. Η δυσλεξία αποτελεί την πλέον συνήθη ειδική μαθησιακή δυσκολία που συναντάται στα παιδιά σχολικής ηλικίας. Σκοπός της παρούσας έρευνας ήταν να διερευνήσει τις απόψεις αλλά και τις προσωπικές εμπειρίες εκπαιδευτικών που υπηρετούν στη βαθμίδα της πρωτοβάθμιας εκπαίδευσης, σχετικά με τη χρήση των μουσικών παρεμβάσεων σε μαθητές με δυσλεξία. Η έρευνα πραγματοποιήθηκε με ερωτηματολόγιο σε δείγμα 55 εκπαιδευτικών πρωτοβάθμιας εκπαίδευσης. Τα αποτελέσματα της έρευνας έδειξαν πως οι εκπαιδευτικοί αναγνωρίζουν τα οφέλη της μουσικής στην εκπαίδευση και πως χρησιμοποιούν μουσικές παρεμβάσεις. Οι εκπαιδευτικοί επιλέγουν την pop μουσική (83,7%), χρησιμοποιούν το τραγούδι (94,6%) και την ακρόαση (94,5%). Η πλειοψηφία κρίνει πως η μουσική βελτιώνει την ακουστική αντίληψη και επεξεργασία (89,1%), ενισχύει τις ακουστικές δεξιότητες βελτιώνοντας την φωνολογική επίγνωση (80%), αυξάνει την προσοχή (87,3%), βοηθά στην ανάκληση μνήμης (72,7%), βελτιώνει τις ακουστικές δεξιότητες (80%) και βοηθά στην επεξεργασία ομιλίας μαθητών με δυσλεξία (78,2%). Η εμπειρία των εκπαιδευτικών δε δημιούργησε στατιστικά σημαντικές διαφορές στις απόψεις τους ($p > 0,05$).

Λέξεις-κλειδιά: δυσλεξία, μουσική, παρέμβαση, εκπαίδευση

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