

**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»**

ΑΓΧΟΣ ΚΑΙ ΜΑΘΗΣΙΑΚΕΣ ΔΥΣΚΟΛΙΕΣ

ANXIETY AND LEARNING DISABILITIES

της

Ζωγράφου Μαρίας

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
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ΠΕΡΙΛΗΨΗ

Η παρούσα εργασία εξετάζει τη σχέση μεταξύ του άγχους και των μαθησιακών δυσκολιών. Αρχικά, γίνεται αναφορά στην έννοια και τους ορισμούς, τα είδη και τα αίτια των μαθησιακών δυσκολιών. Επίσης, παρουσιάζονται τα χαρακτηριστικά και τα συναισθήματα των παιδιών και των εφήβων με μαθησιακές δυσκολίες. Στη συνέχεια, περιγράφεται η έννοια του άγχους ως εσωτερικευμένης ψυχικής διαταραχής, αλλά και οι συνέπειες του σχολικού άγχους στην ψυχοσυναισθηματική ανάπτυξη και τη λειτουργικότητα των παιδιών με και χωρίς μαθησιακές δυσκολίες. Επιπλέον, βασικός σκοπός της συγκεκριμένης βιβλιογραφικής ανασκόπησης αποτελεί η σύγκριση του άγχους επίδοσης/ αξιολόγησης των μαθητών με μαθησιακές δυσκολίες με εκείνο που βιώνουν οι συνομήλικοι μαθητές τυπικής ανάπτυξης. Κατόπιν, διερευνώνται οι διαφορές φύλου ανάμεσα στα παιδιά με μαθησιακές δυσκολίες ως προς τον βαθμό του άγχους επίδοσης. Έπειτα, εξετάζονται τα μαθήματα της Νεοελληνικής Γλώσσας και των Μαθηματικών ως προς το άγχος που προκαλούν στους μαθητές με μαθησιακές δυσκολίες. Τα αποτελέσματα της βιβλιογραφικής ανασκόπησης έδειξαν ότι τα παιδιά και οι έφηβοι με μαθησιακές δυσκολίες εμφανίζουν υψηλότερα επίπεδα άγχους επίδοσης συγκριτικά με τους τυπικά αναπτυσσόμενους συνομηλικούς τους. Ωστόσο, αρκετές έρευνες αποκάλυψαν ότι τα κορίτσια με μαθησιακές δυσκολίες παρουσιάζουν μεγαλύτερη συναισθηματική δυσφορία και άγχος σε σχέση με τα αγόρια. Τέλος, διαπιστώθηκε ότι το γνωστικό αντικείμενο των μαθηματικών δημιουργεί υψηλότερο άγχος στους μαθητές με μαθησιακές δυσκολίες από ό,τι το μάθημα της γλώσσας, που περιλαμβάνει την αναγνωστική διαδικασία.

ΛΕΞΕΙΣ - ΚΛΕΙΔΙΑ

Μαθησιακές δυσκολίες, άγχος επίδοσης, μαθητές με μαθησιακές δυσκολίες, μαθητές τυπικής ανάπτυξης, διαφορές φύλου, ανάγνωση, μαθηματικά

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