



ΔΗΜΟΚΡΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ
ΣΧΟΛΗ ΚΛΑΣΙΚΩΝ ΚΑΙ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ
ΤΜΗΜΑ ΕΛΛΗΝΙΚΗΣ ΦΙΛΟΛΟΓΙΑΣ
σε συνεργασία με το
ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΕΡΕΥΝΑΣ ΦΥΣΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
«ΔΗΜΟΚΡΙΤΟΣ»
ΙΝΣΤΙΤΟΥΤΟ ΠΛΗΡΟΦΟΡΙΚΗΣ ΚΑΙ ΤΗΛΕΠΙΚΟΙΝΩΝΙΩΝ

ΔΙΙΔΡΥΜΑΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ΜΕΤΑΠΤΥΧΙΑΚΩΝ ΣΠΟΥΔΩΝ:
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ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΑΤΡΙΒΗ

«Μαθησιακές Δυσκολίες & Αγχώσεις Διαταραχές»

ΔΕΜΠΗ ΕΥΑΓΓΕΛΙΑ 630

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 Τηλεπικοινωνιών με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της Ένταξης»

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Αθήνα

2024

ΠΕΡΙΛΗΨΗ

Η παρούσα μεταπτυχιακή διατριβή επικεντρώνεται στη διερεύνηση της πολυπλοκότητας της σχέσης μεταξύ μαθησιακών δυσκολιών και διαταραχών άγχους. Τα ερωτήματα της παρούσας έρευνας είναι αν υπάρχει σχέση μεταξύ των επιπέδων άγχους και των μαθησιακών δυσκολιών και σε ποιο μάθημα τα άτομα με μαθησιακές δυσκολίες εμφανίζουν μεγαλύτερο άγχος συγκριτικά με τους συνομηλίκους τους. Μέσω ενδελεχούς ανασκόπησης της σχετικής βιβλιογραφίας και προσεκτικής ανάλυσης, συμπεραίνουμε, πως τα παιδιά με μαθησιακές δυσκολίες εμφανίζουν υψηλότερα επίπεδα άγχους σε σύγκριση με συνομήλικα παιδιά τυπικής ανάπτυξης αναφορικά με την εκπαιδευτική διαδικασία . Επιπλέον, η έρευνά αναδεικνύει τα μαθηματικά και την ανάγνωση ως τα πεδία που προκαλούν τα υψηλότερα επίπεδα άγχους στους μαθητές με μαθησιακές δυσκολίες. Τα ευρήματα υπογραμμίζουν τον καταλυτικό ρόλο του άγχους και τις σημαντικές μαθησιακές δυσλειτουργίες που προκαλεί στην ακαδημαϊκή επίδοση των παιδιών με μαθησιακές δυσκολίες, οδηγώντας σε ένα φαύλο κύκλο αρνητικών επιπτώσεων τόσο στην ακαδημαϊκή επίδοση όσο και στη συναισθηματική εξέλιξη των μαθητών.

Λέξεις-κλειδιά: μαθησιακές δυσκολίες, άγχος, μαθηματικά, επίδοση, εκπαίδευση

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