

Problems of Teaching Students with Dysgraphia to Fifth Grade from Perspective of Arabic Language Teachers at Elementary Stage

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Abstract

The goal of this study was to shed light on the difficulties associated with teaching students suffering from Dysgraphia. This is marked by the student's failure to identify writing symbols, resulting in incomprehensible writing or the inability to convey thoughts. The research looked at teaching concerns that pertain to students with dysgraphia, who are in fifth grade, from the perspective of Arabic teachers. According to the statistical findings, there are subtle variances in the levels of each of these three elements prescribed throughout these three pillars.

Keywords: difficulties, innovation, civilization, Learning, Study