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PROBLEMS OF LEARNING DISABILITIES IN LINGUISTIC ASPECT

The following academic article seeks to provide insight into working with school-aged children diagnosed with learning disabilities, based on personal experiences.

It is imperative to understand that assigning the label of learning disability to each observable factor does not seem appropriate.

In the school where I am currently enrolled as a teacher, the student body comprises approximately 66 individuals, a substantial portion of whom are with various learning disabilities.

However, my observation reveals a shortage of appropriate effective approaches implemented to assist these learners. Undoubtedly, children with disabilities are entitled to receive the same educational opportunities as their non-disabled peers. However, it is imperative that alternative strategies are employed to cater to their unique needs. The incorporation of technology should be a pervasive component of their learning experience. Yet, unfortunately, the implementation of such tools in the classroom has not been adequately facilitated. Therefore, it is recommended that students with disabilities receive specialized instruction in dedicated classes that are specifically designed to support their individual needs. Once system is in place, the conventional education system should incorporate them alongside non-disabled students. Until then, it would be prudent to maintain separation between these two groups.

It could be a profoundly complex subject so instructors in this field ought to be appropriately prepared and shockingly our college doesn't grant us such an instruction.

I can see that the Iranian, Indian, British and Russian instruction framework overlooks such things as far as they are concerned with me.

I'm to an expansive degree enduring nonverbal learning disability. Individuals with such a kind of incapacities tend to utilize talking as a means of calming uneasiness and they adore to care almost points of interest and they as a rule lose a enormous picture and you're not exceptionally much inquisitive about social interaction. In connection to academic performance these individuals are great readers and listeners but as I said they center much on the subtle elements and lose a greater picture.

It is imperative that every student be granted the inherent entitlement to acquire entry into the comprehensive educational plan. It is imperative to devise a viable policy in order to fulfill this obligation. One may inquire as to the effective pedagogical methods for instructing students in a group setting versus a one-on-one, individualized setting. Precisely, which pedagogical methods should educators employ to impart academic proficiencies to pupils with disabilities?

A series of seven essential steps should be implemented to assist learners who exhibit deficits in their academic progress.

1. The team creates an age-appropriate thematic unit. A thematic unit is defined as an effective lesson organized around a central theme, idea or topic, using related activities and experiments to provide a deeper learning experience.

2. Become familiar with the interests, strengths, needs and Individualized Education Programs (IEPs) goals of the children in the class and identify possible goals that can be addressed in daily thematic lesson plans together with the specific content that can be embedded in the lesson plans so that the children can explore the topic at an age-appropriate level.

3. The design of a successful lesson plan is contingent upon the inclusion of key elements, such as the explicit articulation of the lesson objectives, the alignment of said objectives with children's Individualized Education Programs (IEPs), the identification and provision of necessary materials, motivators for students, strategies for capturing students' attention, an introductory statement, a pedagogical framework that demonstrates a guided practice sequence, independent practice opportunities, an effective closure of the lesson, and methods of assessing students' learning outcomes.

4. To effectively plan for the thematic unit, it is imperative to determine the primary vocabulary and concepts that will be acquired by the children throughout the learning process. It is noteworthy that the number and complexity of the vocabulary words may vary among students. The pivotal notion ought to constitute a fundamental aim within the overarching motif.

5. It is imperative to ready oneself to modify the lexicon, theoretical constructs, and instructional resources with the aid of assistive technology in order to facilitate the active involvement of children in scholastic activities.

6. A systematic approach to instructing on specific Individualized Education Program (IEP) goals must be strategically planned and integrated into daily lesson plans to optimize skill acquisition.

7. Assessing the academic progression of students is an essential element in delivering effective instructional sessions. The collection of data pertaining to children's skill performance during a lesson can be accomplished through numerous methods.

Consideration of cognitive forms started with Aristotle and his intrigued within the inward working of the intellect and how they influence the human encounter. Amid the enlightenment scholars such as John Locke thought to create a demonstrate of the intellect in which thoughts were obtained recalled and controlled.

The word cognition dates back to the 15th century where it implied considering and awareness. The term comes from the Latin word *cognito*. During the early 19th century cognitive models were created particularly by doctors looking for to get it how to remedy madness. In Britain these models were considered within the scholarly by researchers and were indeed utilized by lawmakers when considering the national basic instruction act of 1870.

Cognition alludes to handling procuring information and understanding through thought, experience and sense. It envelops all angles of mental capacities and forms such as perception, attention, thought, intelligence.

The arrangement of information memory and working memory judgment and assessment thinking and computation issue understanding and choice making comprehension and generation of dialect creative ability is additionally a cognitive handle. Cognitive forms utilize existing information and find modern information.

Cognitive forms are analyzed from distinctive points of view within different setting outstandingly within the field of phonetics logic and computer science.

The cognitive attributes of pupils with learning disabilities typically pertain to difficulties in processing.

Language-based learning disabilities refer to difficulties in achieving age-appropriate levels of proficiency in reading, spelling, and/or writing abilities.

Language characteristics of an understudy with learning disabilities are:

Dyslexia: They take them to have trouble perusing composed words easily and out uproarious. In expansion to familiarity the dyslexia can also influence the coding perusing comprehension review composing spelling and a few times indeed discourse.

Dysgraphia: The understudy will have trouble with shaping letters and modifying clarity, moreover it influences the students' capacity to think and type simultaneously.

Dialect based learning incapacities can also affect the ranges: Communicating thoughts clearly, Utilizing an unspecific word like thing or stuff, Understanding questions and taking after bearings, Reviewing numbers in arrangement, Understanding and holding the subtle elements of data displayed verbally and in composing, Distinguishing particular sounds that relate to letters which influence learning, spelling.

Cognitive characteristics of a student with learning disabilities are: consideration, working memory, handling speed, long-term memory, visual handling, sound-related handling, rationale and thinking.

Learning disabilities influence the way the brain takes in, stores and reviews data. They come in numerous shapes with shifting levels of seriousness.

Learning inabilities by definition are clutters and fundamental mental forms that include understanding and utilizing dialect and by that we cruel the capacity to get process review and after that communicate that data and we do that not at a vacuum but we do that in specific sorts of regions inside a particular learning inability definition.