

“A Different Language is a Different Vision of Life.”— Federico Fellini

Umirkulova Madina Bakhtiyarovna
Teacher of Tashkent Medical Academy

Rahimova Dildora
Student of Tashkent Medical Academy

Abstract: Language acquisition is a complex process that varies from person to person. Individuals with disabilities face both challenges and unique strengths when learning a new language. This article explores adaptive strategies, technological interventions, and the role of inclusive education in fostering linguistic empowerment for people with disabilities.

Introduction:

- ✓ Overview of language acquisition
- ✓ Significance of language for individuals with disabilities
- ✓ Purpose and scope of the article



Language acquisition refers to the process by which humans can comprehend and perceive language. It involves gaining awareness of language, understanding it, and using words and sentences for communication.

Students with learning disabilities may face challenges in their language comprehension and usage. While these students have varying strengths and needs, they often struggle with quick and accurate decoding, which results in slow and difficult reading, limited vocabulary, and below-grade-level

comprehension. Learning disabilities also impact other critical areas for academic success, such as working memory and information processing. Additionally, students with learning disabilities may have difficulty with self-monitoring and applying the learning strategies they have been taught.

LISL (Learning in a second language) is a diverse group of individuals who speak different languages and have different cultural backgrounds. While they can learn basic conversational language quickly, it can take up to a decade or more to master academic vocabulary and concepts. Additionally, navigating schooling in a second language requires understanding cultural references and linguistic subtleties, which can be challenging for those with learning disabilities.

Different types of disabilities and their impact on language acquisition



Attention Deficit Hyperactivity Disorder

Terminology

ADHD is a neurological condition that affects learning and behavior, resulting from chronic disturbances in the areas of the brain that regulate attention, impulse control, and executive functions. It is treatable but not curable and affects three to six percent of the population.

Characteristics (may include)

Poor focus and time management Easily distracted, trouble concentrating

Difficulty completing tasks and assignments on time

Reading and math comprehension issues Problems with note-taking and organization Poor listening skills and following directions

Tendency to blurt out answers and messy handwriting

Considerations and Instructional Strategies

Accommodations for students with learning disabilities can be effective for those who also have multiple disabilities. Effective strategies include visual, auditory, and hands-on approaches.

Blindness/Low Vision

Terminology

The terms used for students with visual disabilities in an educational context are: "Totally blind", "Legally blind" and "Low vision". The first refers to those who learn via non-visual media; while

the second indicates severe vision loss, and the third refers to those who can use vision and other senses but may require lighting adaptations or larger print sizes.

Considerations and Instructional Strategies

Here are some guidelines to assist students with disabilities:

1. Introduce yourself and let the student know when you are leaving the room
2. Acknowledge key points in the conversation to facilitate communication
3. Be aware that a guide dog is a working animal and should not be petted
4. Use clear language when giving directions and describing obstacles
5. Offer your elbow instead of grabbing the student when guiding
6. Allow the student to choose an ideal seating location
7. Discuss special needs for field trips or other activities in advance
8. Label lab materials to make them easily identifiable
9. Familiarize the student with the layout of the classroom or laboratory
10. Ask if the student needs assistance during an evacuation and make a plan if necessary.

Brain Injuries

Terminology

Brain injury may occur in many ways. Traumatic brain injury typically results from accidents; however, insufficient oxygen, stroke, poisoning, or infection may also cause brain injury. Brain injury is one of the fastest-growing types of disability, especially in the age range of 15 to 28 years.

Characteristics

Highly individual; brain injuries can affect students very differently. Depending on the area(s) of the brain affected by the injury, a student may demonstrate difficulties with:

Organizing thoughts, cause-effect relationships, and problem-solving Processing information and word retrieval

Generalizing and integrating skills Social interactions

Short-term memory Balance or coordination

Communication and speech

Considerations and Instructional Strategies

Brain injuries can cause physical, cognitive, behavioral, and personality changes. Recovery can be inconsistent. Effective teaching includes visual, auditory, and hands-on learning. Ask the student if assistance is needed during an emergency evacuation.

Deaf/Hard of Hearing

Terminology

Deaf or hard-of-hearing students require different accommodations depending on factors like degree of hearing loss, age of onset, and communication system. They may use lip reading, cued speech, signed English, and/or Sign Language.

Characteristics

Deaf or hard-of-hearing students may:

Most people are unable to distinguish more than 30-40% of spoken English through lip reading. Those with hearing impairments may struggle with speech, reading, and writing skills. They use various methods to enhance oral communication, such as speech, lip reading, hearing aids, or

amplification systems. Deaf individuals belong to a distinct linguistic and cultural group with their values, social norms, and traditions. Their first language is often American Sign Language, with English as their second language.

Considerations and Instructional Strategies

Sign language is not equivalent to real language. Look at the student when speaking, even with an interpreter. Get their attention before speaking and recognize the interpreter's processing time.

Communicating with Students who are d/Deaf

Students who are deaf communicate in various ways depending on factors such as residual hearing, type of deafness, language skills, speech abilities, and more. Some use sign language, speech, writing, and body language to convey ideas. It is important to find out which combination of techniques works best for each student. The key is to communicate effectively.

Learning Disabilities

Terminology

Learning disabilities affect the way individuals process and express information, resulting in difficulties with academic achievement despite average or above-average intellectual abilities. These disabilities may impact performance in one or multiple academic areas and disciplines. or essay questions following directions and concentrating short-term memory

Considerations and Instructional Strategies

Instructors who use a variety of instructional modes will enhance learning for students with learning disabilities. A multi-sensory approach to teaching will increase the ability of students with different functioning learning channels—auditory, visual, and/or haptic (hands-on)—to benefit from instruction.

Medical Disabilities

Terminology

Other disabilities include conditions affecting one or more of the body's systems. These include respiratory, immunological, neurological, and circulatory systems.

Examples

Cancer

Chronic Fatigue Syndrome

Epilepsy/Seizure Disorder Fibromyalgia

Lupus Erythematosus Multiple Sclerosis Chemical Dependency Diabetes

Epstein Barr virus HIV + AIDS

Multiple Chemical Sensitivity

Renal Disease

Considerations and Instructional Strategies

Student medical conditions may vary, requiring accommodation changes. Fatigue may affect task completion and attendance. Contact a DS coordinator for reasonable accommodation help. Hold accountable students leaving class early. Inquire about emergency evacuation assistance needs and make a plan if necessary.

Physical Disabilities

Terminology

Physical disabilities can result from congenital conditions, accidents, or neuromuscular diseases. Examples include spinal cord injury, cerebral palsy, amputation, muscular dystrophy, cardiac conditions, cystic fibrosis, and stroke.

Characteristics

Are highly individual; the same diagnosis can affect students very differently.

Considerations and Instructional Strategies

- ✓ Converse at eye level with people who use wheelchairs.
- ✓ Keep the classroom free from obstructions.
- ✓ Provide accessible workstations in lab settings.
- ✓ Take time to understand people with communication disabilities.
- ✓ Ask before assisting and listen to any instructions given.
- ✓ Let the student set the pace when walking or talking.
- ✓ Do not touch or push the wheelchair unless asked.
- ✓ Provide accessible transportation for field trips.
- ✓ Ask if assistance is needed during emergency evacuation.

Psychiatric Disabilities

Terminology

Psychiatric disabilities are behavioral and/or psychological problems that include anxiety, mood swings, depression, and compromised assessment of reality. These behaviors persist over time and may cycle despite medication and therapy.

Considerations and Instructional Strategies

- Students with psychiatric disabilities may not disclose their disability.
- Discuss how the disability affects them academically and what accommodations would be helpful if they do disclose.
- With treatment and support, many students can manage their mental health and benefit from college classes.
- Encourage students to discuss disability-related issues with a Disability Coordinator.
- Break up sequential memory tasks into smaller ones.
- Prescription medications may cause drowsiness, fatigue, memory loss, and decreased response time.

Speech and Language Disabilities

Terminology

Speech and language disabilities can be caused by hearing loss, cerebral palsy, learning disabilities, and physical conditions. People with these disabilities may experience difficulties with articulation, voice strength, fluency, and projecting their voice.

Considerations and Instructional Strategies

Allow students to speak, but don't force them. Let them use a cue if they want to speak. Don't interrupt or fill in the gaps for them. Ask them to repeat if necessary. Address them naturally and be patient with students who have speech disabilities.

Technology as an Enabler



People with speech or language issues may need alternative ways to communicate. Speech-language pathologists can help with Augmentative and Alternative Communication (AAC).

About AAC

AAC stands for alternative and augmentative communication, which are ways of communicating besides talking. People of all ages can use AAC if they have difficulty with speech or language skills. Some may use it long-term, while others may use it temporarily due to surgery or other reasons.

There are a lot of different types of AAC. No-tech and low-tech options include things like

- ✓ gestures and facial expressions,
- ✓ writing,
- ✓ drawing,
- ✓ spelling words by pointing to letters, and
- ✓ pointing to photos, pictures, or written words.

High-tech options include things like

- ✓ using an app on an iPad or tablet to communicate and
- ✓ using a computer with a "voice," sometimes called a speech-generating device.

A person may use different types of AAC because there are many ways that we all communicate. An AAC system means all of the tools of this type that a person uses



Virtual reality tech allows teachers to create personalized educational content tailored to students with Special Education Needs and Disabilities (SEND). For SEND students, VR experiences can be calming and reduce stress in overstimulated school environments.

Stories of People Who Overcame Their Disabilities to Achieve Greatness

"... for every disability you have, you are blessed with more than enough abilities to overcome your challenges."

— Nick Vujicic



Nick Vujicic is an inspiring motivational speaker, author, and founder of Life Without Limbs. Born without limbs, he faced ridicule and discrimination as a child but learned to improvise and achieve remarkable skills like playing musical instruments and using a computer. He has written several books and gives talks around the world, gaining fame after starring in the short film, *The Butterfly Circus*, in 2009.



Andrea Bocelli is a renowned Italian tenor, musician, writer, and musical producer. Despite being born with congenital glaucoma, he pursued music from a young age. He became blind at the age of 12 due to a football accident but continued to focus on his passion for singing. Bocelli is one of the few artists to bring classical music to the top of international pop charts and has sold over 75 million records. He has received numerous international awards and has a beach named after him on the Adriatic coast.

Personal Research

Since 2021, I have been volunteering at schools for children with disabilities. Every year, my scientific research work reaffirms my belief that children, irrespective of their individual qualities, are inherently gifted. From a neuroscience standpoint, children perceive information based on how it is presented to them. I have personally worked with children who have hearing impairments, and it is recommended to teach using gestures and visualization. Information needs to be presented slowly, accurately, and clearly. In addition to their unique qualities, these children have complex personalities, and it can be challenging to build trusting and friendly relationships with them.



Playing chess with students from 101 boarding school. Chess as a way of communication and learning



First aid lessons and names of human organs, 101 boarding school, Biology lessons for children with hearing disabilities



Zamin Foundation, led by the First Lady of Uzbekistan, Ziroat Mirziyoyeva, launched Zamin Eco-Education. I participated in its first implementation at the 102nd boarding school for hearing-impaired children in the Almazar district.

Conclusion

By summarizing the key findings and insights from the exploration of language learning for individuals with disabilities. Emphasize the importance of adopting inclusive practices, leveraging technology, and cultivating a supportive environment to empower individuals with disabilities in their linguistic journey. Encourage continued research, collaboration, and advocacy to ensure equal opportunities for language acquisition for all.