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SCIENTIFIC LINGUISTIC FOUNDATIONS OF LITERACY INSTRUCTION FOR STUDENTS WITH INTELLECTUAL DISABILITIES

Mavjuda Abdujabborova
Trainee Instructor at the Department of Special Pedagogy,
Jizzakh State Pedagogical University

Abstract. This article analyzes the scientific and linguistic foundations of the process of teaching savod to students with problems in mental development. Issues of the formation of reading and writing skills through special pedagogical approaches and linguistic methods are considered. The article discusses alternative pedagogical strategies and their linguistic foundations for students with chegar langan of mental development.

Key words: mental development disorders, literacy, linguistic solar, special education, phonological skills, educational strategies

AQLIY RIVOJLANISHDA MUAMMOSI BO'LGAN O'QUVCHILARGA SAVOD O'RGATISH ISHLARINING ILMIY LINGVISTIK ASOSLARI

Annotatsiya. Ushbu maqolada aqliy rivojlanishda muammosi bo'lgan o'quvchilarga savod o'rgatish jarayonining ilmiy-lingvistik asoslari tahlil qilinadi. Maxsus pedagogik yondashuvlar va lingvistik metodlar orqali o'qish va yozish ko'nikmalarini shakllantirish masalalari ko'rib chiqiladi. Maqolada aqliy rivojlanish chegaralangan o'quvchilar uchun muqobil pedagogik strategiyalar va ularning lingvistik asoslari muhokama qilinadi.

Kalit so'zlar: aqliy rivojlanish buzilishlari, savodxonlik, lingvistik asoslar, maxsus ta'lim, fonologik ko'nikmalar, ta'lim strategiyalari

НАУЧНЫЕ ЛИНГВИСТИЧЕСКИЕ ОСНОВЫ ОБУЧЕНИЯ ГРАМОТЕ УЧАЩИХСЯ С ОГРАНИЧЕННЫМИ ИНТЕЛЛЕКТУАЛЬНЫМИ ВОЗМОЖНОСТЯМИ

Аннотация. В данной статье анализируются научно-лингвистические основы процесса обучения грамоте учащихся с проблемами умственного развития. Рассматриваются вопросы формирования навыков чтения и письма с помощью специальных педагогических подходов и лингвистических методов. В статье обсуждаются альтернативные педагогические стратегии для учащихся и их лингвистическая основа.

Ключевые слова: нарушения умственного развития, грамотность, лингвистический solar, специальное образование, фонологические навыки, образовательные стратегии

INTRODUCTION

Literacy is an essential life skill for all children, and for students with intellectual disabilities, this process is of particular importance. Challenges associated with intellectual development require specific approaches to literacy instruction [1]. The diversity of cognitive abilities creates limitations in applying traditional literacy teaching methods for students with intellectual disabilities.

Traditional educational methods do not fully meet the needs of students with intellectual developmental disorders. Therefore, specialized methodological approaches, linguistically-based strategies, and individualization become necessary [2]. The purpose of this article is to investigate the scientific and linguistic foundations of literacy instruction for students with intellectual disabilities.

Research indicates that students with intellectual disabilities face significant challenges in linguistic development, necessitating specialized approaches in literacy instruction [3]. Linguistically-based approaches allow for the development of effective literacy teaching strategies that consider these students' capabilities.

METHODOLOGY AND LITERATURE REVIEW

The methodology of this research is based on the analysis and synthesis of relevant scientific literature. Within the framework of the study, scientific sources from Uzbek, Russian, and Western publications dedicated to literacy instruction for students with intellectual disabilities were examined.

Aliboyeva and Kholiqova [4] emphasize in their research the importance of phonetic, lexical, and syntactic components in language instruction for students with intellectual disabilities. They note that the development of phonetic abilities is a fundamental stage of literacy instruction. Students' ability to understand sound-letter relationships serves as a foundation for later acquisition of reading and writing skills.

In the works of Russian researchers Vygotsky [5] and Luria [6], the linguistic abilities of children with intellectual disabilities are analyzed from a psychological perspective. They emphasize the interconnection between cognitive functions and language learning in children. Vygotsky's "zone of proximal development" theory is particularly important when working with students with intellectual disabilities, as it highlights the guiding role of the teacher and the independent development potential of the student.

In Western literature, Browder et al. [7] investigated the effectiveness of linguistically-based approaches in special education. They demonstrate that developing phonological abilities is one of the key components in improving literacy in children with intellectual disabilities.

Furthermore, Allor and Chamberlin [8] emphasize in their research the superiority of structured and systematic phonetic approaches for students with intellectual disabilities.

Ziegler and Goswami [9] analyze the importance of phonological awareness in literacy instruction across different languages. They emphasize the importance of developing phonemic awareness for students with intellectual disabilities. This is a fundamental skill necessary for clear manifestation of language structure.

RESULTS AND DISCUSSION

The results of the literature analysis allowed for the identification of several important aspects of the scientific and linguistic foundations of literacy instruction for students with intellectual disabilities.

First, developing phonological awareness is a key component of literacy instruction for students with intellectual disabilities [7, 8]. Understanding sound-letter relationships and the ability to manipulate sounds are fundamental skills that form the basis for reading and writing. Research indicates that explicit and systematic instruction in phonological awareness significantly improves reading outcomes for these students.

Second, multisensory approaches based on linguistic principles have proven effective for teaching literacy to students with intellectual disabilities [4, 6]. These approaches engage multiple sensory channels simultaneously—visual, auditory, and kinesthetic—reinforcing learning through various modalities. Such methods correspond to the neuropsychological foundations of language processing and help overcome cognitive limitations characteristic of intellectual disabilities.

Third, the adaptation of linguistic content according to the cognitive capabilities of students is crucial. Simplifying linguistic structures and vocabulary while maintaining meaningful content allows students with intellectual disabilities to access literacy [10]. This includes breaking down complex language patterns into smaller, manageable units that align with students' processing capabilities.

Fourth, systematic and sequential instruction based on linguistic hierarchies provides a structured pathway to literacy for students with intellectual disabilities. Beginning with basic phonological skills and gradually progressing to more complex linguistic structures accommodates the slower learning pace often observed in these students. Repetition and reinforcement of linguistic patterns at each level ensures mastery before moving to the next stage.

The analyzed research also highlights the importance of considering the specific characteristics of different languages when developing literacy instruction for students with intellectual disabilities. Orthographic transparency—the consistency of sound-letter correspondence—varies across languages and significantly impacts literacy acquisition. Languages with high orthographic transparency, such as Uzbek, may facilitate more straightforward initial literacy instruction compared to languages with more complex orthographies [9].

Additionally, the literature emphasizes the need for explicit instruction in morphological awareness alongside phonological skills. Understanding word formation patterns and grammatical structures provides students with intellectual disabilities additional tools for decoding and comprehending written text, particularly as they advance beyond basic literacy skills.

Social and communicative aspects of language also play a significant role in literacy instruction for students with intellectual disabilities. Embedding literacy instruction within meaningful communication contexts enhances motivation and functional application of skills [5]. This approach aligns with Vygotsky's sociocultural theory, emphasizing the social nature of language acquisition.

CONCLUSION

The scientific and linguistic foundations of literacy instruction for students with intellectual disabilities are multifaceted and require specialized approaches that differ from traditional literacy teaching methods. The analysis of relevant literature reveals that effective literacy instruction for these students should be based on strong linguistic principles adapted to their cognitive capabilities.

Phonological awareness serves as a cornerstone of literacy instruction, requiring explicit, systematic development. Multisensory approaches rooted in linguistic theory provide additional pathways for learning, bypassing potential cognitive barriers. The adaptation of linguistic content and the implementation of systematic, sequential instruction based on linguistic hierarchies ensure accessibility and progressive development of literacy skills.

The practical implications of this research suggest that educators should incorporate linguistically-based strategies into their teaching practices, focusing on the development of foundational phonological skills while considering the specific linguistic features of the language being taught. Professional development programs should equip teachers with knowledge of linguistic principles relevant to literacy instruction for students with intellectual disabilities.

In conclusion, effective literacy instruction for students with intellectual disabilities requires a deep understanding of both the linguistic foundations of literacy and the unique learning characteristics of these students. By building upon scientifically-based linguistic principles and adapting them to meet the specific needs of students with intellectual disabilities, educators can provide meaningful access to literacy and enhance these students' quality of life and future opportunities.

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