

FEATURES OF SPEECH FORMATION AND METHODS OF SPEECH DEVELOPMENT IN MENTALLY RETARDED CHILDREN

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Annotation: mentally retarded children also experience specific problems in speech development due to difficulties in general development. This article will talk about the peculiarities of speech development and methods of speech development in Mentally Retarded Children.

Keywords: mental retardation, speech, correction, pedagogue, speech, pre-linguistic stage, pragmatic difficulties, psychological assistance.

Mental retardation is the presence of limitations in a person's cognitive functions, which in turn negatively affect learning, communication, and independent functioning in everyday life. The levels of mental retardation are classified as follows:

Mild mental retardation (IQ 50-70): children are able to acquire simple knowledge, but have difficulty completing complex tasks.

Moderate mental retardation (IQ 35-50): at this level, children will be able to perform simple speech and daily activities, but will need more support.

Severe mental retardation (IQ 20-35): children can understand and pronounce simple sentences, but more complex speech skills will be limited.

Very severe mental retardation (IQ below 20): children are very difficult to understand and pronounce simple sentences, in many cases relying on nonverbal communication.

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In Mentally Retarded Children, speech development becomes slower and more complex. Because the formation of speech is closely related to the mental development of a person. The formation of speech in mentally retarded children usually occurs at the following stages:

Prelinguistic stage: at this stage, the child tries to communicate by making sound, separating sounds, using facial expressions and gestures.

One-word stage: the child learns to express his opinion in one word. At this stage, speech can be very simple and incomprehensible.

Stage with two or more words: the child begins to build sentences of several words. At this stage, speech can still be grammatically incorrect.

Complex sentence step: the child learns to compose complex sentences, but this process can be slower and require more help.

DIFFICULTIES IN SPEECH DEVELOPMENT IN MENTALLY RETARDED CHILDREN

Articulation disorder: the child has difficulty making and pronouncing sounds correctly..

Lexical and grammatical difficulties: the scarcity of vocabulary and the difficulty of mastering grammatical rules.

Pragmatic difficulties: problems in understanding and adhering to the rules of communication.

METHODS FOR THE DEVELOPMENT OF SPEECH IN MENTALLY RETARDED CHILDREN

Logopedic training: special training aimed at overcoming articulation, lexical and grammatical difficulties and developing pragmatic aspects of speech.

Psychological assistance: work carried out by a psychologist with a child is aimed at improving its emotional state and developing communication skills, and the formation of social skills.

Support from parents and educators: parents and educators play a large role in the development of the child's speech. They need to devote more time to the child, understand and support him, conduct various activities at home in order to develop children's speech.

Educators need to take an individual approach in the educational process. Because each mentally retarded child requires separate correctional work, and the difficulties in communicating information to them create problems in Group Training.

Joint team work: is carried out with the cooperation of logopedes, psychologists, educators and parents. They work together inextricably with the child, the psychologist monitors mental changes in the child, and the medical worker monitors the physical development of the child.

The peculiarities of the development of speech in mentally retarded children depend on their general development. For the development of speech, it is necessary to provide logopedic, psychological and pedagogical assistance, as well as active support from parents and educators. Through the right approach and regular training, it is possible to significantly improve the speech development of a mentally retarded child. Of course, the changes in it depend on the degree of mental disorder in the child and the quality of the activities carried out with him.

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