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SCIENTIFIC AND THEORETICAL BASIS OF SPEECH DEVELOPMENT OF STUDENTS WITH MENTAL DISABILITY

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ABSTRACT

This article analyzes the tasks of speech development of students with mental retardation, the mechanism of implementation of development, the scientific views of foreign and local scientists on this issue.

KEYWORDS

Mentally retarded, development, theoretical views, oral speech, grammatical form, mechanism.

INTRODUCTION

People think about what they want to say before they talk to each other, that is, they speak after thinking. Mentally retarded children have difficulty in explaining their needs and expressing them in words and sentences that are used in everyday life. Therefore, timely identification of mentally retarded children with speech defects, correct classification of existing oral and written speech defects, and the organization of

appropriate corrective education, writing and reading defects in these children not only prevents its occurrence, but also prevents lagging behind in mastering the program material in the future.

The main tasks of speech development - raising the sound culture of speech, increasing language richness and activity, developing the grammatical side of

speech, teaching communication speech are solved in all preschool institutions. A number of scientists have conducted research on speech defects of students with mental retardation. The formation of the child's communicative speech is closely related to the acquisition of the grammatical structure of the language, the composition of the vocabulary, and the pronunciation of sounds. According to many scientists, including L.S. Volkova, S.N. Shakhovskaya, it is observed that the grammatical aspects of speech are not formed in mentally retarded students. These agrammatisms (speech disorders expressed in difficulties in constructing sentences or in understanding them) are manifested in difficulties in performing many tasks that require grammatical generalizations. In this case, the morphological forms of word formation and word change, the syntactic structure of the sentence will not be well formed. In addition, the types of speech defects depend on the degree of mental retardation.

For example, the factors of grammatical construction disorders in the speech of mildly mentally retarded students were studied in the works of M.S.Gnezdilov, L.N.Efimepkova, I.N.Sadovnikova, O.L.Jilsova, M.P.Feofanov and others. The authors proved that mentally retarded children start using words much later than normally developing children. According to M.F. Gnezdilov, students with mental retardation

begin to use complex sentences first in written speech, and later in oral speech.

The problems of impaired understanding of some grammatical forms in mentally retarded students of junior school age are highlighted in the works of Z.N. Smirnova. The scientist showed that most of the students of the lower grades of the specialized school do not understand the grammatical changes of the words. The author experimentally proves that most students do not understand the unity of the lexical meaning of the word and the understanding of grammatical changes, and recommends some correction methods that help to eliminate this defect. Not only in the lower grades, but he experimentally explained the manifestations of the gross violation of the executive function of speech in mentally retarded children of preschool age, and by the age of 4-5 they have only exclamatory and activating functions of speech. formation, he showed that it occurs only as a call to action.

The nature of the underdevelopment of speech often corresponds to the level of general mental development, in a number of severe cases, speech does not appear and almost does not develop for several years. This condition is clearly visible in non-speaking children, who make up 20-25% of children with severe mental retardation. (L.M. Shipitsina 2004). In children with moderate and severe mental retardation, the level of underdevelopment of speech or the

absence of slurred speech is characterized by the injury of the analyzer.

G.E. Sukhareva (1965) noted that in children with moderate and severe mental retardation, in addition to the underdevelopment of higher forms of cognitive activity, underdevelopment of speech as one of the youngest and most characteristic human functions is observed, the more obvious the intellectual disability, the underdevelopment of speech proved in his scientific studies that the level will be so clear.

D.N.Aristova, E.N.Vinarskaya, A.G.Galle, E.I.Kaplanskaya, A.R.Maller, L.S.Fazlulina, E.D.Khudenko, G.V. showed that the delay in the developmental stage of speech in students with mental retardation and the quality of speech communication in children with mental retardation are manifested by gross violations. Several experts such as Tsikoto, L.M.. Shipitsina studied more widely.

T.V. Akhutina, I.A.Zimnyaya, A.A.Leontyev, A.R.Luria, L.V.Sakharniy created scientific theories and conducted many researches on the mechanisms of speech activity of students with mental retardation, formation and perception of speech, as well as psycholinguistic theories of speech and mental processes.

According to G.A. Kashe, 65% of the students of the 1st grade and 60% of the 2nd grade students of the auxiliary school have pronunciation defects of one

level or another. Even after the elimination of defects in the pronunciation of sounds, children with mental retardation can pronounce sounds separately, but they cannot use these sounds in independent speech. Because, compared to the pronunciation of individual sounds, the use of sounds in one's active speech is a really complex activity. In children with mental retardation, vocabulary is usually very slow. They often do not even know the names of familiar objects. According to G.L. Vygotsky, the vocabulary of 1st-2nd graders with mental retardation is mostly dominated by noun and verb word groups. G. M. Dulnev shows that mentally retarded children rarely use adjectives in their speech. In creating a new program for the development of the speech of students with mental retardation, the research conducted above creates wide opportunities for today's news and scientific research. The importance of the role of speech in human life and the presence of various disorders and delays in the speech of students with mental retardation are considered as urgent topics. The reason is that there is an increasing demand for new, corrective psychological-pedagogical methods to eliminate speech defects and develop speech.

In order to solve such problems, mature scientists who are doing their scientific work in our country contribute. M.P. Hamidova scientifically and theoretically substantiated the types of work aimed at eliminating speech problems and developing speech

activity of children with mental development problems. In this, a number of ideas were discussed about the selection of activities depending on their age and the characteristics of disabilities as the main source in the development of the speech of children with mental retardation. Mentally retarded children have external, simple oral speech. The reason is that simple, unpronounceable words such as "Take" as an answer to the word "Get" or "Give" as a means of asking are automatically found in the vocabulary of mentally retarded children.

The above scientific research shows the creation of a number of new methods today, and the importance of psychological and pedagogical support for mentally retarded students with speech defects. Therefore, the development of speech of students with mental retardation will help them to form and develop their self-service skills in the future, to be able to talk on important topics, to understand and analyze events, and to have their place in society has a great impact on. For this reason, from simple words to complex words, from complex multi-meaning words to simple compound words, and from words to the formation of sentence formation skills, thinking and speech correction of defects and violations is of great importance.

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