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CHARACTERISTICS OF DEVELOPING WRITTEN SPEECH OF STUDENTS WITH INTELLECTUAL DISABILITIES

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ABSTRACT

The importance of working with mentally retarded students is enormous, since each student has their own individual needs and capabilities. Supporting mentally retarded students is important to improve their learning and development process. This article examines the peculiarities of the development of written speech in mentally retarded schoolchildren.

KEYWORDS

Pedagogical approach, differentiated, visual, psychological support, technology, individual approach, processing, inclusive education, program.

INTRODUCTION

The issue of developing written speech in students with intellectual disabilities holds an important place in the fields of pedagogy and psychology. Written speech not only teaches students to use language correctly but also helps them express their thoughts fluently, logically, and understandably. The approach, methodology, and special support systems used by

teachers play a crucial role in developing written speech for students with intellectual disabilities.

The primary goal of developing written speech for students with intellectual disabilities is to improve their thinking and written expression. These students often face challenges such as logical structure, forming complete sentences, and avoiding syntactic errors.

Therefore, teachers need to use special approaches and methods to help them develop written speech.

1. Language and Speech Development:

The written speech of students with intellectual disabilities often requires development from the initial stages of speech. Linguists suggest methods that are particularly important for developing logical structure, grammatically correct writing, and vocabulary. Special learning materials and interactive exercises can be beneficial in their language development.

2. Psychological Approach:

Psychological research shows that it is important to boost the self-confidence of students with intellectual disabilities, strengthen motivation, and increase their desire to express themselves. This will help develop their written speech. Psychologists recommend using individual approaches when working with these students, as each student's abilities and needs may differ.

3. Methods of Analyzing and Teaching Written Speech:

In teaching written speech to students with intellectual disabilities, advanced pedagogical methods are applied, such as “teacher's instructions,” “learning through exercises,” and “writing exercises and writing based on plans.” Active communication with students and developing relationships between them during the analysis and writing processes is also important.

The literature analysis on the development of written speech in students with intellectual disabilities aims to identify pedagogical approaches and methodological strategies that support students' speech

development. The following key aspects are considered in this analysis:

1. Characteristics of Students with Intellectual Disabilities:

Students with intellectual disabilities are those who have some limitations in their intellectual abilities. Their learning in reading, writing, and speech development requires special attention. The following key characteristics are observed in these students:

- o Difficulty in expressing clear and precise ideas
- o Logical errors in written speech
- o Limited vocabulary
- o Lack of adherence to order and system in constructing text

For these students, teachers need to apply a special approach that will be effective in developing their written speech.

2. Development of Written Speech:

Several methodological approaches are used to develop written speech for students with intellectual disabilities. Some of these are:

- o Modeling Method: The teacher presents their own writing as an example to show how to construct written speech.
- o Expanded Writing Exercises: Exercises that start with short sentences and gradually transition to more complex structures.
- o Strong Visual Aids: Helping organize thoughts through images, diagrams, or infographics.

o Collaborative Writing Activities: Students improve their written speech by collectively creating texts.

3. Methodological Approaches and Methods:

The methods used to develop written speech include:

o Cognitive Approach: This approach focuses on developing the cognitive processes of students with intellectual disabilities. The teacher helps students organize their thoughts by asking questions.

o Differentiated Approach: It is necessary to take into account each student's individual needs. For example, some students may need more visual support.

o Repetition Method: Repeating texts to reinforce words and sentences and teach students from their mistakes.

4. Problems and Solutions in Literature:

Literature on teaching students with intellectual disabilities shows the problems that arise in developing their written speech and the approaches needed to address these problems. Some analyses indicate that:

o It is necessary to implement individual approaches, as each student's potential and needs differ.

o Teaching through exercises and supporting materials leads to effective results.

o Flexible and systematic approaches help students express their thoughts clearly.

5. Pedagogical Teachings and Recommendations:

Pedagogical theories are continually refined based on the practices of experienced teachers. Recommendations include:

o Implementing a reliable and consistent monitoring system for assessing students' written work.

o Supporting teachers' professional development by teaching them new methods and approaches.

The analysis of literature on developing written speech for students with intellectual disabilities shows that special pedagogical approaches and methodological tools are necessary for these students. By applying effective methods and considering the individual needs of students, the written speech of students with intellectual disabilities can be developed. Using visual materials, collaborative activities, and cognitive methods in the teaching process is considered effective.

Developing written speech for students with intellectual disabilities requires specific and systematic pedagogical approaches. The following approaches and methodological tools are useful in supporting these students and improving their written speech:

1. Pedagogical Approaches:

o Differentiated Approach: It is very important to provide individual attention to weak students. Their needs, abilities, and writing skills may vary. Therefore, each student should be given tasks and exercises tailored to their specific requirements.

o Sequential Approach: Developing written speech should be done gradually. Initially, students

should start with simple phrases and sentences, and later progress to working with more complex ideas, logical consistency, and broader topics. Students should be encouraged to express their thoughts clearly and logically.

- o Interactive Approach: Organizing exchanges of ideas, discussions, and collaborative writing activities will help students develop the skills to express their ideas clearly and share them with others.

- o Special Support: It is necessary to consider the individual needs of weak students during the writing process, allocate more time for them, and provide supportive resources, examples, and guidelines. Motivating them and monitoring their success is also important.

2. Methodological Tools:

- o Writing Articles and Stories: Assigning students simple tasks such as writing stories or articles can help develop written speech. Students learn to logically connect ideas and differentiate between the introduction, body, and conclusion.

- o Creating Content Plans: Teaching students to create content plans to organize the writing process will help them structure their material correctly.

- o Guides and Workbooks: Developing various guides and workbooks to encourage students in completing written work, which serve as step-by-step instructions, examples, and sources of inspiration.

- o Visual Aids: Using various visual aids (pictures, diagrams, mind maps) helps students clarify their ideas and develop logical consistency in writing. These aids

also help them understand the goal and structure of writing better.

- o Exercises and Games: Organizing games and exercises that engage students and encourage them to create words or sentences with different letters or share their written work with their peers.

- o Modeling and Examples: It is important to show students successful written works as examples, helping them understand writing style and structure.

- o Feedback: Providing regular positive and constructive feedback on written texts helps students correct mistakes and improve their written speech.

3. Developing Skills:

To develop the written speech of weak students, the following skills should be improved:

- o Grammar and Syntax Skills: It is necessary to master concepts to minimize grammatical and syntactic errors in writing.

- o Identifying and Structuring the Purpose: Understanding the purpose of each writing task and constructing the appropriate content.

- o Logical Structure: Properly structuring the text, maintaining consistency and logical connections between ideas.

The above approaches and methodological tools can help in the development of written speech for students. Each student requires individual attention and constant support.

CONCLUSION

In conclusion, developing written speech for students with intellectual disabilities is a complex process that involves not only pedagogical methods but also psychological approaches, individual attention, and special support systems. For successful implementation, teachers need to effectively apply innovative pedagogical technologies, methods, and psychological approaches. Literature on this subject helps to study extensive research and practical approaches in this field. Moreover, in developing written speech for students with intellectual disabilities, there are various methods such as individual attention, reducing grammatical and stylistic errors, deepening the understanding of topics, and enriching vocabulary. Teachers need to carefully monitor students, adjust to changes, and provide correct and effective exercises to assist in developing their written speech. This approach creates opportunities for strengthening and developing students' written speech.

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