

Development of connected speech in children with mental disabilities

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Abstract: Developing connected speech in children with intellectual disabilities is a study of a pedagogical approach aimed at further improving the language and communication skills of students. Children with intellectual disabilities, due to their specific psychological and cognitive characteristics, face difficulties in the process of learning speech and language. Therefore, special pedagogical techniques, methodologies and activities are used to develop their connected speech. This study analyzes modern methods, experiences and approaches to developing the speech of children with intellectual disabilities. This process helps students improve their communication skills, establish effective communication with them and clearly express their thoughts. The goal is to create opportunities for children with intellectual disabilities to develop correct and sincere speech.

Keywords: Mental disability, connected speech, language development, special pedagogy, communication skills, communication, pedagogical techniques.

Introduction: In our country, since the first years of independence, special attention has been paid to raising the younger generation as physically healthy, spiritually mature, intellectually capable individuals. In his speech on this issue, our President specifically noted that the most important period in the physical and psychological development of a child is the preschool period. Our first President said: "You know that since the first years of independence, the issue of a healthy mother and a healthy child has become a priority direction of state policy in our country, and our great work carried out within the framework of our large-scale nationwide programs has been recognized worldwide. At the same time, today's hectic times, life itself, are setting us new, extremely important and urgent tasks in the education of the younger generation." These actions also apply to children with developmental disabilities, who are equal members of our society. The features of the development of motor speech in children are diverse in terms of the severity

of manifestations, and in connection with them there are several levels of speech development. The first level includes "wordless" children. Some are indifferent to the environment, do not use speech. Other children constantly make the same monotonous sounds, which is not a means of communication. Some use non-verbal means. This group is the most difficult from the point of view of speech, regardless of age. The second level includes children with individual words or phrases pronounced with various phonetic disorders. Phonetic disorders are dysarthric in nature, which makes it difficult to organize the kinetic and kinesthetic program with an apraxic component, which significantly complicates the formation of the pronunciation side of speech. The third level of speech development includes children with household vocabulary and phraseological speech. Some children talk a lot, use detailed phraseological speech with elements of impaired sound pronunciation. Other children use short phrases, agrammatisms are noted. The sequence of presentation is difficult. The third level is characterized

not only by a violation of the structure of the external plan of speech, the possibility of its placement, saturation with components, but also by a narrowing of the semantic field, a weakening of the lexical content, inability to use variability of vocabulary, grammatical structure. Most children at this level need oral communication L.V. Kuznetsova Children with mental retardation, due to their specific behavioral stereotypes, cannot transfer the acquired skills of independent statements to a new situation. According to the degree of independence and activity in the communication process, children of this category are divided into 3 groups according to L.M. Shipitsina:

1) The first group includes children who cannot independently participate in any practical work. It is difficult to communicate with them. When working with "non-speaking" students, explanations are given mainly by the teacher. The student answers the questions asked to him with his eyes, head or with individual sounds, words, confirms or disproves the messages of other friends. An important result of working with children of this group is their emotional satisfaction from communication, joint activities.

2) The second group consists of students who have significant difficulties in communicating with gestures and understanding the task. With limited individual assistance from adults, they can independently complete the task received.

3) Students of the third group complete the tasks completely independently. Adults help children control themselves. They know their place in the family, understand the relationships that bind family members, friends and loved ones; develop the skills and abilities necessary for practical activities at home. Teaching children's communication skills is based on the role principle, that is, the correspondence of behavior to a specific situation.

Thus, children with moderate and severe mental retardation are characterized by the underdevelopment of all cognitive processes, a sharp violation of sensations, perception, memory, attention, and, to a greater extent, a violation of higher functions hierarchically: thinking and speech, not its separate parts and functions, but the entire speech system are not formed. The emotional sphere is relatively preserved. The development of speech begins from the moment when its social function becomes a means of communication, i.e. when the child begins to understand the speech addressed to him and uses it to express his thoughts. It is known that at the age of 8 months the child masters the elementary concept of speech based on the differentiation of its rhythmic-tonal composition. N.Kh. Shvachkin called this period

the pre-phonemic development of the child's speech, since the child still cannot distinguish words in the speech addressed to him by their sound. Research by F.I. Fradkina showed that with a change in the sound composition of a word, but while preserving its rhythmic-melodic structure, its understanding is still preserved, but at the age of 10-11 months a qualitatively different period begins in the child's development. understanding of speech, which is based on the perception and differentiation of the sound composition of words. This stage N.Kh. Shvachkin calls the period of phonemic speech. The distinction between speech sounds, and therefore words, is gradually formed. N.Kh. Shvachkin established the following sequence for the development of this process: first, the child begins to distinguish vowels in the perceived speech stream, then sonorous and sonorous, etc.

It should be noted that throughout preschool age, the conceptual correlation of the word develops, i.e. a system of concepts, knowledge, associative connections that lie behind a particular word is formed.

The assimilation of the meanings of words and the expansion of the passive vocabulary occur faster than the growth of the active vocabulary, especially at the age of 2-2.5 years. Thus, at the age of 1.8-1.10 months, the child practically understands the elementary speech spoken to him, while active speech sharply lags behind passive in its development. This is largely due to the fact that the sound images of words (albeit global) are sufficiently formed by this time, and their implementation in vocal speech is provided by a certain functional maturity of the speech-motor analyzer.

It is known that intellectual disability does not stop the process of speech formation in itself (unlike what we observe in children with primary damage to the speech mechanisms), but slows it down and qualitatively disrupts it.

The development of expressive speech is ahead of active speech both in terms of the number of words and in terms of their function. It is characteristic that elementary speech understanding in children with severe and moderate mental retardation is possible by the end of the 2nd year of life.

By the age of 4-5, about 30% of phrases in adult speech are not understood by children. Children aged 4-5 understand phrases, as a rule, in one form, which is constantly found in adult speech.

G.V. Gurevich, L.Z. Davidovich proposed to consider the level of speech understanding as a component of sensory development, which is present in all children to varying degrees, therefore they conditionally distinguish several levels:

1st level of sensory underdevelopment - children who do not understand the speech of strangers, but hear and perceive the speech of close relatives who constantly care for them;

2nd level of sensory underdevelopment - children who perceive the speech of others in the form of separate short phrases and instructions. They do not perceive longer phrases and readable text and do not respond adequately. It is especially difficult to understand instructions with spatial perception;

Level 3 - children who perceive everyday speech, follow instructions, listen to short texts, and maintain dialogue. Inadequate perception of complex speech structures and text is noted. They quickly get tired and distracted without hearing an interesting story.

The formation of a sound culture of speech plays an important role in the development of children's coherent speech. Preschool children often cannot correctly pronounce the sounds s-z, p-f, t-d, p-b, u-o', x-h, q-g'. It is methodologically important to prevent pronunciation errors such as ketappan - ketayum, Hojaxon - Shohjahon, Yustam - Rustam, kalga - qaarga in the process of speech, that is, to guide them to correct pronunciation, paying attention to the volume and pace of sound. Some children treat their younger siblings by pushing them away and raising their voices. Then it is necessary to pay attention to their pronunciation, teach them to speak and behave in a polite manner. Because the culture of behavior formed in childhood is imprinted on a person for the rest of his life. The norm of sincere behavior, even eye contact in behavior, self-control in front of others are simple requirements of the culture of behavior. In order for the younger generation to mature as well-rounded, mature, capable people, it is necessary to use all the wealth of the native language, its capabilities. Therefore, one of the most important tasks of a preschool educational institution is to form and develop children's coherent speech on the basis of the national literary language. Observations show that the speech of preschool children is carried out in connection with the development of thinking. Learning the language correctly, paying attention to its grammatical structure, and speaking, leads to children being able to freely discuss, ask questions, respond, draw conclusions from the opinions they hear from others, and understand various forms of connections between things and events.

Creating a healthy, natural environment in a preschool educational institution, introducing children to proper communication, and increasing their desire to talk to others is an important requirement for this. For this, achieving logical unity in form and content of children's

speech is an important requirement.

The first requirement is that initially the child must have his own vocabulary. This will help him communicate with others. In this case, the educator focuses his main attention on increasing the vocabulary of children in a natural situation. In order to increase the vocabulary of children, an important factor is their familiarization with the environment in their daily activities.

The second important requirement is to pay attention to the precise formation of the grammatical structure of children's speech. In this, teaching children to use words in speech correctly and to construct sentences correctly through guiding questions and exercises is of crucial importance.

The third important requirement is to cultivate sound culture in children. After all, teaching children to pronounce sounds correctly is one of the complex issues in methodological science.

The fourth important requirement is to develop dialogic speech, that is, conversational speech.

The fifth requirement is to teach storytelling (monologue speech). It has been proven in practice that monologue speech is of great help in developing coherent speech. The development of thinking is closely related to the richness of vocabulary, the ability to build sentences, and the ability to express one's thoughts freely and fluently.

The sixth requirement is to introduce children to fiction, and the brightest examples of children's literature and folk oral art serve to introduce little ones to a new world. Introducing children to literary works not only develops coherent speech in them, but also instills in them feelings of love and affection for fiction.

The seventh requirement is to prepare children for literacy. These requirements are implemented at all stages of preschool education. However, each of them takes into account the age characteristics of children and their level of personal preparation. True, in the older group, children's speech is somewhat formed. After all, the diversity of the content and form of the activities of older children in kindergarten also contributes to the improvement of their speech.

As a result of children's observation of their surroundings, their pronunciation also begins to change in a positive direction: they begin to pronounce sounds correctly, the content of sentences expands, they begin to build sentences grammatically correctly, and their vocabulary increases. Children themselves begin to compose small stories and can freely tell these stories. They begin to develop such qualities as communicating with adults and freely expressing their

thoughts. Accordingly, it is important and necessary to improve the sound culture in children's speech, expand and activate the vocabulary that represents the names of surrounding objects, objects, and events, adhere to simple forms of monologic speech, and develop the skills of grammatically correct and clear expression of their thoughts.

These requirements are formed in children in the process of perceiving existence and the environment, understanding it, feeling it, composing stories, being able to express their thoughts, and expressive reading. As is known, in connected speech, the interaction and connection of children with those around them as a result of the influence of events is expressed. This expression can be reflected in one or several sentences. In the formation of connected speech, the child's relationship with the environment, the form of communication plays a large role. Considering that older preschool children have skills and abilities in oral speech, we need to determine what we should pay attention to when forming connected speech in them, first of all, when observing the environment.

These, first of all, begin with the formation of initial ideas about the Motherland. In this, first of all, in expanding children's vocabulary, it is necessary to enrich them with concepts, names and words that express the nature of our Republic, professions, machines used in construction and agriculture, specific signs and colors of objects, attitudes towards labor.

It is also important to study examples of folk oral creativity: to achieve enrichment with concepts and words related to understanding and correct use of antonyms, synonyms, homonyms in the native language. It is important to prepare children to correctly pronounce the names of objects, to understand their similarities and differences, to activate their reference vocabulary regarding shape, color, quality, properties, gender and type, to form the grammatical structure of speech, to form a speech culture, to improve dialogical and monological speech, and finally to teach literacy.

Conversation is the most important method of monological (connected) speech. The formation of conversational (dialogical) speech is one of the most important requirements for the formation of connected speech. Conversational speech depends on the child's vocabulary. In this case, it is necessary for the child to be able to hear, understand, and answer questions correctly when they are addressed to him, as well as to acquire a culture of speech. In the process of talking with children, more guiding questions are asked.

For example, during a trip to nature, the teacher asking

questions such as "What season is it now?", "What changes occur in nature in spring?", "What birds fly in spring?" helps the development of children's dialogical speech. The most important method in connected speech is dialogical speech, that is, talking with children. Talking is the simplest form of oral speech, in which various circumstances such as the child's posture, gaze, behavior, voice pitch, speed are taken into account.

Talking - dialogical speech, is carried out mainly with the help of adults and gives especially good results in the process of knowing the surroundings. In particular, attention is paid to observing the culture of speech in public places, among the majority. In this case, complementing each other's speech, making corrections, asking, and asking for clarification are considered methods of teaching dialogical speech. As is known, communication takes place in two forms - free and in specially prepared lessons. Communication, organized on the basis of everyday life and impressions, is free communication and, although it is carried out on the go, helps the child's speech to be expressive, leads to the emergence of skills in grammatically correct sentence construction, and enriches the vocabulary.

When developing a technology for developing coherent speech in older preschool children, the recommended focus is on the ability to independently express the story without the help of adults, vocabulary, consistency in describing the content of the text, the ability to use expressive language, fluency, speed of speech, grammatically correct construction of sentences, correct pronunciation of sounds, and adherence to speech culture. For example, questions and answers in games such as "Hunters and Rabbits", "The Wolf and the Sheep", "What's the Feather?" also develop children's dialogical speech. The educator asks the children the question "What's the feather?" The children answer that it's a duck's, a crow's, or an eagle's. Depending on the game condition, the child who repeats the name of the bird fulfills one of the conditions: enters the game, recites a poem, or sings a song. In the development of children's speech, monologic speech (connected, telling a story) is of particular importance.

In monologic speech, all the requirements of connected speech listed above are combined. The formation of children's monologic speech is one of the main conditions for preparing them for school. After all, connected speech develops children's logical thinking and the related qualities of intelligence, such as ingenuity. The ability to tell stories in children is also important for their vocabulary and sentence construction skills.

Older preschool children can also be given the task of composing stories based on fairy tales and pictures on certain topics. Working on such a task develops their independence and creative activity. For example, recommending composing stories on the topics "Our Family", "Spring Season", "O'z - ot'ar soz", "Kaldirg'ochlar uchib keldi", etc., is extremely interesting for children. Storytelling helps children to build sentences grammatically correctly, pronounce sounds and suffixes correctly, and use visual aids appropriately for their age.

Observing the work process of adults, recommending the creation of stories based on trips to nature, industrial enterprises, rivers, steppes, and fields are also considered the most convenient methods for developing children's coherent speech. Fiction has great potential for developing children's coherent speech. Preschoolers are introduced to the most vivid examples of fiction every day.

Stories, narratives, fairy tales, proverbs, riddles, sayings, and songs not only ensure the expressiveness of their speech, but also enrich their vocabulary and allow them to enjoy the possibilities of the literary language. The development of coherent speech in children is continued by teaching them literacy. This process is associated with the development of the ability to understand what is heard, to express one's thoughts expressively, clearly, intelligibly, grammatically correctly. The most important tasks in the development of children's coherent speech include enriching and activating their vocabulary, forming the grammatical structure of their speech, sound culture, dialogical and monological speech, using examples of fiction, and preparing for literacy training. The process of studying the environment causes an irreplaceable emotional stimulation in the development of a child's thinking. Such stimulation is of great importance in the upbringing of older children of kindergarten age. Because the emotions that arise on the basis of surrounding objects and realities develop in the child's thinking and pass into his language and vivid expression. That is why the child's knowledge of the surrounding reality, feeling its beauty, its endless complexities, entering the world of social relations and adults, along with its comprehensive development, leads to the enrichment and formation of coherent speech. After all, childhood is associated with the perception of the world with pleasure, full of emotions, and its discovery.

Therefore, the development of coherent speech creates the need to organize the delivery of a diverse and unique world to children in a methodologically interesting way, using various forms and means, based on the requirements of the time. In this regard, the use

of modern technologies requires taking into account many requirements, such as the age of children, their specific characteristics, vocabulary, speech culture, and the ability to grammatically correct speech.

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