

Features of Developing Reading Skills in Students with Mental Delays in Inclusive Education

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Abstract: The article partially covers the features of developing reading skills in students with mental retardation in inclusive education through research and analysis of literature.

Keywords: Inclusive education, children with mental retardation, developmental delay, reading skills, reading process, stages, ways to form reading skills, technical and semantic foundations of reading.

Introduction: The current stage of development of the education system for children with special educational needs, characterized by the integration of general secondary and special education (the introduction of inclusive education), includes rational methods and effective forms of education for such children together with their normally developing peers.

By 2025, Uzbekistan has set a goal of achieving inclusiveness in at least 51 percent of schools. In addition, creating a safe and inclusive educational environment for children is one of the priority areas of the republic's development. For these purposes, it is planned to attract more than 600 million US dollars over 3 years.

This task is being implemented within the framework of the concept for the development of inclusive education in 2020–2025. For example, in the 2022 academic year, 225 secondary schools in all regions of Uzbekistan opened their doors to children with special educational needs.

First of all, if we clarify the concept of inclusive education, then “inclusion” itself is the process of fully including absolutely all children and people, regardless of their characteristics, in social life.

Inclusive education is an educational process in which all children are included in the general education

system. It is important to clearly emphasize that “all children” here, that is, regardless of their physical, mental, intellectual, cultural, ethnic, linguistic and other characteristics.

This means that children have equal opportunities to receive education in their places of residence. General education schools take into account special educational needs and provide students with the necessary special assistance. And finally, all children can learn, develop, socialize and teach tolerance to each other on an equal basis with their peers.

As is known, in inclusive education, children with special educational needs are grouped together with all children for a specific purpose according to different abilities. While special education is carried out according to mental, physical appearance, inclusive education is determined according to the abilities and capabilities of the child. While special education is taught through special and alternative education programs, inclusive education is taught on the basis of a child-centered and adapted, guided, universal curriculum. A distinctive feature of inclusive education is that children and teachers learn from each other and solve problems together.

It is worth noting that in inclusive education, all children, including children with mental retardation, study in the same class, not in a specially separated

group. Special groups and institutions remain, they are not abolished, but parents have the right to choose an institution for their child. A distinctive feature of inclusive education is that it is focused not on the curriculum, but on children. This is achieved through pedagogy that meets the needs of each child, including children with mental retardation.

One of the most common problems at the current stage of development of the primary education system is the disruption of the learning process. Modern scientific research has shown that the development of reading skills is a complex psychophysiological process, having a multi-stage structure.

When defining the term "reading skills", it is necessary to study how it is interpreted. According to the definition given by V.I. Seliverstov, the process of developing reading skills is defined as "skills - automated components of conscious activity, established methods of action, which have arisen as a result of training."

According to the definition of V.G. Goretsky and L.I. Tikunova, this process covers the entire complex of skills and mental abilities. We consider it necessary to shed more light on the term "skill", which sheds light on the essence of this analysis.

A skill is the implementation of an action mastered as a result of knowledge and experience, that is, an action that leads to automatism as a result of repeated repetitions (K.A. Abulkhanova-Slavsky, A.I. Arnoldova, E.A. Orlova).

So, the skill of reading is a form of speech activity, which is the conversion of graphic signs of a letter into sound and understanding of the perceived information.

The formation of reading skills involves the connection and adaptation of the visual image of a speech unit (words, phrases, sentences) with its auditory-speech-motor-motor image and its meaning-content. The strong connection of this process is preserved in any form of reading (reading with or without a sound). In the first case, the speech-motor component is carried out in externally expressed speech, and in the second case, in internal speech. [9.15]

If we take as the initial definition of the term "skill" the ability to consciously perform a certain action with the participation of the control system of consciousness, and as the definition of the term "skill" - a skill that has reached the level of automatism and is performed without special mental-control difficulties, then we can see the close connection and interdependence of the aspects (components of the skill) covered by the term "reading skill" (A.K. Aksenova, R.I. Lalayeva, M.R. Lvov, D.B. Elkonin, etc.).

In the implementation of the reading process, a clear interaction and cooperation of the visual (optical), acoustic, speech-motor, kinesthetic and speech-auditory analyzers, which form the psychophysiological basis of the reading process, is necessary. The reading process includes higher mental functions: semantic perception, attention, memory, thinking, speech and reasoning.

The reading process begins with visual perception, differentiation and recognition of letters. Based on visual processes, letters are correlated with the corresponding sounds, and the visual image of the word is reproduced and read. Then, based on the correlation of the sound form of the word with its meaning, reading comprehension occurs. In the reading process, two aspects can be conditionally distinguished: technical (correlation of the written visual image of the word with its pronunciation) and semantic reading (reading with understanding its content), in which the main goal of reading is to read. There is a close, continuous connection between these aspects of the reading process (T.G. Yegorov, 1953; Trigger, 2000).

Before transitioning to an automated state, the reading process goes through several stages. These stages differ qualitatively from each other, but they do not have strict boundaries, they are formed gradually, merging into each other, moving from one to another. The stages or levels of the formation of reading skills (according to T.G. Yegorov) are as follows: mastering sound-letter signs; syllabic-analytical reading; formation of synthetic reading techniques; synthetic reading.

In children, the mastery of sound-letter signs occurs in the pre-alphabet and alphabetic periods, including the development of phonemic representations, syllables and words, including the lengthening of sounds in sounds. The element of visual perception at this stage is not a syllable, but a letter (D.B. Elkonin), while the perception and differentiation of letters is only an external aspect of the reading process. Behind this external aspect of the reading process lies the most important actions, namely - actions with language sounds (Luria, Svetkova, 1966; Sipina, 1974).

Having mastered a letter, a child reads syllables and words with this letter. However, in the process of reading a syllable, the unit of visual perception at this stage is a letter. The child first perceives the first letter of the word, associates it with a sound, then the second letter, and then synthesizes them into one syllable (Trigger, 2000). At the stage of syllabic - analytical (syllabic) reading, the process of combining sounds into syllables does not cause difficulties. If at the previous

stage the reading of syllables as an independent operation weakened the process of combining them into words, then this process loses its independence, since syllables are considered parts of a word.

At the stage of mastering sound-letter signs, the optical unit is a letter.

At the stage of syllabic reading, the optical unit of perception is a syllable.

Semantic-semantic guessing begins to develop, which is manifested not only in guessing the next syllable, but also after reading whole words - in reconstructing the meaning of the sentence. Here, the processes of perception become of primary importance. The external appearance of the word has a certain influence on its rhythmic-syllabic structure. Understanding in the reading process is carried out by perceiving words. In the reading process, rereading of the read word is also observed.

The formation of a holistic perception technique - recognizing simple words not by syllables, but by certain signs of the word is achieved by moving from analytical reading to synthetic reading techniques. The child reads words with a complex structure, unfamiliar to them, in a coherent way. The mastery of reading skills depends not on the letter composition of the word, but on the content of the previously read words. Mastering the reading technique is not difficult. There is no difference between perception and understanding. Perception is determined by knowing and understanding the words read. Mastering the automated stage of the reading process allows the student to follow the text and carry out its logical analysis.

Based on the above information, the main conditions for the successful acquisition of reading skills depend on the formation of oral speech, the sufficient development of the phonetic-phonemic (pronunciation, phoneme differentiation, phonemic analysis and synthesis) and lexical-grammatical aspects of speech, visual analysis and synthesis, visual memory, and spatial imagination.

According to many researchers (M.S. Pevzner, T.V. Yegorova, V.I. Lubovsky, R.D. Trigger, H.A. Sipina, S.G. Shevchenko and others), children with mental retardation experience various difficulties in learning, in particular, in mastering reading skills.

The psychophysiological basis of the difficulties is the slow rate of visual perception and processing of information, the difficulty of establishing associative connections between the visual, auditory and speech-motor centers involved in the act of reading, the low level of thought processes based on understanding the

perceived information, and the weakness of self-control and awareness (Shevchenko, 2005).

Psychological and pedagogical factors include the unpreparedness of children to begin systematic education, including the development of reading skills, and at the same time, one of the negative consequences is the lack of motivation for this type of activity. It is observed that children with delayed mental development can master reading techniques for a long time and with great difficulty, they do not fully understand the meaning of the text read, which is an important component of reading skills.

In the first year of school, mentally retarded children master all the letters and are able to combine them into syllables. As a rule, 50% of children first master the syllabic method of reading and move on to reading whole words, while the rest of the children read only by letters, using various methods to facilitate reading: for example, in a combination of consonants, the first consonant is highlighted using a long pause ("n-on", "p-ax-ta", "s-ab-zi" are read with a stretch), or an additional vowel is added to the consonant, usually by repeating one of the neighboring vowels in the word ("bod-ring" is read as "bodi-ring" instead of "yomg'ir"), or one of the consonants is omitted ("yomg'ir" is read as "yog'ir" instead of "yomg'ir"). In one- and two-syllable words, syllables that combine consonants are usually read correctly, but when reading multi-syllable words, children almost do not read the same syllabic structures or can read them with difficulty.

In the second school year, there is no significant difference in the formation of reading skills among children. The difference in the speed of reading works of art of various genres according to the plan is not very large. The reason for the slow development of reading skills is that children want to understand what they have read immediately after reading, but initially mechanical reading is not typical for children with slow mental development. In the second year of the school year, children begin to overcome the stage of forming synthetic reading techniques.

In the third year of education, about 50% of children master the synthetic reading stage. The remaining children begin to read only whole words. Reading syllables instead of reading words as a whole is carried out by reading words printed on different lines. Children experience additional stress and pay more attention to placing parts of the same word on opposite sides of the page, as a result of which the process of combining words slows down and significantly complicates the understanding of its meaning. Children experience additional stress and pay more attention to placing parts of the same word on opposite sides of the

page, as a result of which the process of combining words slows down and significantly complicates the understanding of its meaning.

The slowness of reading multi-syllable words is also associated with the narrowness of children's perception. Children with mental retardation need to master each new syllable structure gradually, since the process of reading letters in syllables is mastered gradually. In all children, the transition from the initial analytical stage of mastering reading skills to the synthetic and automated stage can be achieved through individual work at different times, but in children with mental retardation this process is especially slow.

The increase in reading speed is associated with the development of synthetic reading processes, although by the end of the third year of education, more than half of children do not master the program requirements for reading words. As the semantic structure of the text becomes more complex, many children may still be mastering the stage of syllabic reading. They often read difficult, multi-syllable words syllabically. There is a clear relationship between the method and pace of reading, on the one hand, and the accuracy of reading, on the other.

CONCLUSION

In conclusion, the development of reading skills in children with mental retardation has its own characteristics and is directly related to the occurrence and manifestation of basic disorders of psychological, intellectual development.

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