

Formation Of The Nominative Vocabulary Of Mentally Retarded Students Of The Lower Grades

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Abstract: This article is devoted to the development of a nominative vocabulary in elementary school students with mental retardation. It identifies areas of speech therapy intervention to determine the level of development of nominative vocabulary and its expansion. The main methods for developing nominative vocabulary are substantiated. The article discusses the issue of developing the nominative vocabulary (the reserve of words naming objects, phenomena, signs and actions) of lower-grade students with intellectual disabilities. The author analyzes how speech defects, especially deficiencies in the vocabulary, affect children's cognitive processes and social adaptation. At the same time, the importance of the communicative-pragmatic approach in the formation of the nominative vocabulary, methods of transferring passive vocabulary to active vocabulary, working with synonyms and antonyms, clarifying word meanings and organizing a lexical system are scientifically demonstrated. The article analyzes the correctional and speech therapy directions proposed by such scientists as Yu.S. Sizova, G.A. Baranova and I.V. Andrusyova, and describes practical methods for developing the nominative vocabulary. The results of the research show that it is possible to expand the vocabulary of children with mental disabilities, understand the meanings of words, and increase the activity of speech communication through a specially organized pedagogical work process.

Keywords: Mental retardation, speech development, nominative vocabulary, vocabulary, correctional pedagogy, speech therapy, lexical development, passive and active vocabulary, communicative-pragmatic approach, synonyms and antonyms.

Introduction: Today, the number of children with underdeveloped speech and mental retardation is increasing. Speech is one of the most important higher mental functions of a person, and it is especially noticeable in children with mental retardation.

In addition to intellectual deficiency, these defects include the underdevelopment of such aspects of speech as phonetic, phonemic, lexical, semantic and grammatical, as well as a number of other shortcomings in mentally retarded children.

The vocabulary of the speech of mentally retarded children shows their characteristics: a small vocabulary, limited, many repeated words, which means that speech is monotonous and limited. Mentally retarded children have slow development in the field of thinking, they have difficulty mastering educational material, remembering new words.

Problems with verbal memory in mentally retarded children also play an important role in psychology.

Researchers have emphasized the need for appropriate corrective assistance to these children and have shown that they have certain potential for intellectual development.

If the child's personal development prospects and compensatory capabilities are not taken into account, errors in raising mentally retarded children will lead to their assessment only from a negative side.

Deficits in speech activity negatively affect all areas of the personality of a mentally retarded child: the development of thinking becomes difficult, memory efficiency decreases, semantic and logical memory are impaired, thinking operations become difficult, communication and social relations are lost, and the development of play activities slows down. Therefore, in order to prevent difficulties in mastering the school program of a mentally retarded child, it is necessary to eliminate the systemic underdevelopment of speech and develop speech.

The formation of a nominative dictionary of mentally retarded lower-grade students is one of the most important conditions for intellectual development, since in ontogenesis the content of historical experience is generalized by the child and is reflected in the form of speech and, first of all, in the meaning of words.

Among the speech defects, deficiencies in the vocabulary of mentally retarded children prevent them from fully mastering speech and developing cognitive processes. The formation of a nominative vocabulary is also important in this regard. A nominative vocabulary is a set of words needed to name objects, phenomena, qualities, and actions.

The level of development of the nominative vocabulary of lower-grade students with mental retardation can be determined through the following tasks:

- passive vocabulary (children show a picture of an object named by the experimenter);
- active vocabulary (children name objects depicted in pictures);
- lexical systematicity of the nominative vocabulary (children name generalizing concepts, for example: "fruits", "clothes").

The test includes:

- independence in completing the task;
- correspondence of speech acts to the task;
- the correspondence of the child's response to the linguistic (semantic) norm.

Within the framework of the study, the problem of forming a nominative vocabulary is considered on the basis of a communicative-pragmatic approach, that is, it allows taking into account linguistic and psychological data together.

This approach not only helps to systematize the process of forming a nominative dictionary, but also develops children's verbal communication and social adaptation. In this regard, the process of transferring words from the passive dictionary to the active dictionary is important.

Mentally retarded children have problems with correctly forming word meanings. They have difficulty grouping and generalizing words, and word meanings are not clear. This is mainly explained by their problems in the differentiation process. They perceive similarity relatively easily, but have great difficulty distinguishing.

Pedagogical stimulation (stimulus) is necessary for the formation of a nominative dictionary based on a special methodological system.

Y.S. Sizova proposed the following directions:

- Enriching the dictionary by gradually expanding familiarization with environmental objects;
- Mastering words based on deepening knowledge about the environment;
- Introducing generalizing words through basic signs.

G.A. Baranova identified the following correctional and speech therapy tasks:

1. Connecting and comparing objects, actions and signs with words;
2. Teaching to distinguish objects, actions and signs in the singular and plural;
3. Understanding words with affectionate-diminutive additions.

I.V. Andrusyova identified the following areas:

Enriching the vocabulary with new words; this task is understood, first of all, as helping the child to master the general meaning of words, as well as to master them.

- Determining and generalizing the meanings of words;
- Transferring words from passive to active vocabulary;
- Activating the vocabulary, that is, transferring as many words as possible from passive to active vocabulary, including words and phrases in sentences;
- Eliminating non-literary words, transferring them to passive vocabulary.

All of the above work is aimed at developing the nominative vocabulary of lower-grade students with intellectual disabilities, and for children it plays an important role in the system of speech development. In addition, it is of great importance for the overall development of the child.

Lower-grade students with intellectual disabilities need corrective assistance in developing the nominative vocabulary, while children with normal speech development can be recommended to monitor speech development, stimulate it, and conduct various speech games.

Pedagogical work should be carried out in the following directions:

- preparing the basis for the formation of a nominative dictionary;
- expanding the volume of the nominative dictionary;
- clarifying the meaning of words and developing understanding of the meaning of words;
- developing the organization of semantic areas, the lexical system;
- activating the nominative dictionary, teaching the child to choose the right words.

As a basis for the formation of a nominative dictionary for mentally retarded primary school students, the following principles should be used, determining its content, forms, organization, methods and techniques:

- the unity of the development of cognitive activity with the development of vocabulary;
- using visual materials;
- the development of vocabulary and the connection between grammar, phonetics and coherent speech of children;
- clarifying and revealing the meaning of words in the appropriate context.

The development of a nominative dictionary includes the following aspects:

1. Working with antonyms. This task is useful because it teaches students to compare objects and phenomena around them. In addition, antonyms serve as a means of expressiveness of speech. The selection of antonyms should initially be carried out using visual aids (objects, pictures). For example, you can offer pictures of a tall and low house, a big and small apple, a short and long pencil, etc.

2. Selecting synonyms for word combinations. In the process of working with vocabulary in the classroom, children encounter the already familiar phenomenon of synonymy (words that sound different, but have similar meanings). Working with synonyms helps to understand the different meanings of a polysemantic word, teaches to think about the meaning of the words used, helps to use the most appropriate words in sentences, and prevents repetition.

3. It is effective for children to create their own riddles to activate the nominative dictionary. It is very important for children not only to name objects, but also to correctly determine their properties and actions with the object. First, the teacher makes riddles about an object, and then the children do the same. Here are some riddles that children came up with: "It gives off heat and smokes", "It is rectangular and speaks", etc.

The main methods for developing the nominative vocabulary of mentally retarded lower-grade students are:

- naming and repeatedly showing the name of a new object;
- explaining the function of objects;
- using the name of a new object in combination with various words familiar to children.

Thus, the formation of the nominative vocabulary of lower-grade students with intellectual disabilities should include exercises that provide enrichment of the vocabulary and the content of individual words: in a

word, building sentences with words from a synonymous series, explaining the meaning of words, replacing words with more successful phrases from the point of view of contextual conditions. It can be concluded that lexical work is of great importance in the formation of nominative vocabulary, in the conscious selection of the most appropriate linguistic means for a given speech, that is, ultimately serves to develop coherent speech.

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