



Speech Development Problems For Students With Disabilities In Mental Development

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ABSTRACT

This article provides information on the features of the psychological and speech development of mentally retarded students, the importance of the level of speech development in mastering the child's curriculum, as well as the effectiveness of complex interventions in educational and correctional work with such children.

KEYWORDS

Mentally retarded student, education, upbringing, correction, speech underdevelopment, psychological development, special pedagogy, vocabulary, grammatical development of speech, impressive and expressive speech.

INTRODUCTION

It is known from the historical development of any country that the rapid development of a country, its achievements and the well-being of

its people depend on the level of attention paid to the education and future of the youth of that country. In this sense, the issue of youth in

Uzbekistan is one of the priorities of state policy.

The fact that the first law signed by Shavkat Mirziyoyev as the President of the Republic of Uzbekistan is the Law "On State Youth Policy" of September 14, 2016 shows how important and strong the attention to our country is to the youth and the younger generation. Speaking at the 72nd session of the UN General Assembly, Shavkat Miromonovich Mirziyoyev said, "The future of our planet and its well-being depends on how our children grow up to be human beings. Our main task is to create the necessary conditions for young people to show their potential," he said from the UN rostrum. As a result, significant measures have been taken throughout the country to ensure the health of the younger generation, radically reform the education system and bring it into line with world standards. It also provides for the care of children and adolescents in need of special assistance, who are an integral part of the population, social support for their rights, the organization of the educational process in accordance with the needs and abilities of these children, Equalization of a healthy society is recognized as one of the most pressing issues. In the last three years, much attention has been paid to improving the content of special education.

At present, there are 50 specialized schools and boarding schools for students with intellectual disabilities in the country, and these educational institutions have all the conditions for students. In addition, many children with intellectual disabilities across the country are taught inclusively in secondary schools. However, due to the fact that children with intellectual disabilities have a unique complex psychological development,

Correctional Education faces many problems and difficulties in mastering the requirements of the state and turning the acquired knowledge into skills and practical activities. It is also required to work with this category of students, especially in the primary grades, to correct deficiencies that are highly effective, systematic, and continuous, including correcting deficiencies in children's speech and preventing secondary deficiencies. As long as the existing shortcomings in primary school students are not corrected, speech defects are not corrected, and the state requirements for correctional education are not mastered by each student at a high level, the students' curriculum in the upper grades is too shallow. They face many difficulties and problems in their adaptation to social life.

MATERIALS AND METHODS

Numerous research papers and scholarly views on correctional pedagogical support for students and ways to correct speech in children with intellectual developmental problems were analyzed. The analysis revealed that corrective speech therapy has changed at different stages of development.

M.S.Pevzner, G.A.Kashe, M.I.Kuzminskaya, N.V.Luria, V.A.Sumarokova, G.V.Sikota, Y.G.Yudilevich, G.M.Dulnev and others were involved in the development of issues of correctional and speech therapy.

In the concept of special education and upbringing of children with intellectual disabilities, leading Russian defectologists RMBoskis, TA Vlasova, IGVlasenko, AP Gozova, VPErmakov, EP Kuzmicheva, AG Litvak, In the research of TVRozanova, V.A. Feaklistova and others, correctional and speech therapy work

is defined as a system of special education and upbringing of children with disabilities. The purpose of correctional work is to provide general education to a child with disabilities, to correct (develop) the child's mental and physical and speech functions in the process of preparing them for social life and work.

In many literature on special pedagogy, correctional work is usually associated with the development of a mentally retarded child, as correction is aimed at correcting secondary speech defects in the development of children with disabilities. But when it comes to correctional and pedagogical work, correction is inseparable from the three integral units of education: teaching, upbringing, development. Just as G.M. Dulnev's students' development takes place during their teaching and upbringing, so does their correctional impact and speech development during this activity. It is clear that special education, like general education, consists of three integral units: correctional education, correctional education and correctional development.

VV Voronkova noted that the development of speech in mentally retarded children is the acquisition of knowledge about the ways and means of overcoming the shortcomings in mental and physical development and the application of the acquired knowledge.

RESULTS AND DISCUSSION

Speech correction of children with intellectual disabilities is the development of typological features and qualities that allow the child to adapt to the social environment, the uniqueness of the activity (cognitive, labor, aesthetic, etc.) in a single variant. And this category includes the correction and

development of children's speech - the correction (overcoming) of deficiencies in mental and physical development, the improvement of mental and physical functions, the preserved sensory area and the neurodynamic mechanisms of compensation. During the speech development of children with intellectual developmental problems, the state and characteristics of the individual accumulate and change depending on his or her social experience. Develops the skills of self-mental, physical, moral management, organization and management of their activities, orientation in the field of social work, communication with others during the correctional work.

Because speech disorders in children with intellectual disabilities are systemic in nature, the development of speech in children with intellectual disabilities and the correction of existing deficiencies can be achieved by addressing the following key issues:

1. Development of hearing and phonemic awareness.
2. Correction of shortcomings in the pronunciation of sounds;
3. Develop speech comprehension;
4. Increase vocabulary;
5. Develop connected speech;
6. Develop the grammatical aspect of speech;
7. Formation of independent speech;
8. Correct deficiencies in reading and writing.

Full achievement of the correction of speech of mentally retarded children in the above order is carried out in accordance with the following requirements:

- Start correctional work as early as possible;

- Establish a strong relationship with the psychologist, neurologist and family in the correctional speech therapy;
- Use a program and correction methods that are appropriate for the real age of the child with disabilities, their real capabilities and the goals of their upbringing.

Early correctional work with students with intellectual disabilities, such as early correction of speech defects, helps children adapt to society earlier and more effectively. Also, early correction of this category of children's speech can lead to serious positive shifts in a child's development, which can affect his or her entire future life. The first speech therapy correction is important not only as an effective means of child development, but also as a reliable means of diagnosis, because in the process of long-term observation of active pedagogical influence all the possibilities, features and secondary defects of each child are fully revealed. as a result, effective school curriculum is achieved by children with intellectual development problems.

In correctional speech therapy, a strong connection with the psychologist, neurologist and family is very important in the correctional work process, as it helps the mentally retarded child to learn and approach in a comprehensive way.

Higher forms of cognitive activity of students with intellectual disabilities are not well developed, the range of thinking is very shallow, speech is very slow and qualitatively specific, there is a lack of verbal control of behavior, and the emotional-administrative sphere is inefficient. requires the use of a program and correction methods that are

appropriate for the real age, the real possibilities and the goals of their upbringing.

Therefore, we suggest the following coursework for speech development, taking into account the interests and level of development of students with intellectual disabilities:

Grade 2: Speech Development Lesson. Subject: Spring.

Educational purpose: All seasons, spring, changes in nature in spring, to give an idea about the importance of spring.

Educational purpose: To arouse students' love and interest in nature and natural phenomena.

Correction development goal: increase vocabulary, develop connected speech, teach grammatically correct use of words.

Necessary equipment: seasonal photos, handouts on spring.

The course:

Organizational part:

Greetings.

Finger exercises to draw children's attention to the lesson: "Greeting fingers", "Home", "Rabbit", "Goose", "Archa" exercises.

Repeat the previous topic:

Play the Step-by-Step game based on the task given in the previous lesson.

Game content: Draw a picture of a ladder on the board. Students will be asked questions on the topic. Depending on the number of correct

answers, students will go up the stairs. The first student to reach the last step is the winner.

New topic statement:

1. Pictures of spring are distributed to children. Each child is required to tell individually what is depicted in the picture and to which season it belongs.
2. "Let's make a fairy tale" game. This game uses pictures of the seasons and spring. Students are encouraged to knit the Spring Tale.

"Now we're going to tell you a story about spring."

To do this, you need to place the pictures I showed you correctly.

The teacher tells a story by showing a picture of spring:

- In ancient times, the seasons lived in harmony with each other. They had a lot of respect for each other. But one day I forgot about their exchange. Spring is over and winter has arrived. Will spring be followed by winter?

(Students announce spring after winter.)

- Of course, dear students, winter comes before spring.
- Then autumn came. Do kids fall after spring?

(Students announce that spring will be followed by summer.)

- Yes, dear students, spring is followed by summer. Which season comes after

summer? (Students announce the arrival of autumn.)

- Thank you students for helping the seasons find their place.
- So spring has come. Let's continue our story by telling you what happens in nature in the spring. (Students will be given a picture of spring. They will be asked to name the picture.)
- Trees bloom in spring.
- The grass grows.
- The birds are coming.
- Farmers plant crops.
- Gardeners take care of the trees.
- It often rains in the spring.
- Various flowers will open.
- Dear students, Rahmar. Thus, with the onset of spring, the world wakes up. That is why we call spring the bride of the seasons. The role and importance of spring in nature is very important. The spring season, which came to our country with its beauty and grace, gives us a lot of gifts.
- Dear students, we have finished our story about spring with you.

Physical minutes:

Perform physical-rhythmic movements based on the poem.

The birds came flying

They landed on a pole

Y side this side looking

They flew away again.

Strengthen:

"What's missing?" game. The course of the month: 6 pictures on the topic are placed on the board, and one picture is taken after the children close their eyes. Students need to find out which picture is missing.

Homework.

Oral memorization and drawing of changes in nature in spring.

Incentives and completion.

CONCLUSION

In conclusion, it should be noted that the psychological aspects of children with mental development problems, as well as the structure, mechanisms, symptoms of these children are the basis of the pedagogical process, the effectiveness of speech therapy in the organization of special correctional education. is the basis. It is also possible that students with intellectual developmental problems have a high degree of correction of speech defects, which helps to solve many problems in the adaptation of children to society.

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