

METHODS FOR THE FORMATION OF SPEECH IN MENTALLY RETARDED CHILDREN

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Annotation

Among the leading deviations in speech development is a specific violation of speech movements –the difficulty of maintaining the complex multioperative content of speech movements due to the product of speech pronunciation and understanding, in particular, the peculiarities of the operational side of thinking (memory, attention). . This is expressed in the absence or improper use of indirect linguistic elements, both in the process of understanding speech and in the construction of one’s own speech.

Keyword: linguistics, pronunciation, speech, sensor. The development of speech begins at the moment when its social function becomes a means of communication, i.e. when the child begins to understand the speech that is being told to him and use it to express his opinion boshlaganda. Ma lumki, at the age of 8 months, the child assimilates the elementary concept of speech, only on the basis of differentiation. its rhythmic-tonal composition.

Shvachkin. This period is called the pre-phonemic development of the child's speech, since the child still cannot distinguish words in speech directed at him by sound. A study by Fradkina showed that with a change in the sound composition of a word, but with the preservation of its rhythmic-melodic structure, its concept is still preserved, but at the age of 10-11 months, a qualitatively different period begins in the development of a child. understanding speech based on the perception and differentiation of the sound composition of words. This stage calls the Shvachkin phonemic speech period. The difference between speech sounds and, therefore, words is formed gradually. Shvachkin. For the development of this process, the following sequence has been established: first, the child begins to distinguish vowel sounds in the perceived speech stream, then noisy and sonorous, etc. The named period (11 months to 1 year 10 months -2 years) is characterized by an increase in passive vocabulary and the appearance of words in one's own speech.

Hence, the assimilation of word meanings is associated with a certain functional maturity of analyzers and the formation of inter-analyzers. However, the child soon acquires not only the specific meaning of the word, but also its generalizing function: the word begins to be associated not with a separate individual object, but with a whole class of objects that imply abstraction from a separate, individual. , that is, a certain level of development of intellectual activity. L.S. Vygotsky wrote in this regard that the development of thinking and speech at a certain moment, which occurred at an early age (about 2 years old), went separately, intersected, coincided in their development and gave rise to a completely new form of behavior, hence the characteristic of people. This is a turning point, from which speech becomes intellectual, contemplative speech. Such a broken child begins to actively expand his vocabulary, asking about each new thing: what it is called. The child himself needs a word and seeks to actively master the sign that serves for the name and communication. The child, as it were, discovers the symbolic function of speech. It is from this moment that the intensive growth



of the child's vocabulary begins. All parts of speech are expressed in this dictionary, in the content of which it contains a wide range of concepts about various areas of a child's life and activity. In the process of further development, the child also assimilates the abstract-lexical meaning of the word as part of speech. In the process of connecting questions, a preschool child will learn the indicated meaning of words, who? what? what is he doing? which? with related words. Finally, it should be noted that a child of the entire preschool age develops a conceptual correlation of the word, i.e. a system of concepts, knowledge, associative connections is formed behind a particular word. Mastering the meanings of words and the expansion of passive vocabulary occurs faster than the growth of 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 sound images of words (albeit global) by this time are sufficiently formed, and their implementation in sound speech is ensured by a certain functional maturity of the speech-motor analyzer. Also, Zhukova's achievements in the field of childhood affective speech learning should not be ignored. This can be most clearly demonstrated by the following table of levels of speech comprehension formation:

I LEVEL The child listens to the voice of an adult, adequately responds to intonation, recognizes familiar voices. This level is characteristic of a healthy child of 3-6 months. II level The child understands individual instructions and obeys some verbal commands ("kiss my mother", "where is dad?", "Give me a pen", "no", etc.) (6-10 months). III level The child understands the name of individual objects (10-12 months), recognizes their images (12-14 months), recognizes them in plot pictures (15-18 months). IV level The child understands the signs of actions in different situations ("show who is sitting, who is sleeping"); two-step instructions ("go to the kitchen and bring a glass"); the meaning of prepositions in a familiar concrete situation ("what are you sitting?"). Establishing cause-effect relationships is available to the child (2 years 6 months). V level The child understands read short stories and fairy tales with and without visual assistance (2 years 6 months - 3 years old). VI level The child understands complex sentences, the meanings of prepositions outside a certain, familiar situation (up to 4 years old). Speech disorders in mentally retarded children M.E. Khvatsev, R.E. Levina, G.A. Gachet, E.F. Sobotovich, R.I. Lalaeva. L. speech disorders in children with severe and moderate mental retardation. M. Shipitsyn, A.R. Müller, G.V. Tsikotto, E.M. Mastuykov and others. It is known that an intellectual defect does not stop the process of self-speech formation (unlike what we observe in children with primary damage to speech mechanisms), but slows it down and spoils it qualitatively. The development of Affective speech is ahead of active speech, both in terms of the number of words and in function. It is characteristic that elementary understanding of speech in children with severe and moderate mental retardation may be 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 4-5 years old understand phrases, as a rule, in a single form, which is constantly encountered in adult speech. G.V. Gurevich, L.Z. Davidovich proposed to consider the level of understanding of speech as a component of emotional development, which is present in all children to varying degrees, therefore, they conditionally distinguish several levels: 1 level of sensory underdevelopment-children who hear and perceive the speech of close relatives who do not understand the speech of strangers, but constantly take care of them; Level 2 of sensory underdevelopment-children who perceive the speech of others in the form of separate short phrases and instructions. They do not perceive a longer phrase and text that can be read and do not react adequately. It is especially difficult to understand instructions with spatial perception;

Level 3-children who perceive everyday speech, follow instructions, listen to short texts, maintain dialogue. Complex speech structures and insufficient perception of the text are



noted. They quickly get tired and distracted without hearing an interesting story. Thus, the analysis of errors shows that they are associated with an insufficient number of speech actions, in particular, with the difficulty of maintaining an even learned set of operations carried out by speech mechanisms in the process of understanding and shaping speech, especially its grammatical side. As a result, some highly automated operations stop, and the grammatical formation of speech does not occur or does not coincide. The meaning of sentences is not realized even with an understanding of all the elements included in it.

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