

FEATURES OF SPEECH DEVELOPMENT IN CHILDREN WITH MENTAL RETARDATION

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ABSTRACT

This article describes the concept of retarded mental development, the specific characteristics of the speech characteristics of children with retarded mental development, the development of vocabulary, the variety of speech defects and psychopathological features of this type of children, and the researches by scientists.

Keywords: Mental development, speech, vocabulary, psychological state, research, dysfunction, brain, contingent factor, speech process.

INTRODUCTION

The concept of retarded mental development is a mental-pedagogical concept, like mental retardation, which represents the lag behind the mental development of children. The main reasons for such lag include minimal, superficial, light damage to the brain. Unconscious social factors are not the main cause, but the secondary cause.

By developmental delay, we understand that the child's mental development does not correspond to the child's age. Such an imbalance can be eliminated as a result of timely support.

Preschool age is the most important period in children's lives, during which the child's knowledge about the outside world expands and prepares for school education. In order to acquire knowledge about the outside world and express their thoughts, children's speech must be developed. Mental development is slowed down. children's speech is not well developed. According to a group of scientists, mental retardation is caused by a minimum organic disorder of the central nervous system, while most authors say that it is a minimal dysfunction of the brain.

Speech characteristics of mentally retarded children have their own character. The fact that their defects in speech development are widespread makes it necessary to study them more deeply and to look for ways to increase the effectiveness of the corrective effect.

Since speech defects in children with mental retardation are often systemic in nature, they cover many aspects of the speech system, that is, such children are uniquely developed.

The variety of speech defects is related to the psychopathological characteristics of these children. In the studies of V.A. Kovshikov and Yu.G. Demyanova, 38 out of 40 mentally retarded children aged 6-5 years had various speech disorders (90%). Scientists say that speech disorders are more common in boys (44.5%) than in girls. (28.3%) is common. Ye.M. Maltseva in her research admits that speech defects are observed in 39.2% of children with mental retardation of junior school age.

Impressive and expressive speech, oral and written speech deficits are common in children with mental retardation. .

Z.Trzesoglova stated that in the impressive speech of children with mental retardation, speech perception, speech sound, and the content of some words are incompletely differentiated. In the expressive speech of children with mental retardation, it is observed that the pronunciation of sounds is impaired, the vocabulary is poor, and the grammatical system of speech is not formed to the required level.

The development of the vocabulary of mentally retarded children is closely related to the child's perception, identification and understanding of information about the outside world. The poverty and vagueness of the dictionary is characteristic of the inability to distinguish words from each other in a certain way, i.e. lack of differentiation. The vocabulary of mentally retarded children is mostly limited to simple and everyday vocabulary.

The specificity of the vocabulary of mentally retarded children is manifested in the difficulty in understanding the laws and phenomena of the world around them, the limitation of the perception of the objective world, and the specificity of mental activity. The formation of a child's vocabulary depends on his mental development and the development of his ideas about the world around him.

S.G.Shevchenko researched the imagination and knowledge of children with mental retardation about the outside world. In this process, it is known that they have a vague idea about the profession of their parents when their poor vocabulary is observed, for example: when asked who your father or mother works, mentally retarded children say: "He writes ", "He works as an engineer," they answered. Although their answers were many, it was shown that their content did not correspond to the question. Only some children (15%) clearly stated their surnames.

Most of the children with mental retardation (85%) have insufficient knowledge on this topic. Such children do not know the difference between their first and last names and accept them as a whole.

These studies have shown that mentally retarded children have difficulty distinguishing the sequence of seasons, confusing seasons and months. (tree leaves bloom in autumn, shed in spring, September, October, November - summer months and so on) In the vocabulary of children whose mental development is slowed down, due to limited imagination and knowledge about the external world, objects and events, words representing the movement of objects familiar to them did not exist.

The main sign of the development of a child's vocabulary is related to the level of acquisition of generalizing (words) concepts. L.S. Vygotsky recognizes this issue as a complex psychological process. The process of acquiring words of a generalizing nature depends on the ability to analyze and synthesize, and the level of formation of the main focus on the features of the subject. The lack of development of generalizing concepts leads to the underdevelopment of the lexical system formation process. will come

The vocabulary of mentally retarded children consists mainly of concrete words whose meaning is well known to them. In their speech, they use groups of words such as possessives and participles. Adjectives are mainly used according to their characteristics, such as color, size and shape, and they do not use enough antonyms and synonyms. In the speech of these children, the use of pronouns occupies a small place.

It is important that children of preschool age are physically, physiologically and psychologically developed, and that they have the necessary skills and abilities. The criteria for psychological preparation of children are as follows:

- 1) Broadness of knowledge and imagination about the environment;
- 2) Activity of mental processes;
- 3) Complete mastery of speech. The variety of vocabulary, the formation of connected speech;
- 4) Development of various interests in cognitive processes; mentally retarded children
- 5) Ethical skills are included.

Thus, children with retarded mental development have a very narrow and unclear understanding of the environment. Such children cannot describe the things and events that occur frequently in their daily lives. . They cannot control their morals.

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