

SPECIFIC FEATURES OF SPEECH DISORDERS IN MENTALLY RETARDED CHILDREN

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ANNOTATION

This article highlights the specific features of speech disorders in mentally retarded children. The author shows the inextricable link between speech development and mental development, and analyzes the phonetic, lexical and grammatical defects of speech in mentally retarded children. It also reveals how weak phonemic hearing, limited vocabulary and incorrect use of grammatical structures negatively affect the oral and written speech activities of mentally retarded children. The article shows ways to eliminate speech disorders through recommendations based on psychological, pedagogical and speech therapy approaches.

Keywords: *Mental retardation, speech disorders, phonemic hearing, lexical system, grammatical structure, speech therapy, written speech, oral speech, differential analysis, articulation.*

INTRODUCTION

One of the most important qualities of a person is his ability to speak, to communicate through speech, to think. Meaningful speech, which arises from the combination and connection of various sounds in a certain order, appears as a result of the activity of certain organisms.

Speech is a complex functional process. It is based on the appropriate use of language units in the process of communication. The complex system of language is the product of long-term socio-historical development, which is mastered by the child in a relatively short period of time. In the process of speech development, higher forms of cognitive activity, thinking abilities are formed. The meaning of the word is generalizing in itself and in this regard, it reflects not only the unity of speech, but also the unity of thinking. They are not exactly similar and appear to a certain extent independently of each other. However, in the process of the child's mental development, a complex, qualitatively new unit of verbal thinking, verbal thinking activity, emerges.

The process of people interacting with each other through language is called speech.

Speech and language should not be considered the same thing. Speech is an activity in which a person uses language to interact with other people. Each person carries out communication in his own way. But this communication occurs with the help of the same tools that a particular nation uses. Language is formed with the help of these tools. Language is a set of sounds and vocabulary, as well as grammatical forms. Language appears in the process of communication between people through speech during the development of social production and is learned by a person willingly.

Speech arises when people have a need to tell each other something in the process of joint work. With the help of speech, people not only inform their contemporaries about what is happening at a certain time, but also pass on the knowledge accumulated by humanity from generation to generation. After a child has mastered speech, he interacts with people in the life of the society in which he was born. If a child cannot remember speech for some reason, his mental development may be reduced to a low level.

Thinking is an important tool in the development of a student's speech and thinking. The normal development of a child's speech allows him to constantly assimilate new concepts, expand his knowledge and ideas about the world around him. The child learns the language that the adults around him speak. The child can master such a difficult process as mastering speech in a short period of time. The ability to hear, along with mental processes, is of great importance in the development of a child. In the normal development and, in general, in the harmonious growth of a child, the ability to hear is closely related to all mental processes, and only when his speech develops without any defects, his speech develops normally.

The peculiarity of a mentally retarded child is that his psyche is formed in conditions that do not obey the rules, in the process of anomalous development. A mentally retarded child differs from his healthy peers in that his previous experience and development do not form the mechanisms and mental processes that create the necessary conditions for further mental development. Thus, the general level of mental development of a mentally retarded child cannot ensure his conscious acquisition of school knowledge, skills and qualifications under normal conditions. The child's mental development is harmed by educating him in a public school. When he reaches school age, he is not sufficiently prepared for study, cannot concentrate on the purpose of educational tasks, cannot overcome difficulties. He cannot obey the rules of the school. All this leads to failure to assimilate. Therefore, one of the important tasks of the auxiliary school is to introduce corrective moments into the pedagogical process in order to move the student forward in his general development.

Leadership not only requires fundamental changes in his mental processes and personal characteristics, but is also a good indicator of his growth.

B.N. Pinsky noted that mentally retarded children need propaedeutic and corrective educational measures in order to cope with the tasks that their healthy peers can perform independently or with a little help from a teacher.

The timely and correct acquisition of speech allows the child to freely interact with the people around him, helps him control his speech, and ultimately greatly facilitates the process of education at school.

Mentally retarded children, unlike their healthy peers, enter the language much later. The term of uttering the first word is delayed by the child until three, sometimes five years. First of all, it is necessary to note the defects in pronunciation here. According to G.A. Kain's research, 66% of students of special schools suffer from one form or another of stuttering. It is not by chance that speech defects are so common in children with mental retardation. In fact, damage to the cerebral cortex leads to impaired phonemic hearing and disruption of the movement of the articulatory apparatus. Mentally retarded children have serious difficulties in mastering the vocabulary of the language. The vocabulary used by mentally retarded students is so narrow that it cannot be equated with the usual norm. They often do not understand the meaning of words: 1) hard, more expensive, cheaper, which express an abstract concept; 2) words used figuratively.

They do not understand the essence of words used figuratively, the expression "Golden head" causes laughter in children, and they are met with objections. "That can't be," they say. Later, students understand hair that sparkles in the sun using this expression. Even upper-grade students in special schools have difficulty interpreting figurative language correctly. Another characteristic of the speech of mentally retarded children is their incorrect pronunciation of words.

The fact is that due to the violation of the analytical activity of the cerebral cortex, vague ideas about the surrounding world lead students to vaguely name the objects and events they observe. As a result, they call such objects by the same word, not noticing the similarity of objects, but not noticing their differences. The active vocabulary of a mentally retarded child is poorer than his inactive vocabulary.

According to the research of M.P. Feofanov, it was found that the speech of mentally retarded children is twice as low as that of children with healthy intelligence. Students of special schools, especially senior students, easily explain words such as heavy, high, low, deep, etc. They use them correctly in special exercises. However, at one time they prefer adjectives in a limited range. For example, good, bad, big and small. That is why the students' speech becomes vague and uniform. For example,

they tell stories like this: “Zumrad had a bad life”, “Murodjon treated animals well”. In this case, the weakness of the braking process, in particular, differentiated braking, means that the words that mentally retarded students like are not braked in the cerebral cortex, they quickly tell them without taking into account the essence of the task. The prevalence of stories of mentally retarded children is largely explained by the absence of motives in their speech. Such students also have difficulty constructing sentences. This situation is often observed in the coordination of words and is characteristic of their speech. The speech of mentally retarded students is also syntactically unique. First of all, it should be noted that sentences are structured in a straightforward manner. In the speech of students of special schools, compound sentences are usually found in a primitive form, in simple connections. Because students have difficulty comparing one thing to another, revealing the causal connections of events. This kind of vividness in the structure of sentences corresponds to the simple connections formed in the cerebral cortex of a mentally retarded child. In addition, the lack of a clear understanding of connections leads to the fact that the thinking of mentally retarded students remains vaguely complete. Children make a number of mistakes about what they read, hear, and see. Mentally retarded children, even first-graders, cannot always act according to the verbal instructions of others. Experiments conducted by A.R. Luria, N.P. Paramanova, O.K. Tikhomirov (1973) and others show that a mentally retarded child is not able to independently express general rules that can guide his actions. The inner speech of a mentally retarded child is more damaged than his outer speech. Inner speech is the material shell of any thought formed in the mind. Such defects in the speech of a mentally retarded child make it difficult for them to read. Students do not always understand the teacher's explanations, do not independently understand the content of the text, and poorly control their actions with the learned rules. For them, the word is confused with the thing itself, and in order to separate it from its specific meaning, that is, to begin to study it grammatically and phonetically, great effort is required. To the question of what is the difference in the spelling of the words Misha and Masha? A 2nd grade student answered: “Misha is a boy, Masha is a girl.” Such children do not pay attention to the graphic image of words. Only a careful, letter-by-letter analysis helps them draw the right conclusions. Here it is not correct to consider the characteristics of mentally retarded children as something absolutely insurmountable and unchangeable.

The experience of advanced speech therapists shows that with the help of a specially organized system of education, it is possible to correct speech defects in the mentally retarded, to alleviate the defects in the delayed thinking. Mentally retarded

children pronounce many sounds, namely gliding, lingual, sonorous sounds, in a distorted manner. This situation indicates that the child's speech apparatus is not well developed. Among children in this group, the percentage of distorted pronunciation of sounds and their replacement with other sounds is higher. Therefore, the main task of speech therapists and teachers is to comprehensively develop the speech of mentally retarded children. Correct pronunciation of sounds depends on the good coordination and coordination of the child's articulatory apparatus. Therefore, the main task of speech therapists and teachers is to comprehensively develop the speech of mentally retarded children. Correct pronunciation of sounds depends on the well-coordinated and coordinated functioning of the child's articulatory apparatus. Therefore, since work is always being carried out on sounds, articulation gymnastics is necessarily carried out. Individual vowels and consonants are gradually mastered. Most children have difficulty pronouncing certain sounds, namely the sounds R, S, K, G, M, SH, CH, and pronounce words incorrectly. Some children change the position of syllables in words and pronounce words incorrectly.

Russian psychologist A.R. According to Luria, "In the perception of speech sounds, signal, phonemic signs are separated from the speech stream, and the differentiation of speech sounds is carried out on the basis of strengthening these special signs and separating them from unimportant, accidental, phonemically insignificant ones. It should be noted that in mentally retarded children, not only the development of active speech is delayed. Children do not understand the speech addressed to them well. Questions, demands, explanations and instructions of adults play a somewhat different, insignificant role in their lives."

The experience of speech communication activities in preschool children with mental retardation covers a shorter period of time, 3-4 years. Even then, the pace of its development is sharply lagging behind, and speech activity is weak. The child's everyday conversational speech is poorly developed. This makes it difficult for an oligophrenic child to communicate verbally with adults. The child cannot participate in conversations, does not answer questions in the same way and always correctly. It is difficult for him to complete assignments and tasks.

The general motor underdevelopment characteristic of mentally retarded children also plays a certain role in the slowdown in speech development. The underdevelopment of motor skills (movements) disrupts the child's process of getting to know the world around him and, as a result, inhibits the accumulation of ideas and information about them. The motor skills defects observed in mentally retarded children also affect the pronunciation of their speech. Because the voluntary pronunciation of speech sounds and words requires a high level of coordination of the

speech organs. For mentally retarded children, coordinated movements of the speech organs are difficult.

The underdevelopment of phonemic hearing and speech movement defects, which are characteristic of mentally retarded children, interact with each other and inhibit the development of speech. However, it should be borne in mind that it is inappropriate to overemphasize the defects in the movement of the speech organs, since these disorders can be easily eliminated later. The main, leading role belongs to the underdevelopment of phonemic hearing, which is a consequence of the general developmental defects of mentally retarded children.

The negative impact of speech defects on the general mental development of a mentally retarded child is analyzed in detail and in depth in the manual of J.I. Schiff. According to the author, the difference between mentally retarded children and healthy children is noticeable in their active speech. Mentally retarded children use adjectives, verbs, and conjunctions very rarely in their speech. According to I.M. Savchenov, a word is understood for a child as a “nickname” for things for a certain time. As children grow older, the importance of names of things also becomes clearer. In mentally retarded children, the process of transition from “nicknames” to concepts is very long and difficult. The grammatical structures in the speech of first-graders of special schools are not perfected. Their sentences consist of one word, simple words. They have great difficulty expressing their thoughts. The speech of mentally retarded children of school age resembles the speech of healthy 3-4-year-old children, these children begin to write without thinking through their thoughts. As a result, there is no connection between the beginning and end of a sentence. Special school teachers face many difficulties in teaching writing and reading skills to mentally retarded children.

The problem of grammatical construction disorders in the speech of students with mild mental retardation has been studied by a number of scientists (in the works of Russian researchers M.S. Gnezdilov, M.N. Yefimenkova, L.N. Sadovnikova, O.L. Zhilsova, M.P. Fiofanova). They show that mentally retarded children begin to use sentences in speech much later. The first sentences begin to appear in mentally retarded children after 5 years of age and have a number of shortcomings. The speech of mentally retarded children consists mainly of simple sentences. They have not mastered the structure of simple sentences even in preschool and primary school age. Grammatical errors are often observed in the sentences they compose, and violations of the control and coordination of sentences occur. In preschool children with mental retardation, the following sentence structures can be heard: “He has no head”, “The

boy went to school”, etc. Children with intellectual disabilities often use single-word sentences. These "sentences" convey an idea in an unstructured way.

Often, mentally retarded children compose grammatically incomplete sentences. In them, the rules of sentence structure are grossly violated due to the omission of key parts. For example, instead of “The apple tree is sitting on the tree”, they say “The apple tree”, instead of “The child watched the TV”, they say “The child is blind”.

Written speech of mentally retarded children is a complex mental activity. The transition from oral to written speech is a new stage in the development of children's speech. The ability of mentally retarded children to analyze words by sound is the main tool for successfully mastering grammatical rules. N.S. Rozhdestvensky noted that “Without distinguishing the sounds in a word, without separating them, it is impossible to teach children to read and write, and later to write correctly”. Without self-confidence in mentally retarded children, special schools cannot achieve their goals. To do this, it is necessary to start with elementary skills and abilities that are within the power of the mentally retarded child. The speech activities of children are no exception. The “mirror” writing that is found in some students of special schools is also overcome with a number of difficulties. A number of mentally retarded children cannot properly master writing skills.

In preschool children with mental retardation, connected speech is not formed. They cannot participate in dialogue. Monologue speech creates great difficulties for mentally retarded children. Older preschool children with mental retardation and primary school students cannot switch to independent, extensive speech for a long time. They constantly need the help of adults to express their thoughts orally. In normally developing children, the formation of the phonemic side of speech occurs at the age of 4-5. In the process of mastering the native language, he learns to distinguish words from the flow of speech, analyze them, hear and pronounce their basic, meaningful phoneme sounds. Gradually, as auditory analysis and synthesis are clarified, the work of the articulation organs improves, and the semantic side of speech is mastered, the child's pronunciation becomes more correct and by the time he goes to school, it corresponds to the phonetic norms of his language. Defects in the pronunciation of mentally retarded children are one of the manifestations of incomplete speech development. Unlike pronunciation defects observed in normally developing children, pronunciation defects in mentally retarded children have other, more complex, and therefore difficult to eliminate reasons. They are based on the child's slow mastery of the sound side of the native language. A mentally retarded child is characterized by phonetic and phonemic disorders, manifested in difficulties

in distinguishing phonemes similar in sound and in the sound analysis of words. These lead to pronunciation defects. In fact, without being able to distinguish similar sounds clearly enough, a child cannot learn to pronounce them correctly, because he cannot independently control and improve his pronunciation. Defects in the sound analysis and synthesis of words, in turn, prevent the acquisition of their structure. They lead to the omission of sounds in words, their replacement, and also to not saying the word to the end.

Poor phonemic hearing and various pronunciation defects in mentally retarded children cannot but affect the writing and reading activities of children. Mentally retarded children write letters that are similar in shape, replacing each other. Among them, there are also children with impaired certain analyzers. Deficiencies in this content are eliminated through individual correctional work.

Phonemic speech defects in mentally retarded children manifest themselves in different ways. In some children, they are clearly manifested. Children do not pronounce some sounds at all (SH, R, K, etc.), pronounce a number of sounds ambiguously (L, Z, B), sounds similar in articulation and hearing are replaced. Some mentally retarded children have stuttering, and this defect may be accompanied by disorders of sound pronunciation or other speech defects. Undoubtedly, pronunciation defects are more common in mentally retarded children than in normally developing children.

G.A. According to Kashe, 65% of 1st grade students of special schools and 60% of 2nd grade students have pronunciation defects of one degree or another. According to I.P. Kornev, 60% of mentally retarded children have various pronunciation difficulties when they are admitted to special schools.

Even after the elimination of defects in the pronunciation of sounds, mentally retarded children can pronounce sounds separately, but they cannot use these sounds in independent speech. Because, compared to the pronunciation of individual sounds, using sounds in their active speech is a truly complex activity.

In communication with mentally retarded children, it is noticeable that their speech is not sufficiently expressive. The main means of phonetic expressiveness of oral speech are the accented separation of the sentence and the intonation of the sentence. Expressive means in the oral speech of mentally retarded children are very weak. Their speech is characterized by monotony, unnecessary pauses without intonation. In some cases, it is pathologically slowed down, low or accelerated, agitated.

In mentally retarded children, the vocabulary is usually very slow. They often do not even know the names of familiar objects that are often encountered. According

to G.L. Vygotsky, nouns and verbs predominate in the vocabulary of mentally retarded 1st-2nd grade students. G.M. Dulnev shows that mentally retarded children rarely use adjectives in their speech.

The lack of vocabulary not only prevents mentally retarded children from clearly expressing their thoughts, feelings and desires, but also in a number of cases prevents them from understanding speech addressed to them. In many cases, they “generalize” several concepts in one word. For example, a bird's beak is called a nose, a scarf is called a hat, etc. In a number of cases, mentally retarded children use one word to describe not only closely related objects, but also objects that are much further away and not at all related. For example, a bird's feather is called "hair," while mentally retarded students name objects that are not important, but only on the basis of their appearance, and sometimes on the basis of a similarity that is noticeable for one reason or another.

The specificity of the relationship between objects, on the one hand, and words, on the other, provides information about the inter-subject differentiation observed in mentally retarded children. Most mentally retarded children recognize and name various objects relatively easily. However, in cases where there is similarity between the properties of objects, mentally retarded children experience severe difficulties in naming them.

When naming the qualities of objects, mentally retarded children also experience cases of inappropriate, broad understanding and use of words. For example, the word "big" expresses not only the size of an object, but also its weight, length, thickness, height, etc. The basis of such characteristics is the specificity of the thinking processes of mentally retarded children, in particular, analysis and synthesis. Unable to perceive and understand the surrounding environment sufficiently clearly, mentally retarded children differentiate and name objects and are limited to generalized, abstract names.

The passive vocabulary of mentally retarded children is superior to the active vocabulary (G.M. Dulnev). In mentally retarded children, most of the words are included in their passive vocabulary, and very few of them are used in speech. One of the main factors inhibiting the development of speech in mentally retarded children is the failure to master the semantic side of the native language, which is characteristic of children in this category. It is known that children pronounce and distinguish familiar words much more easily. Therefore, the meaning of the word plays an important role in directing and organizing the child's phonemic hearing. General developmental defects prevent mentally retarded children from understanding the words that others pronounce when naming objects or performing actions.

Defects in understanding the meaning of words, in turn, complicate the development of phonemic hearing, thereby inhibiting the formation of the child's speech.

In a normally developing preschool child, speech is formed in close connection with the direct interpretation of life experience and communication with others. The child's active practical and cognitive activity expands the scope of his imagination, gives rise to the emergence of new needs and interests in him. This, in turn, leads to a sharp increase in the child's need for speech communication with adults. Through communication with adults, the child enriches his vocabulary, learns new meanings of words, learns word combinations, and then uses them to express his desires, feelings, attitude to other people, etc. Even in young mentally retarded children, the development of speech certainly depends on the increase in his life experience and communication with others. However, due to the underdevelopment of the psyche or psyche, the increase in experience in them is slow and defective. Defectively developing practical and cognitive activity cannot provide a sufficient basis for the rapid accumulation of a large number of different ideas and cannot create an opportunity for the child to develop new needs and interests. A mentally retarded child feels less need to communicate with others than his normally developing peers and does not communicate enough. Communication with adults is formed late and with deviations from the norm in mentally retarded children.

In hydrocephalus, which caused mental retardation, sometimes speech seems well developed, but in reality it is not. The speech of such children contains very complex sentences and words, and their grammatical structure is also very complex. The thinking of these children seems to be instructive. They themselves do not fully understand the essence of the speech. Even if the speech of these children is well developed, it cannot be a tool for thinking of mentally retarded children. Such a specific speech in mental retardation is very rare. The speech of mentally retarded children with schizophrenia is also similar to the above. In these children, speech skills, comprehension, can be formed faster than in healthy children. Their vocabulary is not much different from that of normal children. However, their speech may contain distorted words. In head injuries, rheumatism, there are no significant changes in the oral speech of mentally retarded children, while their written speech is quite limited. The writing skills of such children are formed very slowly. The speech of children with epilepsy initially resembles the speech of mentally retarded children, these children tend to repeat the same sentences and words. They have excessive seizures in their speech.

As we have noted above, 40-60% of primary school students in special schools have various speech defects. The main ones among these defects are dyslalia, stuttering, and stuttering. The role of speech in mentally retarded children as a means of communication is impaired from all sides. In this case, the informational, emotional-volitional, and managerial functions of speech are violated. In such children, there is no consistency between speech and activity. Inconsistency is noticeable between the speech of a mentally retarded child and his behavior. Mentally retarded children cannot use their speech to control themselves. A.R. Luria noted that healthy children can use speech as a tool of control even at kindergarten age.

CONCLUSION

In conclusion, it should be noted that the development of speech in mentally retarded children directly affects their general mental and social development. Phonetic and grammatical deficiencies in speech limit children's reading, writing, and expression of ideas. Also, in mentally retarded children, the discrepancy between speech and activity complicates the processes of their self-expression and communication with others. That is why speech therapy, special education, and an individual approach play an important role in the speech development of children with intellectual disabilities.

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