



DISRUPTION OF SPEECH, WHICH IS NOT VISIBLE IN RETARDATION OF MENTAL DEVELOPMENT

Zhakupbekova Saule

PhD, Senior Lecturer Kaznpu

Доктор PhD, старший преподаватель КазНПУ им. Абая

sauleskorpion@mail.ru

Madinaxon Maxmudova Sobirxonovna

PhD, Associate Professor of the Department of Special Pedagogy of QDPI

Abstract

In the article, the relationship between the vocabulary of mentally retarded children and mental development, speech disorders that appear in retarded mental development, and specific aspects of cognitive processes of mentally retarded children are highlighted.

Keyword: Mental development, cognitive processes, attention, memory, thinking, sound pronunciation, vocabulary.

The essence of the mental development of a child's speech, which is in the standard of speech, is the improvement of the reception of sounds and the articulatory apparatus in the process of making sounds. A child's mental development does not happen evenly. In addition to slow changes in them, very intense and fast observations can be observed at the same time. These changes are associated with the gradual disappearance of old qualities and the emergence of new mental qualities, which sometimes make the child unrecognizable. These rapid changes are called the crisis period of development. [4, p.89]

Disruptions of speech that appear in mental retardation are primarily based on insufficient inter-analyzer interaction. For children with mental retardation, various disorders of speech activity are a characteristic feature.

Hypothetical speech develops late in retardation of mental development, children of preschool and junior school age have difficulty implementing logical-grammatical constructions that express mutual spatial relations. They mostly use the simplest constructions in their speech. They cannot express causality, time and other relationships using language tools. Difficulties in constructing sentences from a grammatical and semantic point of view are a characteristic feature.

Pupils with mental retardation are distinguished by their poor and insufficiently differentiated vocabulary: children do not understand enough words that are close in





meaning and do not use them clearly. The limitation of the vocabulary is determined by a certain amount of insufficient imagination and understanding of the world, low cognitive activity.

Weakness of the control of personal activity causes difficulties in planning speech and inability to make it grammatically correct.

Delay in the development of analysis-synthesis activity of the brain, which is typical for the retardation of mental development, is evident in the insufficient formation of sound analysis in preschool age.

In the oral speech of older preschool children, there are no sound pronunciation and grammatical structure disorders, but the lack of sound analysis often determines the specific aspects of their speech development in the process of speech development.

In preschool children, children first have internal moral institutions, as well as the first general ideas about nature and their personality. Based on the changing position of the child in the system of social relations, A. Leontev came to the following opinion: the first thing we should determine is to determine the solution to the problem of the power that drives the development of the child, this life, the processes that exist in it development, in other words, the development of internal and external activities of the child [2, p.112].

Each stage of mental development is characterized by a certain, leading attitude of the child towards the whole existence, a certain leading type of his activity.

According to Leontev, the type of play that occurs in early childhood is the main, leading type of activity. Another main conclusion: preschool childhood is the first real period of personality development, the period of development of the personal mechanism of behavior. In the preschool period, the first relationships and connections are established, with the help of which a higher activity unit and a personal unit are formed. Characteristic features of the activities that occur in preschool age are motivations that exchange with each other, support each other, or face conflicts with each other and have no connection with each other at all, and either It is not so, but a system of interdependent causes. [2, p. 113].

Another feature of preschool personality formation is the change in relationships between children and adults. The child begins to perceive himself as an individual, that is, he has his own opinion, his own name, he begins to perceive himself as a representative of the male or female gender. He wants to grow up faster. Independently strives to achieve effective results and wants to receive thanks, praise or some other form of recognition in return. Children tend to imitate adults. Therefore, the child's behavior is a direct representation of the adult's activity. Adults, seeing their attitude to objects and to each other, the child begins to imitate them, he





not only watches, but also imitates the actions of adults, just like them. This is a new relationship between a child and an adult, the image of an adult guides the child's actions and actions, which serves as the basis for all new actions for the personality of a preschool child. The child pays great attention to any stimulation. In doing so, they develop emotional-motivational management of their behavior, since preschool children cannot come to certain conclusions about themselves, their self-evaluation depends on the conclusions of adults. [3, p. 55].

At the preschool age, the mastering of moral norms and the formation of the main qualities of a person take place. The basic qualities of a person are understood as the emergence and strengthening of a stable individuality of a person determined by the social type or character of the person. These are the fundamental aspects of a person and include the overriding reasons and needs that can be recognized even after many years. [2, p.89].

All aspects of preschool children's activities summarize their character structure. Children model the interaction of people in the course of a game with a specific plot. [1, p. 23].

First of all, due to the acquisition of speech, the limits of communication with adults in children at preschool age are greatly expanded. It is at this age that the child acquires a wide range of activities - these are activities such as play, work, productive domestic communication. Just as the technical side is formed, the motivational-purpose side is also formed. The leading form of activity is a role-playing game. The period of preschool age can be called a period of more intensive targeting in them. A new level of determining one's place in the system of social relations, a new internal situation is considered the main change. A preschooler learns to set more future-oriented goals, instrumental representations, and strives to achieve them despite the difficulties encountered.

The main result achieved in the field of knowledge is the acquisition of tools and methods of knowledge. Between the processes of knowledge, there are close connections, and all of them are increasingly intellectualized, understood, and take on a managerial character. [6, p.90].

Thus, personality formation begins in preschool children, new relationships with the environment and oneself are established. Characteristics such as self-assessment, independence, having one's own opinion about any problem begin to appear. These two directions of personal development collide with each other, the main thing is that both of them need to be developed.





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