



## WAYS TO IMPROVE SPEECH ABILITIES OF CHILDREN WITH INTELLECTUAL DISABILITIES.

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<p><b>Received:</b> February 20<sup>th</sup> 2023 <b>Accepted:</b> March 20<sup>th</sup> 2023 <b>Published:</b> April 26<sup>th</sup> 2023</p>	<p>In this article, by expanding the speech capabilities of mentally retarded children, their thinking is formed, as well as cognitive processes are inextricably linked with speech, and this allows solving the problems of developing children's speech and imagination, introducing them to the environment at the same time. opinions are highlighted and recommendations are given.</p>
<p><b>Keywords:</b> mentally retarded child, speech ability, thinking, cognitive processes, imagination, pronunciation defects, correction, training, game, preschool education.</p>	

In the practice of social and legal protection of childhood in the world, several categories of children are distinguished, which exist in unique complex conditions and are therefore considered the least protected part of any developed society. Among them, mental activity is lagging behind in development; a separate group of children whose sensory, movement, emotional-volitional development is lagging is separated. Life activities and work capacity of these children will be limited by themselves. Carrying out educational, educational and correctional work with such children from the preschool period will have a good effect. In general, a lot of regulatory and legal documents have been signed on the fundamental reform of the preschool education system. Including:

On December 29, 2017, the President of Uzbekistan Shavkat Mirziyoyev signed the decision "On measures to further improve the preschool education system in 2017-2021".

As a result of the implementation of the complex measures defined by the decision, the following will be achieved:

- to provide high-quality preschool education, to fundamentally improve the preparation of children for high-quality school, to introduce alternative programs to the educational process;
- to organize 6100 short-term groups, which are an alternative form of preparing children for school;
- to organize the preparation of children aged 3-6 who are not included in preschool educational institutions, and their parents for school education by providing methodical manuals;
- to expand the network of pre-school educational institutions through the construction of 50 new ones and the reconstruction of 1167 existing institutions and the complete repair of 983;
- to reduce the contribution of parents in preschool educational institutions in rural areas by up to 30%;
- to increase children's coverage of preschool education by 1.5 times.

The effective implementation of the program will be under the constant control of state bodies through systematic monitoring of the performance of the indicators provided for in it.

The implementation of the decision, as one of the main priorities of the state policy, ensures the organic and step-by-step development of the continuous education system of the republic.

In order to achieve these goals, various educational, educational and correctional activities are carried out with children of preschool age with intellectual disabilities. It is emphasized in all special literature that the work to eliminate their cognitive and speech defects should be carried out on the basis of the system of correctional works. At this point, the cooperation of the preschool educational institution with the family in raising a child with a developmental disability, especially a mentally retarded child, is of great importance. A defectologist should not only educate a child with developmental disabilities in a special institution, but also work with his family. A defectologist should provide psychological support to the child's family and give instructions to the child's parents on ways and methods of organizing education. It is very important for a specialist who is involved in working with a mentally retarded child to understand the specifics of the child's family situation in order to closely help the child, but it should be noted that parents do not take their disabled children to specialists, because their disabled children are out on the street. they are ashamed to have taken it out.

The lack of contact with the outside world seriously hinders the speech development of mentally retarded children. In children with mental retardation, it is observed that the higher forms of cognitive activity are not well developed, the superficiality of thinking, the slow development of speech and its uniqueness in terms of quality, the loss of verbal control of their behavior, and the incompleteness of the emotional and volitional sphere. Late development of speech is characteristic for mentally retarded children. A strong lag is observed in the period before speech. If drooling occurs normally in babies from 4 to 8 months of age, in children with mental retardation, this condition appears in the period from 12 to 24 months (I.V. Karlin. M. Strazulla.) According to M. Zeeman, in children with mental retardation, the first words appear at the age of 3. I. V. Karlin and M. Strazulla's research shows that the first words appear in such children between the ages of 2.5 and 5 years. (The standard for the appearance of the first words in children with normal development is from 10 months to 18 months).

A significant delay in the development of speech in children with mental retardation can be seen in the emergence of phraseological speech. In this case, the interval between the utterance of the first words and the phrase (compound) speech is also longer compared to normally developed children.

The specific aspects of the development of speech in mentally retarded children have been studied by many authors from the psychological aspect (V. Petrova, M. Pevzner, I. Karlin, M. Strazulla, S. Borel, Mezonni, Shlezinger, M. Zeeman, etc.).

Speech disorders in mentally retarded children were studied by M. Khvatsev, R. E. Levina, G. A. Kashe D. I. Orlova, M. A. Savchenko E. F. Sobottovich, R. I. Lalaeva, K. K. Karlep within speech therapy. According to the results of these studies, 40-60% of children in the primary classes of auxiliary schools have obvious defects. According to M.E. Khvatsev, G.A. Kashe, the number of children with speech defects in the first grades of the auxiliary school is quite high.

Currently, many researches are being conducted on what should be done in order to effectively develop the child's speech and fully support the child's social development, how to organize the work on developing the speech of mentally retarded children of preschool age.

At this point, I would like to give the following recommendations for developing the speech of mentally retarded children:

- it is necessary to choose such methods of teaching in the training of speech, which will effectively help the mentally retarded child to understand the existence more deeply and to develop his speech and thinking;

- all opportunities should be used to activate speech skills;

- to increase children's vocabulary based on the development of their interest in objects and events in the world;

- it is advisable to follow the following requirements when using demonstration in the educational process.

The chosen picture should be understandable, interesting, colorful and large in size for all children.

By expanding the speech capabilities of mentally retarded children, their thinking is formed, because cognitive processes are inextricably linked with speech, and this allows solving the problems of developing children's speech and imagination, introducing them to the environment at the same time. As a result, it becomes easier for mentally retarded children to join the society.

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