



METHODOLOGY FOR CHECKING THE SPEECH OF PRESCHOOL CHILDREN WITH MENTAL RETARDATION

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ABSTRACT	KEY WORDS
In the article, the connection of the vocabulary of mentally retarded children with mental development, speech disorders that appear in retarded mental development, and specific aspects of cognitive processes of mentally retarded children. identification, research and educational processes of effective ways of using corrective and developmental technologies in the development of the vocabulary of mentally retarded children, the level of development of mental functions important in the process of working on the vocabulary of mentally retarded children of preschool age and on the vocabulary the efficiency of the work process is highlighted.	Mental development, cognitive processes, attention, memory, thinking, sound pronunciation, vocabulary, principles, experimental research.

Introduction

R. E. Levina was one of the first to formulate the principles of analysis of speech defects in accordance with the tools of speech therapy as a pedagogical science, and these three principles are still important in the analysis of speech defects:

1. The principle of development - represents the evolutionary-dynamic analysis of the origin of the defect. Along with describing the defect, it is also important to analyze its origin from a dynamic point of view.
2. The principle of systematic approach - assumes that all components of speech (phonetic-phonemic, lexical and grammatical) have a systematic structure and interact in a systematic way.
3. The principle of analysis is to analyze speech defects in close connection with other aspects of child psychological development.

Speech develops closely with the formation of thought processes. The child receives new information through speech, and at the same time, it allows him to master it in a new way.

In developing the structure of the experimental research methodology, psychological and psychophysiological content based on modern approaches to the process of developing standard vocabulary was taken as the basis. At the same time, it was based on the research results aimed at studying the structure etiology, pathogenesis and symptoms of mental retardation and related

secondary defects. The scientific works of the following authors were used to create the investigation methodology: G. V. Chirkina, A. N. Kornev, M. F. Gnezdilov, Z. N. Smirnova, A. K. Aksyanova, V. V. Voronkova, V. S. Rakhmanova, L. R. Mominova, Ph.D., prof. M. Yu. Ayupova, Ph.D., Assoc. D.A. Nurkeldieva, Ph.D., Assoc. Z.M. Akhmedova.

The experimental study was carried out in three stages:

Stage 1 - At this stage, the level of development of important mental functions and the effectiveness of the process of working on the vocabulary of mentally retarded children of preschool age were determined.

The 2nd stage - directed to the identification, research and application of effective ways of using corrective and developmental technologies in vocabulary development of mentally retarded children to the educational process.

Stage 3 - At this stage, the level of development of important mental functions and the effectiveness of the process of vocabulary to literacy increased during the work of children with slow mental development of preschool age.

The purpose of the research was implemented based on solving the following tasks:

- Researching the level of development of important mental functions in the process of working on the vocabulary of mentally retarded children and the effectiveness of the process of working on the vocabulary;
- Determining, researching and applying to the educational process effective ways of using corrective and developmental technologies in the development of the vocabulary of mentally retarded children;
- Researching effective ways of using corrective and developmental technologies in developing the vocabulary of mentally retarded children and developing methodical recommendations for it.

The following methods were used in order to study the level of development of important mental functions and the effectiveness of vocabulary work in children with slow mental development of preschool age:

- Conversation;
- Document study;
- Completing the task system;
- Observing children during various activities.

"Find and delete" method

This methodology is used to study the characteristics of active attention and its migration characteristics. In this case, it is mainly the fluctuation of attention that allows visual analysis to determine the fatigue of the child in relation to visual stimuli. For this, the Burdon test studied by P.A. Rudin is shown on a special paper. On the paper, a picture of fruits (or letters) is arranged in a sequence, and the child deletes the same fruit (or letter).

The experiment can be conducted on one child with an individual group. Before starting the experiment, the instruction is explained to the child and taught by practicing for one minute. After the exercises, the child begins to perform the main task. The experiment lasts 5 minutes. Processing of research results is carried out through a special paper. The place of fruits (or letters) to be deleted and the number of fruits (or letters) to be deleted are given on the right side, and the sum of the numbers to be deleted when moving to each row is given on the left.

Proper corrective pedagogical activity with mentally retarded children gives its results. As a result, positive results can be achieved even in mentally retarded children.

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