



**TECHNOLOGIES OF SPEECH FORMATION IN MENTALLY DEAD
CHILDREN 9-13 YEARS OLD**

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ABSTRACT	KEYWORDS
<p>Among the leading deviations in the development of speech is a specific disorder of speech acts - the product of speech pronunciation and understanding, in particular, the difficulty of maintaining the complex multi-operational content of speech acts due to the specific characteristics of the operational side of thinking (memory). attention). This is expressed in the absence or incorrect use of indirect linguistic elements both in the process of understanding speech and in the construction of one's own speech.</p>	<p>Linguistics, pronunciation, speech, sensor.</p>

Introduction

The development of speech begins when its social function becomes a means of communication, that is, when the child begins to understand the speech spoken to him and begins to use it to express his opinion, when he is 8 months old. It is known that the child learns the elementary understanding of the rhythmic-tonal structure of speech based on differentiation.

This period is called the period before the phonemic development of the child's speech, because the child still cannot separate the words addressed to him in speech by sound. A study by Fradkina showed that with the change in the sound structure of the word, but with the preservation of its rhythmic-melodic structure, its understanding is still preserved, but at the age of 10-11 months, a qualitatively different period begins. child development. understanding speech based on the perception and differentiation of the sound content of words.

This stage is called Shvachkin phonemic speech stage. The difference between speech sounds and therefore words is formed gradually. Shvachkin. The following sequence was established for the development of this process: first, the child begins to distinguish vowel sounds in the perceived speech stream, then noisy and sonorous, etc. Named period (from 11 months to 1 year 10 months -2 years). passive is characterized by an increase in vocabulary and the appearance of words in one's own speech.

Therefore, the acquisition of word meanings is related to certain functional maturity of analyzers and inter-analyzer formation. However, the child soon acquires not only the specific meaning of the word, but also its generalizing function: the word is associated not with a single individual object, but with a whole class of objects that are separate, abstract from the individual. starts , that is, a certain level of development of intellectual activity.

L.S. As Vygotsky noted in this regard, at a certain moment, which occurred at an early age (about 2 years old), the development of thinking and speech was separate, intersected, coincided in their development, and behavior was absolutely that is, it has given rise to a new form. characteristic of people. This is the turning point from which speech turns into intellectual, contemplative speech. Such a spoiled child begins to actively expand his vocabulary, asks about each new thing: what is said. The child himself needs words and actively seeks to acquire a sign that serves as a name and communication.

The child, as it were, discovers the symbolic function of speech. It is from this moment that the intensive growth of the child's vocabulary begins. All parts of speech are expressed in this dictionary, which contains a wide range of concepts about various areas of a child's life and activities. In the process of further development, the child learns the abstract-lexical meaning of the word as part of the speech. In the process of connecting questions, a preschooler learns the indicated meaning of the words, who? what? what is he doing which one with related words.

And finally, it should be noted that the entire preschool child develops the conceptual correlation of words, that is, concepts, knowledge, and a system of associative relationships are formed behind a certain word. Mastering the meanings of words and passive vocabulary expansion. occurs faster than the growth of active vocabulary, especially at the age of 2-2.5 years.

Thus, at the age of 1.8-1.10 months, the child practically understands elementary speech spoken to him, while active speech lags behind passive in its development. This is largely due to the fact that the sound images of words (albeit global) have been sufficiently formed by this time, and their implementation in vocal speech is ensured by a certain functional maturity of the speech-motor analyzer. Also, Zhukova's achievements in the field. the learning of affective speech in childhood should not be neglected.

This can be most clearly shown by the following table of levels of speech comprehension formation:

I LEVEL The child listens to the voice of adults, adequately responds to intonation, recognizes familiar voices. This level is characteristic of a healthy child of 3-6 months. Level II The child understands individual instructions and obeys some verbal commands ("kiss mommy", "where is daddy?", "give me a pencil" , "no", etc.) (6-10 months). III level The child understands the names of individual objects (10-12 months), recognizes their images (12-14 months), recognizes them in plot pictures (15-18 months) Level IV The child understands signs of movement in different situations ("show who is sitting, who is sleeping"); two-step instructions ("go to the kitchen and get a glass"); the meaning of prepositions in a familiar concrete situation ("what are you sitting?"). Establishing cause-and-effect relationships is available to the child (2 years 6 months). Level V. The child understands short stories and fairy tales read without visual and visual support (2 years 6 months -3 years). VI level The child understands complex sentences, meanings of prepositions outside of a known, familiar situation (up to 4 years old).

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retardation. M. Shipitsyn, A.R. Muller, G.W. Tsikotto, E.M. Mastuykov and others. It is known that intellectual disability does not stop the process of self-speech formation (unlike what we observe in children with primary damage to speech mechanisms), but slows it down and impairs it qualitatively. The development of affective speech is ahead of active speech, both in terms of number of words and function. It is characteristic that elementary understanding of speech is possible in children with severe and moderate mental retardation by the end of the 2nd year of life.

By the age of 4-5, 4-5-year-old children do not understand about 30% of phrases in adult speech, as a rule, they understand phrases in the only form that is always found in adult speech. G.V. Gurevich, L.Z. Davidovich proposed to consider the level of speech understanding as a component of emotional development that is present in all children at different levels, so they conditionally distinguish several levels: Level 1 of emotional development - hearing and understanding the speech of close people children who relatives who do not understand the speech of strangers, but always take care of them; Sensory underdeveloped level 2 - children who receive the speech of others in the form of individual short phrases and instructions. They do not perceive and respond adequately to longer phrases and text that can be read. Instructions are especially difficult to understand with spatial awareness; Level 3 children who understand everyday speech, follow directions, listen to short texts, and continue dialogue. Inadequate comprehension of complex speech structures and text is noted. They quickly get tired and distracted without hearing an interesting story. Thus, the analysis of errors shows that they are associated with the inadequacy of speech actions, in particular, the difficulty of maintaining even a learned set of operations performed by speech mechanisms. in the process of understanding and forming speech, especially its grammatical side. As a result, some highly automated operations stop and the grammatical formation of speech does not occur or does not correspond.

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