



SPECIFICITY OF THE DEVELOPMENT OF READING SKILLS OF MENTALLY RETARDED STUDENTS OF A SMALL SCHOOL AGE IN THE PROCESS OF SPECIAL EDUCATION

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Annotation. It is known that speech is a form of expression of thoughts and its means of existence. Thinking constitutes the essence in relation to speech. The value of the word being expressed is precisely the expression. A word is a union of content and form. At the moment when a person speaks, signals from the vocal cords reach speech centers in the brain. With it, the speech being pronounced is controlled.

Keywords: in mentally retarded children, these stages will be slightly pushed back. Early words of mentally retarded children, mentally retarded children.

The formation of speech in a child developing a norm occurs in several stages. From one year to adolescence, phonemic hearing develops, and the skills for pronouncing the phonemes of the native language are formed. At the second stage, the child's vocabulary wealth increases and occupies the rules of syntax. In mentally retarded children, these stages will be somewhat pushed back. It is known to us that the first words of mentally retarded children appear at the age of 3-5 years, and some sentences appear later again. Observations show that 40% of mentally retarded children begin speaking after the age of 3. As a result of impaired acquisition of the meaning of words, phonematic hearing in mentally retardant children and the formation of speech. The violation of the general system of action in them, in turn, negatively affects the development of speech. Phonetic flaws in the speech of mentally retarded children make it difficult for them to acquire literacy skills, pushing back their intellectual and emotional development. All this negatively affects the development of the personality of a mentally retarded child, leading to the fact that they cannot solve something, do not believe in their own forces.

Speech is a means of making an opinion, expressed in oral and written form. Thinking occurs with the help of speech, thanks to which people communicate with each other. Reading is a type of written speech and is mastered later and more complex than oral speech. Thus, reading with its psychophysical mechanism is a somewhat more complex process than oral speech. Oral and written speech develops in interaction with each other.

Reading is a complex psychophysiological process. Visual, speech – action, speech – auditory analyzers are involved in the reading process. On the basis of this process lies the "complex mutual mechanisms of action of analyzers and the temporal connection of the two signal systems", writes B.G.Ananev.

Reading begins with knowing and distinguishing letters through visual perception. Based on

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this, it occurs that letters correspond to certain sounds. Finally, the sound form of the word and its content give rise to the understanding of the text being read, the sentence.

Misperception and ambiguous use of words in the speech of small school-age mentally retarded students is a common drawback. In this case, errors can be distinguished, similar to excessive expansion of the meaning of words. Children say in a word objects that have similarities in their external characteristics (a beetle is a fly, an ant, a grasshopper, a spider). Most often, such substitutions are observed in close words (hat – this is a hat, cap, Panama, furajka), in their meaning. In a word, displacement is the name of objects that are most common in the lives of mentally retarded children. Mentally retarded readers confuse poetry – poetry, pretense, scandal. Only very few of these children can distinguish one from the other. Their perception of speech is achieved somewhat slowly. Delayed development of speech in mentally retarded children is a complication of incorrect perception. Mentally retarded children poorly distinguish between familiar sounds, especially consonant sounds that are difficult to distinguish from each other. Due to the insufficiently developed phonemic hearing, a number of sounds can be heard interchangeably and read alternately on this basis. Lexical errors also arise based on the fact that the endings of the words being pronounced are not analyzed well.¹

On the negative impact of speech defects on the general mental development of Mentally Retarded Children, J.I.Schiff gave a detailed, in-depth analysis in his manual. The authors admit that the difference between mentally retarded children and normal children is evident in their active speech, as they make very little use of adjectives, verbs, suffixes and conjunctions in their speech. I.M.Sechenov said that the word is understood as a "nickname" of things for a child for a certain period of time. As children grow older, the importance of the names of things also grows and becomes apparent. In mentally retarded children, the process of switching from " nicknames " to concepts is very long and difficult to form.²

Grammatical constructions in the speech of mentally retarded elementary students will not be improved. Their sentences will be composed of two to three words, simple ones. They have a lot of difficulty expressing their opinions. The speech of these children is reminiscent of the speech of children 3 – 4 years old in the norm. They begin to speak before they finish thinking about their thoughts. Mentally retarded elementary students have many difficulties teaching reading skills. The poor phonetic-phonemic hearing in them, deficiencies in different pronunciations affect children's reading activities. Visual organ defects in mentally retarded children also have negative effects. Mentally handicapped children read shape-like letters interchangeably. Children with more impaired sensory analyzers are also found among mentally retarded children. Therefore, defects in such content are eliminated in individual-corrective training. A number of shortcomings in the speech of mentally retarded children, in turn, exert their negative influence on a number of mental processes. Such a negative effect applies, first of all, to thought processes. In general, the fact that speech is not well developed, in turn, negatively affects the development of thinking. This process can also be the opposite. The poorness, delimitation of the processes of generalization of thinking prevents the good formation of speech. These shortcomings complement each other. For Mentally Retarded Children, speech in a more dialogical form becomes understandable. The transition of these children from

dialogical to monological speech presents a number of difficulties.

It is much easier for mentally retarded children to read a word than to write it. Mentally retarded children do not correctly understand the replacement of sounds with letters, with a graphic form of sound. Mentally retarded children do not understand the relationship of the word with the letter for a long time. For mentally retarded children, it is very difficult to read by the rules. Especially when reading poems, wise words phrases, this aspect is again evident.¹

"In psychological research, including L.I.Aksenova's research shows that when teaching children to literacy, they are taught to read first aloud and then through (inside) inner speech. This is considered to be one of the techniques that is also much more relevant in the study of writing information. This technique is considered a helping technique, especially for students with mental disabilities, which is associated with the components of vision, hearing and thinking. For this reason, even students in the 3rd – 4th grades of auxiliary schools are better able to master the content of the text when reading aloud than when reading through internal speech.

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