

DEVELOPMENTAL CHARACTERISTICS OF CHILDREN WITH INTELLECTUAL DISABILITIES

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Abstract

It is necessary to develop scientifically based techniques, methods, and pedagogical approaches to the development of composite speech of children with speech developmental disabilities, as well as to theoretically and practically substantiate their effectiveness. A person's thinking, social communicative abilities, and success in educational activities depend, first of all, on their speech culture, the ability to logically consistently express thoughts, correctly interpret reality in terms of content, and the ability to create a compositionally complete text.

Keywords: Special education, human capital, quality of education, social communicative activity, speech development, composite speech, speech defect.

Introduction

In modern defectology, the problem of the mental development of mentally retarded children is considered one of the most relevant and multifaceted scientific directions. Mental retardation is a condition characterized by persistent cognitive impairment resulting from organic damage to the cerebral cortex, which significantly impacts a child's overall mental development, social adaptation, and educational opportunities. According to the World Health Organization, approximately 1-3% of the world's population suffers from varying degrees of intellectual disability, which defines this problem as a significant socio-pedagogical issue on a global scale. In the Republic of Uzbekistan, the reform of the special education system, the implementation of inclusive education ideas, and the protection of the rights of persons with disabilities have become priority areas of state policy. The Law of the Republic of Uzbekistan "On the Rights of Persons with Disabilities," adopted on October 15, 2020, has created an important legal framework in this area. In this regard, the in-depth study of the developmental characteristics of mentally retarded children, the scientific analysis of their mental processes, and the development of effective correctional-pedagogical approaches are of great importance.

Main part

In his fundamental research, M.S. Pevzner developed a clinical-psychological classification of dementia, distinguishing five main clinical forms of dementia: the substantiated (uncomplicated) form, the form with neurodynamic disorders, the form accompanied by analyzer deficiency, the form with psychopathic behavior, and the form characterized by frontal deficit. To date, this classification is of great importance in the science of defectology and



serves as the primary scientific source for ensuring a differentiated approach to various categories of mentally retarded children.

The primary characteristic in the development of children with intellectual disabilities is a significant qualitative and quantitative lag in all aspects of cognitive activity. According to L.S. Vygotsky's cultural-historical theory, a child's mental development is formed during their interaction with the social environment, and in mentally retarded children, this process occurs in a unique way. Vygotsky analyzed the concept of the "near development zone" of mentally retarded children in the context of special education and proved that they have the opportunity to develop to a certain extent even in the context of auxiliary education. This theoretical approach still serves as one of the main methodological principles of correctional pedagogy today. In her research, Sh.M. Shomahmedova studied the characteristics of cognitive activity in children with intellectual disabilities and identified significantly low abstract thinking abilities, difficulties in comparison and generalization operations, and problems in the process of independently transferring knowledge into practical activity. According to the scientist, correctional work with mentally retarded children should be aimed at activating their cognitive activity, forming motivation, and developing practical skills. According to the scientist, it is important in Uzbekistan to harmonize national traditions of special education with modern scientific approaches.

The following general patterns are observed in the development of mentally retarded children: the slow and uneven development of mental processes, the passivity of cognitive activity, the inseparability of word and action, the immaturity of the emotional-volitional sphere, and the primitivity of behavioral motives. and low ability for social adaptation. These characteristics manifest differently depending on the degree of intellectual disability: mild (debility), moderate (imbecility), and severe (idiocy). According to international classification systems (ICD-10 and DSM-5), intellectual disability is divided into four levels depending on the IQ score: mild (IQ 50–69), moderate (IQ 35–49), severe (IQ 20–34), and very severe (IQ below 20). In his research, V.I. Lubovsky studied general and specific patterns in the development of anomalous children and proved that the main characteristics of higher nervous activity in mentally retarded children - imbalance in excitation and inhibition processes, slow formation of conditioned reflexes, and disorders in irradiation and concentration processes - directly affect their cognitive activity. Lubovsky's research shows that there are common patterns in all types of developmental anomalies, manifesting in a complex interconnection between primary and secondary defects.

Specific features of cognitive processes

Features of perception - the process of perception in mentally retarded children has significant peculiarities. Their sensory experience is limited, and superficial, fragmented, and vague perceptions of surrounding objects and phenomena are formed. In his classical research, Zh.I. Shif studied the characteristics of visual perception in children with intellectual disabilities and proved that they face serious difficulties in distinguishing, comparing, and classifying objects, and lose integrity in perceiving individual characteristics of the object. In these children, the scope of perception is narrow, the speed is low, and the selectivity is weak. Their goal



orientation in cognitive activity is weak, and they often consider objects and phenomena in a disorganized manner.

Uzbek defectologist N.M.Muminova studied the features of spatial perception in mentally retarded children and showed that they have significant difficulties in distinguishing geometric shapes, understanding spatial relationships, and determining direction. According to the scientist, these difficulties negatively affect a child's readiness for school and the effectiveness of educational activities. Disturbances in spatial perception create particular difficulties in learning writing, reading, and mathematics, as these types of activities require an adequate level of spatial representation.

Properties of attention - In children with intellectual disabilities, all properties of attention - volume, stability, distribution, transfer, and concentration - are significantly impaired. These children have difficulty concentrating on something for a long time, and external stimuli easily distract them. Voluntary attention is particularly poorly developed, which creates great difficulties in learning activities. During lessons, these children get tired quickly, become distracted, and require extra time to switch from one activity to another.

Specifics of memory: the memory process in children with intellectual disabilities also has its own characteristics. Their retention volume is limited, the retention period is short, and the recall is vague and chaotic. Involuntary memorization prevails over voluntary memorization in these children. Logical memory is particularly poorly developed, and they face serious difficulties in memorizing information through logical grouping, systematization, and linking. Research shows that children with intellectual disabilities can remember only 20-30% of a simple text when retelling it, while their normally developing peers remember 60-80%.

Features of thinking – thinking is the most impaired mental process in the development of children with intellectual disabilities. Their thinking is characterized by relatively better preservation of visual-motor thinking, a significant lag in visual-figurative thinking, and very low development of verbal-logical thinking. These children face great difficulties in performing basic mental operations such as analysis and synthesis, comparison and generalization, abstraction, and concretization. Specifically, in the comparison operation, they struggle to distinguish between similarities and differences, and in the generalization operation, they struggle to distinguish between important and non-essential features. Speech development in mentally retarded children lags significantly and is characterized by specific features. Disturbances at the phonemic, lexical, grammatical, and pragmatic levels are observed in their speech. The communicative function of speech is insufficiently formed, which limits their social interaction. Delays in speech development often manifest as early as the first years of life: the late emergence of the first words, slow speech development, and limited vocabulary are clear evidence of this. At the phonemic level, children with intellectual disabilities exhibit sound pronunciation disorders, underdeveloped phonemic hearing, and difficulties in distinguishing sounds. At the lexical level, there is a limited vocabulary, incorrect use of words, and a significant lag in the volume of active vocabulary compared to passive vocabulary. At the grammatical level, gross errors in sentence construction, the incorrect use of cases, verb tenses, and other grammatical categories, and the very low ability to use complex syntactic constructions are manifested. At the pragmatic level, communicative skills such as ensuring the relevance of speech to the situation, continuing the conversation, and understanding the



interlocutor's thoughts are insufficiently developed. According to the scientific works of R.I. Lalaeva and other researchers, written speech in mentally retarded children also presents greater difficulties than oral speech. Specific errors—signs of dyslexia and dysgraphia—are frequently encountered in the reading and writing processes, requiring specialized speech therapy assistance. Optical, phonemic, and agrammatic forms of dyslexia are observed in children with intellectual disabilities.

The development of coherent speech is characterized by a particularly significant lag in children with intellectual disabilities. They face great difficulties in speech types such as narration, description, and commentary. Their stories are short, poor in content, disrupted in logical sequence, and lexico-grammatically informal. Problems are also observed in dialogue speech: difficulties in answering questions, limitations in expressing one's thoughts, and passivity in continuing the conversation are clear evidence of this.

Conclusion

There are significant characteristics in the emotional-volitional sphere of mentally retarded children. Their emotional reactions are often disproportionate to the situation, more primitive, and undifferentiated. In these children, the detail of emotional experiences is low, the ability to control their emotions is weak, and emotional instability is observed. Higher emotions – moral, aesthetic, and intellectual – lag significantly behind in development. These children also face limitations in their ability to understand and empathize with the emotional state of others.

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