

RESEARCH ON THE FORMATION OF PSYCHOLOGICAL AND PEDAGOGICAL SPEECH AND BEHAVIORAL CULTURE OF YOUNGER SCHOOLCHILDREN WITH INTELLECTUAL DISABILITIES

Madaminova Samidabonu Umidbekovna

Master's Student, 1st Year of the Russian State Pedagogical University Herzen
Optional Psychological and Pedagogical Education. Direction. Personal Support in Education

Abstract

Speech development of mentally retarded students is one of the most important tasks that is solved by the school in the process of teaching all academic subjects. Special attention to the speech development of children is not accidental, it is closely related to the behavior of younger schoolchildren. By working to correct various speech disorders, forming speech skills and abilities, we thereby develop students' cognitive abilities, improve mental functions. The success of mastering the material of all academic subjects and the degree of general development depends on how well the speech of mentally retarded children will be formed.

Keywords: Psychological speech delay, the term "poorly gifted children", the term "mental retardation", G. E. Sukharev identified types of conditions, memory of younger schoolchildren with speech delay, attention of younger schoolchildren with speech delay, behavioral culture of younger schoolchildren with intellectual disabilities.

Introduction

Mental retardation is one of the most common forms of mental disorders. Mental retardation is a special type of mental development of a child, characterized by the immaturity of individual mental and psychomotor functions or the psyche as a whole, formed under the influence of hereditary, socio–environmental and psychological factors.

In the history of the study of children with mental retardation, this category has been designated by different terms : "pedagogically lagging behind", "pseudo-normal", "belated", etc. In the Russian psychological and pedagogical literature, definitions such as "poorly gifted children" (V.P.Kashchenko), "mentally underdeveloped", located between children with oligophrenia in the degree of debility and normally developing children (P.P.Blonsky) were used to designate such conditions.

For the first time, clinicians began to study this phenomenon. The term "mental retardation" was proposed by G.E. Sukhareva. G.E. Sukhareva identified six types of conditions:

- 1) intellectual disabilities observed in children with a slow pace of development due to unfavorable environmental conditions and upbringing;
- 2) intellectual disorders in long-term asthenic conditions caused by somatic diseases;



- 3) violations of intellectual activity in various forms of infantilism;
- 4) secondary intellectual disability due to hearing, vision, speech, reading and writing defects;
- 5) intellectual disabilities observed in children in the residual stage and in the long-term period of infections and injuries of the central nervous system;
- 6) intellectual disabilities in progressive neuropsychiatric diseases.

Observations show that preschoolers with mental retardation have a significantly lower level of memory development than their normally developing peers. However, experimental studies show that the differences between the children of these two groups in terms of average indicators are not always statistically significant.

The study, conducted in the psychological laboratory of the Institute of Correctional Pedagogy, examined the figurative and verbal memory of children in conditions of unintended memorization. In front of the children, 12 cards with images of different objects were laid out sequentially on a special tablet. The child had to name each item immediately after the next painting was laid. The task of memorization was not set. Then all the pictures were removed. After that, they were presented again one at a time, and the examinee had to indicate the place on the tablet where this painting used to be.

The disadvantages of attention as the concentration of the subject's activity on an object are noted by all researchers as a characteristic sign of mental retardation. To one degree or another, they are present in children belonging to different clinical forms of mental retardation. American psychologists and clinicians describe "attention deficit disorder", often combined with hyperactivity, as characteristic of children with learning difficulties. Manifestations of attention deficit in younger schoolchildren with mental retardation are found already when observing the peculiarities of their perception of surrounding objects and phenomena. Children do not focus well on one object; their attention is unstable. This instability manifests itself in any other activity that children engage in.

Attention deficiencies in children with mental retardation are largely associated with low work ability, increased exhaustion, which are especially characteristic of children with organic insufficiency of the central nervous system.

Knowledge of the patterns of mental development of children with mental retardation in preschool age, specific characteristics from the psychological structure, especially in older preschool age, is of paramount importance for the construction of differential psychological and pedagogical diagnostics based on a genuine qualitative analysis of the observed manifestations.

The importance of knowing the specific psychological characteristics of younger schoolchildren with mental retardation is emphasized by V.I.Lubovsky (2003), due to the fact that the earlier the age is considered, the less formed mental processes are, the less differentiated mental activity, as a result of which many similar manifestations of defensiveness in development with mental retardation, a mild degree of mental backwardness, general underdevelopment of speech and deep pedagogical neglect.



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