

**NATIONAL AND FOREIGN TRENDS IN THE DEVELOPMENT OF
COMMUNICATIVE SKILLS IN MENTALLY RETARDED CHILDREN OF
PRESCHOOL AGE**

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ABSTRACT: This article reflects the scientific approaches and practical methods in this field through the analysis of national and foreign literature on the development of communicative skills in mentally retarded children of preschool age. Problems related to the elimination of speech defects of mentally retarded children are also highlighted.

Keywords: Speech development, special educational programs and methods, theoretical and practical approaches, communicative skills, speech defects of mentally retarded children.

INTRODUCTION

In many scientific studies dedicated to the problem of speech development in mentally disabled children of preschool age, it is indicated that these children often exhibit the following characteristics: the absence or delay of the babbling stage (which is necessary for later speech acquisition); delayed formation of initial words; slow and difficult mastery of word combinations; requiring a long time to form simple sentences from words; lack of independence in speech creativity; occurrence of phonetic deficiencies; low level of speech activity; and impoverished verbal communication.

Many researchers, who have noted the causes of such late speech development, argue that the general underdevelopment of mental processes and delayed mental development are characteristic of children with intellectual disabilities. As a result, such a complex mental activity as the perception of sounds and their mutual distinction, that is, phonemic hearing, is not developed.

In turn, the lack of development of phonemic hearing often leads to distorted pronunciation of sounds and delayed speech development.

Although it is difficult to develop the speech of mentally retarded children, speech should always be at the center of attention in the educational process. Speech education is the foundation of education.

Therefore, the study of the speech of mentally retarded children is one of the most pressing issues. Identifying the means that help children develop speech or the cause of its delay serves as the key to organizing pedagogical influence in accordance with this process.

Defects in the speech of mentally retarded children create a number of problems in the formation of their coherent speech. Their vocabulary is depleted and difficult to communicate due to difficulties in understanding the meaning of the material, inability to understand the logic of events, lack of understanding of time, distraction from the topic, as well as insufficient knowledge of surrounding objects and events.

MATERIALS AND METHODS

In the scientific research work dedicated to studying the characteristics of speech preparation for mentally disabled children in special schools and determining methods for its formation, D.A.Nurkeldiyeva emphasizes that timely and systematically conducted work to determine the readiness of children for school education positively influences their psychological development. This accelerates their adaptation to school life and enables them to successfully assimilate knowledge in primary grades [3].

G.Kh.Yusupova notes that the speech of an intellectually underdeveloped schoolchild does not sufficiently ensure its communicative function and does not fully develop communication skills, which negatively affects all types of activity. The lack of initiative in speech activity and a clear lack of means of speech thinking lead to stereotypes in the use of the same speech structures in mentally retarded schoolchildren [5].

Currently, an attempt is underway to develop a comprehensive approach to the problem of developing communicative skills in children with intellectual disabilities. For example, I.A.Emelyanova and O.A.Omarova, in their dissertation research, propose pedagogical technologies and methods for developing the communicative activity of mentally retarded schoolchildren, taking into account not only its various aspects (socio-pedagogical, scientific-theoretical, scientific-methodological), but also taking them into account [2].

In preschool age, children with intellectual disabilities are unable to meet the requirements of the kindergarten program and cannot reach the level of readiness to study upon admission to school. Naturally, in school, they are immediately classified as unsuccessful. These children can be eliminated if they are identified in a timely manner (before the start of systemic school education) and provided with qualified psychological and pedagogical assistance [4].

The two main goals of communication - socialization and information transfer - can be achieved not only through natural speech, but also through developed alternative communication [1]. The teacher can use icons in lessons, point to them, and replace words that students find difficult to read and pronounce with them. The teacher, together with the students, should memorize the icons in a voice and encourage the student to show the icons.

RESULTS AND DISCUSSION

By analyzing domestic and foreign literature on the development of communicative skills in children with intellectual disabilities, we will consider scientific approaches and practical methods in this field. These approaches are based on research, experience, and curricula conducted by domestic and foreign researchers.

Literature on the development of communicative skills in mentally retarded children in Uzbekistan and other Central Asian countries is primarily related to research conducted in the field of special pedagogy and psychology.

1. Uzbek scientists and educators have conducted research on the development and implementation of special educational programs and methods for children with intellectual disabilities. For example, scientific works by a number of Uzbek scientists dedicated to the educational upbringing of intellectually disabled children include methods and approaches used in working with intellectually disabled children.

2. The programs and teaching materials developed by the Ministry of School and Preschool Education of the Republic of Uzbekistan for specialized educational institutions include classes and textbooks aimed at developing children's communicative skills.

3. Psychological assistance and rehabilitation programs developed by national psychologists, for example, research conducted by G.B. Shoumrov, K.K. Mamedov, D.Y. Makhmudova, and others, are aimed at providing psychological support for mentally retarded children [6].

Foreign literature presents a wide range of research and methods for developing communicative skills in children with intellectual disabilities.

1. There are many scientific works and studies on working with mentally retarded children in the United States. For example, the work "Special Education: A Guide for Professionals," written by Ann M. Martin and Richard L. Simpson, provides methodological recommendations for developing communicative skills in special education.

2. Special education and rehabilitation programs for mentally retarded children are widely used in Europe. For example, in the UK, the "More Than Words" program, developed by The Hanen

Centre, aims to develop communicative skills for children with autism and other developmental difficulties.

3. In Russia, there are many scientific works in the field of special pedagogy and psychology. For example, L.S. Vygotsky's work "Developmental Psychology" and A.R. Luria's research include theoretical and practical approaches to working with children with intellectual disabilities.

4. Japan has developed special training programs and activities for children with intellectual disabilities. For example, programs developed by Japanese scientist Masaru Ibuka are aimed at developing communicative skills.

As a result of analyzing domestic and foreign literature on the development of communicative skills in children with intellectual disabilities, the following conclusions can be drawn:

1. Both domestic and foreign literature emphasizes the importance of an individualized approach to children with intellectual disabilities. Educational programs and activities are developed tailored to each child.

2. Particular attention is paid to developing children's communicative skills through interactive and traditional activities. Role-playing games, group activities, and other activities are used.

3. The importance of psychological assistance and support is widely covered in both domestic and foreign literature. Special programs are being developed to help children cope with stress and anxiety.

4. Active participation of parents and society in communication with children is considered important in both approaches. Special trainings and advice will be provided to parents.

CONCLUSION

By analyzing domestic and foreign literature on the development of communicative skills, it is possible to identify the specifics of both approaches and consider the possibilities of their use. This will help achieve effective results in working with children with intellectual disabilities.

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