

---

**THE FORMATION AND DEVELOPMENT OF THE POINT OF VIEW OF  
PRESCHOOL CHILDREN WITH MENTAL RETARDATION**

Makhmudov Khurshid Shukhratovich  
Kokan State Pedagogical Institute  
Teacher of the Department of Special Pedagogy

Burgutova Shoiria Khairullayevna  
Mirzayeva Komila Fakhrutdinovna  
A Student of Speech Therapy

**Abstract**

In the article, the formation and development of the point of view of preschool children with disabilities in mental development, some aspects of the personal qualities of children with disabilities in mental development, specific aspects of their activities V.I.Lubovsky, L.V.Kuznetsova, K.S.Lebedinskaya, N.L.Belopol'skaya, G.I.jarenkova , N.A. Mechinskaya, N.A. Julidova, G.I. Jarenkova was studied and analyzed.

The speech of children with disabilities in mental development lags behind normal children in terms of development and formation. They have various pronunciation defects. Disruption of pronunciation of sounds, insufficient formation of sound images leads to errors in writing and reading.

The vocabulary of children with mental retardation is somewhat limited, and the active vocabulary is not sufficiently developed. The concepts in their speech are narrow, vague and sometimes incorrect. Due to the lack of grammatical generalizations, they make various mistakes in writing. When we examined the speech of children with mental retardation by A.Yu.Panasyuk in 1973 with the Wechsler methodology adapted to the historical, national, cultural, and social conditions of our country, it shows that they have the lowest scores on "vocabulary" among the subtests. . Nouns and adjectives are almost never found in the speech of preschool children.

The period of formation of children's speech does not end at the kindergarten age, but also continues during the elementary grades.

Grammatical rules are almost never used in children's speech. Grammatical concepts are not differentiated. In many cases, they confuse "letter-sound", "syllable-word". The interests of students with intellectual disabilities are similar to those of children of kindergarten age. Therefore, the game plays the role of the main activity for them.

Most of them want to stay in kindergarten without going to school. His interest in the game prevails over his interest in studying. As a result of their interest in the game being dominant and their constant and regular failure in studying, a negative attitude towards studying is formed in bk children. Feelings of self-doubt are formed. Cases of overestimation or underestimation of one's abilities are observed. This is reflected in the lack of formation of their personality, the lack of formation of cognitive needs necessary for educational activities in emotional and volitional activities. In most cases, when studying the activities of students with disabilities in mental development, their inability

to plan their activities sufficiently, the excitability of behavior compared to normal children. The low level of self-control, inability to adequately assess one's capabilities, and insufficient goal-directing of one's activities became known.

G.I. Jarenkova examines the activities of children with disabilities and divides them into 3 groups.

The first group: almost half of all mentally retarded students include students who are slow to start any activity, but after starting work, they work effectively for some time.

The second group: 32.3% of children with disabilities in mental development, mainly consists of students who get tired. Pupils belonging to this group are quick to engage in activities. At first, it works normally, and after a certain period of time, the efficiency of the activity decreases sharply.

The third group: 17.7% of children with disabilities in mental development, they also consist of children who are tired. They enter various activities faster than children in group 1, but their work efficiency quickly drops dramatically. Special school teachers should know the mental characteristics of these students and treat them individually. Some aspects of the personal qualities of children with mental retardation, specific aspects of their activity V.I.Lubovsky, L.V.Kuznetsova, K.S.Lebedinskaya, N.L.Belopol'skaya, G.I.jarenkova, N.A.Mechinskaya, N.A.Julidova, N.N. It was studied and is being studied by Afanas'eva and others.

When the mental development slows down, the speech disorder is manifested primarily in the lack of interaction between the analyzers, rather than the local injury of the speech analyzer.

In children with retarded mental development, the higher mental functions of voluntary attention, memory and other functions are insufficiently formed. Some children with retarded mental development have intellectual disabilities, and others have emotional-will disorders.

The retardation of mental development always leads to various shortcomings of speech activity. Relatively late development of phraseological speech is observed when mental development slows down. Children have difficulty in implementing lexico-grammatical construction. With the help of language, children cannot express causality, time and other relationships. Mental retardation of preschool and school-aged children is characterized by poor and undifferentiated vocabulary: children do not understand words close in meaning and use them vaguely. Limited vocabulary is determined by low cognitive activity, lack of imagination and knowledge about the world around. Comprehensive examination is important in differential diagnosis.

It includes clinical analysis of mental and speech development disorder, psychological study of the child focused on the limitation of the main defect (speech and intellectual), as well as additional research methods - electroencephalography and others. Differential diagnosis helps to analyze the dynamics of mental development of the child. Speech is considered early mental education. The sensitive period of its development comes in the first three years of life. In addition, the speech function is formed by the interaction of several analyzers and several functional systems. The formation of this

interaction is not only slow, but also significantly increased, not as late as under normal conditions (V.I.Lubovsky, L.V.Kuznetsova). Children with mental retardation are characterized by various shortcomings of speech activity: insufficient formation of sound analysis, limited vocabulary, lack of differentiation, semantic placement of sentences and grammatical reading and writing features (in I.R.Simonyonova, G.A.Rakhmonova, R.D.Triger, N.A.TSipina) difficulty is reflected.

Based on the methodological principles of defectology, teaching speech includes performing mental and speech pathologies of the child. In order to re-search such oriented methods of education, it is necessary to study the pathogenesis and structure of speech impairment. Only in compliance with these conditions, speech therapy activities can be scientifically based and highly effective.

It is necessary to elucidate the structure of speech deficiency in children with mental retardation:

Only by understanding the structure of speech and mental deficiency, it is possible to determine the effective ways of logopedic correctional and developmental work with the child, to provide favorable conditions for his speech and mental development. Using a complex and systematic approach, it is necessary to identify the primary defect, to distinguish the retardation of mental development from the general underdevelopment of speech. This is important for the development of logopedic work methodology and for determining the type of special educational institution. At present, a separate description of the speech of children with a defect in mental development has been studied, but there are no generalized studies that shed light on the structure and pathogenesis of speech deficiency.

It is necessary to study the speech activities of children with mental developmental disabilities in their age dynamics.

Summarizing the studied material, we came to the following conclusion. Until now, the study of speech characteristics of children with mental retardation was limited to the study of children of preschool age. It is relevant and important to study the speech development of preschool children.

Characteristics of mentally retarded children:

- lack of age-appropriate imagination and knowledge of the environment;
- low level of cognitive activity;
- lack of voluntary activity and moral leadership;
- the characteristic of information processing and application is relatively low in comparison with children with normal development according to their age;
- insufficient formation of voluntary attention, memory and other mental and psychic functions;
- intellectual deficiency is observed in some children, and emotional expression disorders in others;
- lagging behind in mental development always leads to various speech defects.

So, relatively late development of phraseological speech is observed in children with retarded mental development. Children have difficulties in the lexico-grammatical

system. With the help of language, children cannot express cause and effect, time and other relationships.

## References

1. Shukhratovich, Makhmudov Khurshid. "Importance of didactic games in speech development of mentally retarded children." *Asian Journal of Multidimensional Research* 11.11 (2022): 20-23.
2. Shuxratovich, Maxmudov Xurshid. "Socio-Psychological Of Children With Speech Impairment Adaptation Features." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 243-248.
3. Махмудова, Мадинахон Махмудов Хуршид. "Нутқи тўлиқ ривожланмаган мактабгача ёшдаги болаларни ёзма нутққа тайёргарлигини шакллантириш муаммолари." *Confrencea* 4.04 (2023): 179-186.
4. Махмудова, Мадинахон Махмудов Хуршид. "Мактабгача тарбия ёшидаги болаларни ёзиш ва ўқиш кўникмаларини эгаллашга тайёрлаш." *Confrencea* 4.04 (2023): 187-192.
5. Shukhratovich, Makhmudov Khurshid, and Isodullayeva Iqboloy. "PHYSIOLOGICAL FOUNDATIONS OF SPEECH ACTIVITY." *Open Access Repository* 4.3 (2023): 765-771.
6. Shukhratovich, Makhmudov Khurshid, and Tahirova Mahliyo. "Ways To Increase The Vocabulary Of Mentally Retarded Children Of Preschool Age Based On Plot Role-Playing Games." *International Journal of Early Childhood Special Education* 15.2 (2023).
7. Shukhratovich, Makhmudov Khurshid. "IMPORTANT ASPECTS OF COLLABORATIVE ACTIVITIES IN THE PROCESS OF INCLUSIVE EDUCATION." (2023).
8. Shukhratovich, Makhmudov Khurshid, and Khomidova Shahribonu. "PEDAGOGICAL TASKS OF SPEECH THERAPIST AND PARENT COOPERATION IN ELIMINATING SPEECH DEFECTS." *American Journal of Interdisciplinary Research and Development* 16 (2023): 38-41.
9. Sobirkhonovna, Mahmudova Madinaxon. "Professional Training Of Future Speakers In The Period Of Independent Study." *Archive of Conferences*. Vol. 10. No. 1. 2020.
10. Maxmudova, Madinaxon, and Babayeva Azizabonu. "Ruhiy Rivojlanishi Sustlashgan Bolalar Lug'atining Psixik Rivojlanish Bilan Bog'liqligi." *Conference Zone*. 2022.
11. Kodirova, Feruzakhon Usmanovna, S. Z. Matupaeva, and Feruza Rakhimovna Teshaboeva. "Methodical cluster-an innovative mechanism to increase the efficiency of general secondary and inclusive education." (2020).
12. Mahmudova, Madina Sobirkhonovna. "The Role Of Independent Education In The Formation Of Professional Competencies Of Prospective Speech

- Therapists." Scientific and Technical Journal of Namangan Institute of Engineering and Technology 2.10 (2020): 358-363.
13. Feruza, Teshabaeva, Mahmudova Madina, and Yuldasheva Dilbar. "The essence of inclusive education in developed countries." European Journal of Research and Reflection in Educational Sciences Vol 8.1 (2020).
  14. Sobirkhonovna, Mahmudova Madinahon. "An Innovative Mechanisms to Increase the Effectiveness of Independent Education of Future Defectologists." International Journal on Integrated Education 3.11 (2020): 210-211.
  15. Махмудова, Мадинахон, and Ахмедова Вазирaxon. "Tayanch–Harakati A’zolari Falajlangan Bolalar Lug’atini Rivojlantirish Yo’llari." Conference Zone. 2022.
  16. Махмудова, Мадинахон Махмудов Хуршид. "Мактабгача тарбия ёшидаги болаларни ёзиш ва ўқиш кўникмаларини эгаллашга тайёрлаш." Confrencea 4.04 (2023): 187-192.
  17. Махмудова, Мадинахон. "Technologies for the development of professional competencies of students of Higher Education." INTERNATIONAL JOUR
  18. Махмудова, М., and O. Zikirova. "Speech therapist and family collaboration in overcoming severe speech deficits." European Scholar Journal 2.10 (2021): 72-73.
  19. Sobirxonovna, Махмудова Мадинахон. "The genealogy of thoughts of the manifestations of ancient antiquity in the study of the speech deficit of dislaliya." Confrencea 3.03 (2023): 17-20.
  20. Sobirkhanovna, Makhmudova Madinakhan, and Akhmedova Vazirakhan. "EFFECTIVE ORGANIZATION OF CORRECTIONAL-LOGOPEDIC WORK IN CHILDREN WITH CEREBRAL PALSY." Open Access Repository 4.3 (2023): 134-141.
  21. Махмудова, Мадинахон Махмудов Хуршид. "Нутқи тўлиқ ривожланмаган мактабгача ёшдаги болаларни ёзма нутққа тайёргарлигини шакллантириш муаммолари." Confrencea 4.04 (2023): 179-186.
  22. Sobirxonovna, Махмудова Мадинахон. "GENEALOGY OF SCHOLARS AFTER THE 15TH CENTURY IN THE STUDY OF SPEECH DEFICIT." Confrencea 3.03 (2023): 21-25.
  23. Sobirkhonovna, Makhmudova Madinakhan, and Goyipova Nodira. "Theoretical aspects of the development of academic mobility of future speech therapists in dual education." Asian Journal of Multidimensional Research 11.12 (2022): 148-154.
  24. Sobirkhonovna, Mahmudova Madina. "THE IMPORTANCE OF THE USE OF PROJECT TECHNOLOGY IN THE DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF STUDENTS IN THE PROCESS OF INDEPENDENT LEARNING." EURASIAN EDUCATION, SCIENCE AND INNOVATION 29 (2020).
  25. Sobirkhonovna, Mahmudova Madina. "DEVELOPMENT OF PROFESSIONAL COMPETENCIES OF FUTURE SPEECH THERAPISTS IN THE PROCESS OF

- 
- STUDYING INDEPENDENTLY." *European Journal of Research and Reflection in Educational Sciences* 8.8 (2020): 155-158.
26. Sobirkhanovna, Makhmudova Madinakhan, and Vakhobova Munirakhan Sadirdinovna. "PECULIARITIES OF SPEECH OF CHILDREN WITH MOTOR ALALIA SPEECH DISORDER." *Open Access Repository* 4.3 (2023): 851-858.
  27. Dildora, Madinahan Makhmudova Musayeva. "THEORETICAL SIGNIFICANCE OF THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF THE EDUCATOR OF A SPECIAL EDUCATIONAL INSTITUTION ON THE BASIS OF NATIONAL VALUES." *Confrencea* 4.04 (2023): 170-178.
  28. Madinakhan, Makhmudova, and Abduvahobova Irodakhan. "PECULIARITIES IN THE DEVELOPMENT OF PRESCHOOL CHILDREN WITH MENTAL RETARDATION." (2023).
  29. Sobirkhanovna, Makhmudova Madinakhan. "SOCIO-PEDAGOGICAL FOUNDATIONS OF INCREASING THE EFFECTIVENESS OF INDEPENDENT EDUCATION OF STUDENTS IN HIGHER EDUCATION." *International Journal of Early Childhood Special Education* 14.6 (2022).
  30. Madinakhan, Makhmudova, and Abdukhakimova Zumradkhan. "WAYS OF FORMING THE READINESS OF CHILDREN WITH UNDERDEVELOPED SPEECH FOR WRITTEN SPEECH." (2023).