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Specific features of speech development in mentally retarded children

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ABSTRACT

The article discusses the specific features of speech development in mentally retarded children, the characteristics of the mental development of a mentally retarded child, motor disorders, their impact on the voluntary pronunciation of sounds in speech, as well as on the pronunciation of words, and the importance of speech development in orientation to social and everyday life.

Keywords:

Mental retardation, speech development, motor skills, organic injury, socialization, higher mental processes, speech delay.

Organic injury to the central nervous system during pregnancy or development leads to the fact that a mentally retarded child differs from his normally developing peers even before the formation of speech communication with the environment. From the age of 1, deviations from normal development are observed in mentally retarded children. They do not focus their gaze on objects, even their own hands, for a long time, do not follow a moving object, and the integrative function of the cerebral cortex is impaired in them. This is one of the main aspects of the structure of the defect in oligophrenia. In mentally retarded children, the "revival complex" is often not noticeable or manifests itself in a rudimentary form. It is observed that the "revival complex" in mentally retarded

children appears very simply by the end of the 1st year of life.¹

Incomplete communication with adults in the period before the emergence of speech, the lack of object-oriented movements (movement with objects), and the lag in the development of fine motor skills are closely related to the delay in the development of the initial manifestations of speech in mentally retarded children by the end of the 1st year of life (V.I. Lubovsky)².

In mentally retarded children, the ability to distinguish between sounds and words and sentences appears much later. The first words in the speech of mentally retarded children appear at the age of 3, 4, and even 5. According to M. Zeeman, in 40% of mentally retarded children, speech activity occurs after the age of three.

¹ Гнездилов М.Ф. "Методика русского языка во вспомогательной школе". М.: "Просвещение", 1990.

² Лубовский В.И. Психологические проблемы диагностики аномального развития детей. - М., 2009.

Characterizing the features of the mental development of a mentally retarded child, A.R. Luria emphasizes that "complex forms of speech activity - cognitive processes associated with abstraction and generalization - do not develop."³

Defects of mentally retarded children can be corrected, compensated. But for this it is advisable that the efforts of personality formation, first of all, be aimed at eliminating the primary defect.

L.S. Vygotsky points out that since the state of underdevelopment of higher mental processes is secondary, "... they resemble a chain ..., it is necessary to focus all the power of education on the weakest part of this chain, and then break it." According to A.R. Luria, speech plays a very important role in the development of higher mental processes, because "... speech ... is a powerful factor that shapes cognitive activity, improves the reflection of being, creates attention, memory and imagination, new forms of thinking and action." The special importance of speech in the development of personality is emphasized by all authors who have studied one or another pattern of development of children with disabilities. In particular, A.R. Luria writes that "Disturbances in the participation of speech ... in the formation of complex mental processes and defects in its generalizing and controlling functions are characteristic features of mentally retarded children."

Defects in the speech of mentally retarded children, namely, the poverty of the active vocabulary, the limited significance (essence) of concepts, their incorrect use, the emptiness and stereotypy of grammatical means, the weakness of independent speech and other factors negatively affect the formation of the psyche of children of this category.

In addition to the general developmental features of speech characteristic of mentally retarded children, they also have speech defects such as impaired pronunciation of

sounds and stuttering. All researchers who have studied the development of speech in mentally retarded children show that it is possible to observe a much greater prevalence of speech defects in mildly mentally retarded children than in their peers with primary preserved intelligence.

In preschool children with mental retardation, there is a gross violation of the control function of speech in all its manifestations, by the age of 4-5, only the motivating and activating functions of speech are formed in them, by the end of the 2nd year of life, the control of activity through speech in preschool children occurs in a simple form without the educational process. Motor disorders affect the voluntary pronunciation of sounds in speech, as well as the pronunciation of words, since pronunciation requires a high level of coordination of the movements of the speech organs. The development of articulation is directly related to the formation of phonetic, that is, auditory perception.

Disturbances in the understanding of some grammatical forms in younger school-age mentally retarded students indicate that students in grades 1-2 of the special school, and most of them in grades 3-4, cannot understand the grammatical changes of words. It has been experimentally proven that most students do not have a coherent lexical meaning and understanding of grammatical changes, and some methods can be recommended to help eliminate this defect.

Lessons in the development and socialization of speech of mentally retarded students for socio-domestic life are the first steps in preparing mentally retarded students for adult life. The development of interest in life situations that they will later encounter and have to solve in young people cannot be achieved without equipping them with the knowledge and skills necessary for their initial successful integration into society.

³ ВYGOTСКИЙ Л.С. Мышление и речь – М.: Лабиринт, 2006 г.

Preparing a student of a specialized auxiliary school for the development of speech, for independent life through speech development, for future family formation, for proper household management, for proper planning of communication in the family is a direct task of speech development in the direction of socio-domestic life.

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