

IMPORTANCE OF DIDACTIC GAMES IN SPEECH DEVELOPMENT OF MENTALLY RETARDED CHILDREN

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ABSTRACT

This article covers the pedagogical conditions for the development of the speech of children with mental retardation, the effective selection of games in the development of speech components, and more information about the types and importance of games.

KEYWORDS: *Speech, Lexical Games, Communication, Vocabulary, Speech Development, Mentally Retarded Child, Speech Education, Thinking.*

INTRODUCTION

Caring for children and adolescents who are an integral part of the population, in need of special support, raising them in a healthy and well-rounded manner, social protection of their personal rights, appropriate organization of the educational process, healthy Since our country gained independence, urgent issues such as all-round tagging of children, as a result of ensuring that they find their place in the development of society, have never been left out of our state's policy.

In our modernizing society, great attention is being paid to the education of speech, which is one of the qualities that determine the perfection of a healthy generation. It is not for nothing that educational work is carried out closely with the development of speech, starting with the preschool education system, which is considered the lower stage of continuous education. This also applies to special preschool educational institutions.

Development of children's speech is one of the important issues of general and special pedagogy, because speech is of special importance in human life.

Speech performs various functions in a child's life: communication, assimilation of experiences, and management of activities. All these functions are formed during preschool education.

The period of synthesis of speech acquisition in children of preschool age is of special relevance. Many scientific researchers are devoted to the problem of speech development in mentally retarded children of preschool age: absence or delay of the period of the first speech manifestations in mentally retarded children, late pronunciation of the first words, slow formation of phrasal speech, insufficient use of speech indicates poor vocabulary.

Timely identification and compensation of speech defects in preschool education helps to achieve clear results in the formation of correct speech. The main role of correction and education is to help children with special needs, including mentally retarded children, to develop

speech during preschool education, to develop thinking through speech development, to develop all mental processes in general and, as a result, to school education and social adaptation to life. Because they do not have the ability to speak independently, unlike children with normal development.

Mentally retarded children's thinking and speech develop very slowly without special training and support. All-round comprehensive education necessarily includes a complex pedagogical effect based on the development of social relations and speech culture.

As children's speech grows, they try to perceive the events happening around them and try to consciously manage their needs. Delay in children's speech makes it difficult for them to communicate with others, prevents them from understanding things and reality, and thus negatively affects the development of the "cognitive process". Therefore, we cannot solve the responsible tasks before us without working on the development of the speech of mentally retarded children of preschool age.

The growth of children's speech occurs in the process of their communication with others, L.S. Vygotsky interprets speech as a means of social communication. He emphasizes that the child's communication with adults is the leading force in his growth.

When children with mental retardation are given special education, they not only develop basic skills and abilities, but also learn mental skills such as conscious recall, generalization, and comparison of information. Therefore, special importance is attached to the development of children's speech in preschool educational institutions.

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

Language grows with thought and serves as a means of communication. If people could not exchange ideas, they would not be able to change their material living conditions. Activity expands a person's worldview, helps to realize his identity, and develops his speech. Speech and action are organic and closely related to each other.

Vocabulary of mentally retarded children of preschool age is enriched due to new words and phrases during training. Toys, school supplies, clothes and shoes, household items, animals and insects, birds, wild animals and conversations that are more interesting to children will expand their understanding of things. Role-playing games such as "Khol-Kholakam", "Shifokor gabulida", "Shop" are among such games.

Through the game, the activities of mentally retarded children of preschool age are perfected. They will be spiritually refreshed. During the game, they learn to overcome difficulties and any obstacles. Play is the main type of children's activity. Children do not understand the appearance, color, structure of objects and various changes in the natural world through play. The game is a means of study, work and education for children. However, when teaching these recommended materials, the educator pedagogue should not turn the main part of the training into a game training, as well as not use the game to fill the free time in the training and not to play games during the training. it is necessary to understand the main goal first.

Game elements and tasks of a game character are determined depending on the children's mastery of training materials.

It is known that if we approach the activity of speech from a psychological point of view, we can see that the process of expressing an opinion consists of several stages: motive, goal and intention. The idea conveyed to the interlocutor through words and sentences is manifested in the form of requesting him, giving orders, approving his opinion or objecting to him, convincing him, denying the statement.

In the current life situation, the motive, purpose and intention are realized in the way of natural communication. However, there is a need to organize special situations for mentally retarded children of preschool age to express their thoughts and wishes and encourage them to get information in order to increase their vocabulary. These situations should arise from their need. The maximum approach to the existing conditions of such situations is possible thanks to games. That is why it is important to use games. As L.S. Vygotsky noted, "The peculiarity of a child's game is that it fulfills unfulfilled desires through the game. The criterion for distinguishing a child's game activity from other forms of activity is that it creates an imaginary situation in the game. The difference between mentally retarded children of preschool age and other children is that they have a good understanding of imaginary situations and are inclined to create such situations.

Increasing vocabulary with the help of role-playing games is also based on the child's speech, that is, acting according to the imaginary situation.

If the game has good conditions for understanding the meaning of each sounds, words and speech patterns, the child will master them thoroughly.

If in the game every child has good conditions for understanding the meaning of sounds, words and speech patterns, the child will master them thoroughly.

With the help of special games, it is possible to create an opportunity to hear and understand the child's speech, to pronounce it correctly, and to learn the tone of phrases related to everyday communication. Lexical games helped to better understand the meaning of the words included in the dictionary, to strengthen and activate them. During the game, children's vocabulary increases, and they learn to connect newly introduced words with acquired words and use them in speech. The following requirements are imposed on plot-role games used to increase vocabulary.

In conclusion, it can be said that each game has its own rules, which determine the interaction between adults and children, as well as children. Educators and speech therapists also participate in the game and play with the children.

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