



## LEXICAL-GRAMMATICAL SPEECH DISORDERS OF MENTALLY RETARDED STUDENTS AND THE CHARACTERISTICS OF LOGOPEDIC WORK TO CORRECT THEM

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**Abstract:** This article analyzes the disorders in the lexical-grammatical structure of speech in mentally retarded children. The causes of speech defects, in particular, problems in phonemic perception, the formation of the semantic field, the lack of mastery of grammatical forms, etc. are considered on a scientific basis. Also, the specific aspects of speech therapy work are highlighted - methodological approaches to enriching the vocabulary, developing the grammatical structure and forming independent speech.

**Keywords:** Mentally retarded children, lexical-grammatical disorders, speech therapy, vocabulary, grammatical forms, independent speech, phonemic perception, semantic field, speech therapy work.

**Introduction.** Speech disorders in mentally retarded children were studied within the framework of speech therapy by M. Khvatsev, R. Ye. Levina, G. A. Kashe, D. I. Orlova, M. A. Savchenko, Ye. F. Sobottovich, R. I. Lalayeva, K. K. Karlin. According to the results of these studies, in the primary grades of the special school, obvious defects are observed in 40-60% of children.

According to S.Ya. Rubinstein, the reason for the underdevelopment of speech in mentally retarded children is "the weakness of the cerebral cortex, the slow development of new differential connections in all analyzers". Due to the slow development of differential conditional connections within the speech-hearing analyzers, a mentally retarded child cannot distinguish speech sounds for a long time and does not clearly understand what others say.

The development of motor skills, including speech motor skills, is slow in mentally retarded children. The accuracy of speech movements is ensured by bilateral control. Like hearing, kinesthetic control also develops ambiguously.

In the process of analyzing the specific features of the speech of mentally retarded children, S.Ya. Rubishitein (Psychology of the Mentally Retarded Schoolchild. — M.1970-S106.) V.G. Petrova singled out a set of many factors that are considered the causes of their speech disorders, and recognized that the main reason for speech disorders and anomalous development in mentally retarded children is the underdevelopment of cognitive activity.

A decrease in the level of analytical-synthetic activity is manifested in a complex mental (mental) activity that differentiates speech sounds, a violation of phonemic perception. Violation of cognitive activity leads to difficulties in mastering the semantic side of the language. Therefore, mentally retarded children have difficulty mastering semantically complex words (abstract, generalized) and grammatical forms (for example, goal and reason, subordinate clauses).

Due to the general underdevelopment of analytical-synthetic activity, the formation of language generalizations, the assimilation of language rules occurs with difficulty compared to normally developed children.

Limited imagination about the surrounding world, weak speech communication, immaturity of interest, reduced demand for speech interaction are expressed in the slowdown of speech development in mentally retarded children. Along with these, other factors that lead to speech disorders in them are also the cause, namely, rhinolalia, mechanical dyslalia as a result of defects in the structure of the speech apparatus; organic stuttering and dysarthria as a result of damage to some parts of the subcortical part of the brain.

**Lexical disorders in mentally retarded children.** The specific aspects of the vocabulary of mentally retarded children have attracted the attention of many authors. They recognized that disorders in cognitive activity leave their mark on the formation of passive and active vocabularies.

Mentally retarded children are characterized by poor vocabulary, incorrect use of words, the predominance of passive vocabulary over active vocabulary, and difficulties in using words in accordance with the context. The important reasons for poor vocabulary in these children are their low mental development, limited knowledge and imagination about the world around them, weak verbal memory, low demand for social and speech interaction, and unformed interests.

V.G. According to Petrov, mentally retarded students of the 1st grade do not know the names of many objects surrounding them (clock, cup), especially individual parts of objects (cover, page).

In the children's vocabulary, nouns with specific meanings prevail, words of a generalized nature do not participate (furniture, dishes, shoes, clothes).

In the active vocabulary of mentally retarded children, many verbs denoting animal movements are not present (jumps, crawls, flies). Students of grades 1-2 say "a frog is coming", "a snake is coming", "a bird is coming", "is coming".

Mentally retarded children use words denoting a small number of object signs: color (red, blue, green), taste (sweet, bitter). They use words with opposite meanings in sign very rarely (long-short).

According to N.V. Tarasenko, mentally retarded students of the lower grades also use adjectives related to the internal qualities of people.

In the vocabulary of mentally retarded students of the lower grades, the number of words related to the verbal category is very limited.

Incorrect use of words and expressions is frequent. Substitution of words according to semantic similarity prevails. The phenomenon of substitution of scattered, expanded words is characteristic (jumping, crawling, coming). There is a substitution of words of the same type, appearance. For example, children use the word boot (use the words boots, shoes, calish); the words blouse, jacket are used with the word shirt. The reasons for the ambiguities in the use of words in mentally retarded children are difficulties in differentiating objects.

Due to the weakness of the differential inhibition process, mentally retarded students perceive the similarities of objects more easily than the differences between them, therefore they master the general and specific signs of similar objects. Such general and specific signs can be the functions that objects perform (spoon, fork). The difference between objects is not mastered, and their precise definition is not limited.

The passive vocabulary of mentally retarded children is larger than the active vocabulary, but even then a guiding question is required to repeat and pronounce a word. Difficulties arise, on the one hand, from the inhibition in the cerebral cortex of mentally retarded children, and on the other hand, from the peculiarities in the formation of semantic fields.

A.R. Luria and O.S. Vinogradova's study of semantic fields showed that they are not fully formed. In the norm, word selection is carried out based on their meaning, that is, based on semantic similarities (high-low, apple-pear). In mentally retarded children, word selection is carried out more tentatively, sometimes based on sound similarities, which once again indicates the incomplete formation of lexical systematics. Many words remain undeveloped.

Disturbances in the grammatical construction of speech in mentally retarded children. Studies by many authors show that (V.G. Petrov, M.F. Gnezdilov, M.F. Feofanov, A.P. Fedchenko, etc.), in mentally retarded students, speech is not fully formed from the grammatical side. This is observed in difficulties in performing many tasks requiring grammatical generalizations. The syntactic structures of sentences, the incomplete development of morphological forms in word formation and word modification are also reasons for this.

There are also violations in the use of conjunctions. The head and declension conjunctions of nouns are relatively better formed. The most errors occur in the constructions of the accusative and declension conjunctions. The accusative conjunction is more often replaced by the head conjunction.

In children with mental retardation, the incorrect use of conjunctions with prepositions is more common than the misunderstanding of these constructions with prepositions. In expressive speech, the use of prepositions such as back, front, next to, on top, under is observed. In expressive speech, the omission of the prepositions -ga, -dan, and the absence of prepositions such as above, next to, in front of, behind, between, through are observed.

There are violations in the formation of verbs and nouns, incorrect combination of nouns and numbers. Children incorrectly use the accusative and plural forms of nouns. In some cases, accusative suffixes are replaced. Errors are made when performing tasks related to the simple and accusative combination of adjectives with nouns.

Errors in replacing full-form adjectives with short-form adjectives also have their own specific aspects. In mentally retarded children, the function of word formation is considered to be less developed than word transformation. The underdevelopment of word formation is reflected in the difficulties in the formation of adjectives from nouns (stone-stone). Simple compound sentences are characteristic of mentally retarded students in the lower grades. Simple sentences with a complement, sometimes with a case, are also used (The girl is picking flowers; The children are going to school).

In children's independent speech, sentences with the possessive or participle, or the possessive and participle omitted, are often found. For example, making up a story based on a picture: "The boy is catching fish. He threw. He ran. He is swimming in a boat." In mentally retarded children, ideas about the morphological structure of words and the syntactic connection of words in a sentence, morphological generalizations are very poor. The underdevelopment of the lexical-grammatical structure of speech is especially clearly manifested in connected speech.

**Violation of coherent speech in mentally retarded students.** Many authors have reported the slow development of coherent speech in mentally retarded children and its characteristic features. They remain stuck in situational speech and at the question-answer stage for a long time. It is very difficult for these children to move on to independent expression. In most cases, it extends to the upper grades of special schools. In the process of forming independent expression, mentally retarded students need the help of adults. The need for verbal support or asking questions is felt. The contextual form of speech is especially difficult for these children. Situational speech, that is, speech based on demonstration, a specific situation (state), is relatively easier to implement.

The incomplete formation of dialogue plays an important role in the underdevelopment of independent speech. As is known, dialogical speech is formed before monologic speech and prepares its development. Mentally retarded children often do not understand the need to clearly describe the content of an event, that is, they cannot adapt to the interlocutor (according to the content of the conversation).

Independent statements are disjointed. When telling a story, the logical order and connection between parts are broken. Connected texts often consist of fragments, do not form a single whole, and are characterized by brevity of the statement. One of the reasons for the lag in the formation of coherent speech in mentally retarded children is that their speech activity is very weak and quickly wears out. In the process of monological speech, the concretization and development of the story is carried out by the child himself. In some cases, in particular, when children become interested in the topic of the story, the nature of independent statements also changes: the content of the story expands, the number of words in sentences increases. Thus, motivation (reasons and circumstances) plays a large role in independent statements.

The specificity of coherent speech in mentally retarded children stems from the nature of the task, the form of independent speech. Compared to independent narration, retelling is easier for mentally retarded children. However, their retelling also has a number of peculiarities. For example, they omit many important parts of the text, simplify the content, and show misunderstandings in time, space, and cause-and-effect relationships. Often, they add events and details that are not in the text.

**The specifics of speech therapy work on the formation of independent speech and correction of violations of lexical-grammatical construction. The specifics of speech therapy work on the development of vocabulary.**

Specific aspects of speech therapy work to correct violations in the grammatical structure of speech

In the process of developing the grammatical construction of speech in mentally retarded students, it is necessary to take into account the structure of the speech defect, the difficulties of differentiating semantically close forms.

The use of ontogenetic principles in the grammatical formation of speech in special schools is of great importance. Many grammatical forms that normal children learn in preschool age, mentally retarded children do not master even in the lower grades. Work on grammatical forms is carried out as a transition from concreteness to abstraction (abstraction), from semantically simple words to complex words.



Speech therapy work on contracts: it is recommended to differentiate the main case in the singular and plural, the constructions of the accusative, demonstrative, demonstrative, locative, and demonstrative plural forms.

The development of the function of changing verbs is carried out first in the present tense, then in the past tense (number, person, changes), and finally in the future tense, which is more complex in terms of tense form.

Work on the formation of word formation is a long and difficult process for mentally retarded students. It should be started by studying the diminutive, affectionate forms of words belonging to the noun class, and other noun-forming methods. Later, work is carried out on the formation of adjectives from nouns and the study of related words.

In the formation of sentence construction, the main attention is paid to the study of semantic relations, which include speech expression. First, the sentence expands due to simple relations (the girl is picking flowers), then locative (the children are going to school), and later - attributive (this is my mother's bag, my mother is carrying a red bag).

The following order of work on speech is recommended: first simple compound, then simple compound, and finally compound sentences. Work on independent speech is carried out first on dialogical material, situational speech, and later on monologic speech.

In the process of developing independent speech, the main attention is paid to planning the articulation of connections. It is also necessary to work on the grammatical equipment of independent speech. The following recommendations are given for work on independent text: retelling a short illustrated text, retelling a long text based on demonstration, short defense based on a series of subject pictures, and independent speech on a given topic. The development of coherent speech in mentally retarded children should be inextricably linked with the processing of analysis, synthesis, comparison, generalization, and especially internal planning.

Each action (operation) of independent speech is initially formed on the basis of independent simple tasks and gradually turns into a whole process when a coherent text is formed.

**Conclusion.** Based on the considerations presented in the article, it is determined that the process of speech development in children with mental retardation is complex and gradual. Speech disorders are mainly associated with their slowness in cognitive activity, low ability to semantic analysis and generalization. Only when speech therapy approaches are carried out individually and systematically, positive changes in the lexical-grammatical speech apparatus of children can be achieved. The influence of motivation on speech development is also of great importance.

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