

## DEFECTS IN THE WRITTEN SPEECH OF ELEMENTARY SCHOOL STUDENTS WITH INTELLECTUAL DISABILITIES AND THEIR ELIMINATION

Mamatkulova L.T.

TSPU in the name of Nizomi Faculty of Special Pedagogy and  
Inclusive Education Teacher of Speech Therapy Department  
lobarmamatkulova1982@gmail.com

### Abstract

Effective education and upbringing of children with developmental disabilities, its development opportunities and features to create social adaptation it depends on being able to evaluate it correctly. This kata requires skill. This article is about the problems in written speech of children with developmental disabilities.

**Keywords:** written speech, disabilities, grammatical forms, connectors of sentences, content of errors.

Written and spoken speech plays a particularly important role in the formation of the child's higher mental functions. It fulfills the function of communication with adults for the child, it is the basis for developing thinking, planning and managing the child's behavior, organizing his mental activity throughout his life, and fully supports the development of personality. Therefore, in modern special pedagogy and psychology, the procedures for identifying the usual cases of anomalous child development, i.e., defects that occur in many children and lead to impaired written speech, are approved at an early age (V.I. Lubovsky). Some of the defects are only related to the process of writing mistakes without understanding the pronunciation and are detected when the level of understanding of the speech is low. Other defects are related to the phonemic aspect of speech and mean not only speech with a defect during pronunciation, but also a weak perception of the sonority of the word, which leads to a decrease in the ability to read and write. The third are communicative defects, which help the child to learn at school and adapt to the social environment. It also shows normal development in the following cases:

- Being able to understand the surrounding environment, not having any misunderstandings in his mind, is what makes him write it down.
- Knowing the name of common objects and what they are used for, recognizing letters.
- Knowing the relationship between images and objects in the picture.
- To understand the structure of pictures, to be able to draw.
- To compare objects with each other and to have a similar or different feature.
- Classification of subjects and simple generalization.
- Ability to independently understand and write the meaning of the text listened to.
- Establish cause and effect relationships.

- Specific features of memory. How to remember; dominant type of memory (visual, motor, auditory. "mixed"). Speed of recall. Long-term memory (persistence). What will he remember better: numbers, definitions, proofs. Being able to memorize.
- Understanding of spatial characteristics of objects: length, height, shape.
- Knowledge of numbers and letters (reading, writing and counting).
- Does he know poetry? Telling what he heard (read).
- Development of manual skills, drawing, self-service.

But mentally retarded children can learn the alphabet at the age of 7-8 with the help of special education, but it is very difficult for them to combine letters and syllables, they can only read and write with difficulty. These children do not fully understand the text they read, they cannot repeat it in the necessary order.

Children with mental retardation may not be able to master the educational program designed for reading during the first school year. They read slowly, syllabically, they do not follow punctuation intonation, they change, change, skip letters and syllables. The lack of vocabulary, knowledge reserve, and limited imagination of the surrounding world make it difficult for children to understand syllables and expressions, to connect them with a causal sequence, but these children have an obvious desire to understand the text they read. will be seen. therefore, they often have a desire to re-read words and expressions to understand what the written text is about. This distinguishes them from mentally retarded children who read mechanically.

Hearing-impaired children and speech-impaired children face significant difficulties in learning to read and write. They have signs of spelling, guessing, replacing words and letters, and not being able to fully understand the read text.

Children with visual impairments have difficulties with the perception of letters, syllables, words, often "lose" the line and switch letters or words, which causes a negative effect on the acquisition of reading and written text comprehension skills. As the text is read to children, they understand and tell the content of the text.

Difficulties in acquiring learning skills in children with cerebral palsy are caused by defects in the musculoskeletal system. They find it difficult to fully understand words, confuse similar sound patterns, lose track of the sequence, and have difficulty moving from one word to another. Such children have a hard time understanding logical grammatical, that is, spatial word (left, below, under, above, etc.) and sentence structures. Children with normal intellectual development understand texts that are typical for young people. It is appropriate to pay more attention to such children.

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