

FORMATION OF SPEECH COMMUNICATION IN CHILDREN WITH NORMAL DEVELOPMENT AND CHILDREN WITH SEVERE FORMS OF MENTAL RETARDATION

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Abstract: This article deals with the study and analysis of foreign literature on the issues of formation of speech communication in children with normal development and severe forms of mental retardation, as well as the formation of speech communication in severe forms of mental retardation, communication in Uzbek children. the development of skills is expressed.

Key words: Speech skills, communication, mental retardation, innovative technologies, affiliative needs (need for communication, belonging to a group), category of communication, nature of communication, communicative motives, communicative behavior, communicative activity.

Introduction.

We study this problem from the point of view of the concept of communication genesis, which implies two features in approaching the problem of the emergence and development of speech in children: the features of understanding the psychological phenomenon of communication, as well as ideas about the development of speech. the relationship between speech and communication. We consider communication as a communicative activity, and speech as a means of implementing this activity that arises at a certain stage of development.

The category of communication is one of the main categories of modern psychology. Given the multifaceted nature of the analysis of this problem within the framework of various disciplines, we have identified a number of aspects of its study that are relevant to the topic of this dissertation research.

Literature Review

Communication is understood as the interaction of two (or more) people aimed at establishing relationships and coordinating and combining their efforts to achieve a common result. From a psychological point of view, the phenomenon of communication is considered in the works of domestic psychologists: G.A. Andreeva, A.A. Bodaleva, A.A. Brudniy, L.S. Vygotsky, V.V. Znakova, A.A. Leontyeva, A.N. Leontyeva, M.I. Lisina, B.F. Lomova, B.D. Parygina, A.A. Reana, E.E. Smirnova and others. Since the 1960s, interest in the problems of communication in the pedagogical process has increased. These studies include: T.N. Malkovskaya, A.V. Mudrika, A.B. Dobrovich, V.S. Grekhneva, E.V. Korotaeva, E.E. Kravtsova and others. The complexity of the problem of communication and the great interest of science in it are expressed in the variety of approaches to understanding the essence of communication. Based on theoretical analysis, we have identified the following approaches: 1. Activity is a means of communication between people. 2. Communication is an independent activity of a person. 3. Communication is an attribute of other types of human activity, a condition for their existence. Thus, it is customary for a number of domestic psychologists to consider the concept of "communication" as a derivative of the category of "activity", characteristic, for example, of the

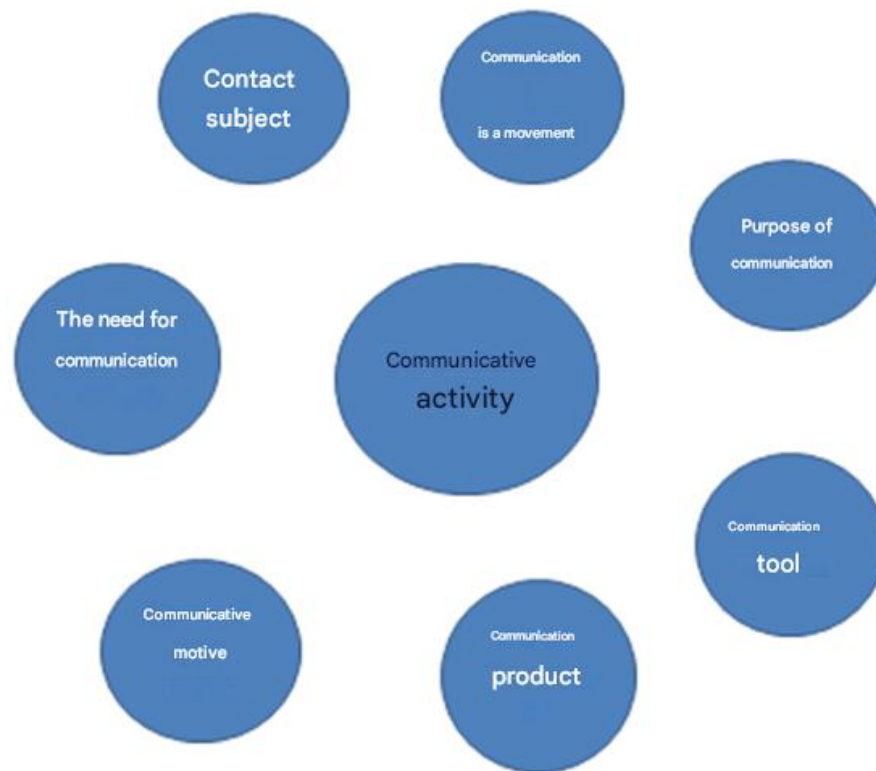
Moscow psychological school (A.N. Leontiev and his followers). Leningrad school (V.G. Ananyev). Thus, A.A. Leontiev (1999) defines communication as "a system of purposeful and motivated processes that ensure the interaction of people in collective activity, implement social and personal, psychological relations and use certain means, primarily language." Another view on the meaning and content of the category "communication" is also possible, which consists in considering the independence of this category, the inextricability of communication to activity, the intrinsic value of communication, communication not only as a means, but also as an end. So, according to the authors: B.F. Lomov, V.V. Znakova, A.A. Rean, communication does not necessarily begin with the needs for joint activity, but can act as a process of self-stimulation. The idea of self-esteem and the autonomy of communication can be associated with the theoretical concept of the structure of basic human needs and find serious foundations in this concept. As is known, in humanistic psychology, affiliative needs (the need for communication, belonging to a group) are associated with the basic needs of the individual. A person needs communication to share his sorrow, a person needs communication so that others can share his happiness or joy with him, a person needs communication to feel like a person. Emphasizing the concept of "communication" as a separate type of activity, a number of researchers introduce the term "communicative activity" as a synonym for this concept. As key words in understanding the socio-psychological phenomenon of communication, domestic psychologists highlight the following: communication, connection, interaction, exchange, method of integration. The most commonly used word is "communication". Communication between people is carried out through language and speech. Speech stands out as the main means of communication accepted in modern society. However, the concept of "communication" is much broader than oral speech. This is a complex psychological process, the structure of which can be described by identifying three interrelated components: the communicative side of communication (exchange of information between people); the interactive side (organization of interpersonal relationships); the perceptual side (the process of perception of each other by communication partners and establishment of mutual understanding). With an emphasis on the exchange of information as the essence of communication, the latter becomes a communicative activity. In the framework of this dissertation research, we are more interested in the communicative side of communication.

Research methodology.

Communication - the action and process of establishing connections between subjects of interaction by developing a common meaning of the transmitted and received information. Thus, communication acts as a special function of communication associated with the exchange of information that occurs between people in the process of joint activity and communication.

Like any activity, communicative activity has its own structure:

- subject of communication – another person, a communication partner as a subject;
- the need for communication – a person's desire to know and evaluate other people, through them and with their help – self-knowledge and self-esteem;
- communicative motives – for this purpose communication is carried out;
- communicative action – a unit of communicative activity, a holistic action directed at another person and directed at him as his object;
- communication goals – a goal directed by various actions performed in the process of communication under certain conditions;
- means of communication – operations by which communicative actions are carried out;
- communication products - formations of a material and spiritual nature created as a result of communication.



Analysis and discussion of results

A single communicative communicative situation includes: 1) the speaker; 2) listening; 3) the subject of communication - what is being said; 4) the code ("language"), with the help of which the text is created and perceived; 5) the text, i.e. a signal encoded with the help of information language - the material "body" in the act of communication, which connects the actions of the speaker and listener in this act; 6) the general conditions under which communication occurs. The listed set of conditions is required for communication to take place. Communication is not only an independent sphere of the child's life; This determines the most important role of communication in the process of the formation of the child's personality and vital activity. A.V. Mudrik identifies the following educational functions of communication: normative (reflecting the assimilation of socially typical norms of behavior by schoolchildren, i.e. communication as a normative process); cognitive (reflecting the acquisition of individual social experience by schoolchildren in the process of communication, i.e. communication as a cognitive process); emotional (reflecting communication as an affective process); actualization (reflecting the realization of typical and individual aspects of the student's personality in communication, i.e. communication as a method and means of social affirmation of the individual). Thus, the influence of communication on the mental development of the child is decisive and occurs as follows:

1. Thanks to adults who enrich the child's experience.
2. By directly setting tasks for adults that require the child to acquire new knowledge, skills and qualifications.

3. Based on the reinforcing effect of the opinions and assessments of adults.
 4. Thanks to the child for the opportunity to receive communicative samples of adult behavior and actions.
 5. Due to favorable conditions for revealing one's creativity in communicating with each other.
- There are verbal and non-verbal means of communication.

Verbal communication uses human speech, a natural sound language, as a sign system, i.e. a system of phonetic signs, including two principles: lexical and syntactic. Speech is the most universal means of communication, since the meaning of the message is least lost when transmitting information through speech. Non-verbal communication includes the main sign systems: 1) optical-kinetic, including gestures, facial expressions, pantomime; 2) paralinguistic (system of sounds, i.e. the quality of the voice, its range, tonality) and extralinguistic (pauses in speech and other inclusions - coughing, crying, laughing, speech rate) systems; 3) organization of space and time of the communication process, 4) visual communication. The combination of these means is designed to perform the following functions: complementing speech, replacing speech, expressing the emotional state of partners in the process of communication. M.I. Lisina (1986) identifies three main categories of means of communication: expressive-facial (smile, gaze, facial expressions, expressive movements of the hand and body, expressive vocalization); object-active (base-movement and object movement, positions); speech (statements, questions, answers, comments).

All of them are formed in ontogenesis, in the process of real communication of children with people around them. Each category of means of communication has its own capabilities that determine its function and role in the interaction between a child and an adult. Speech means of communication appear in ontogenesis, after expressive-facial and objective-effective means of communication have already reached high development and great complexity.

Speech is a form of communication mediated by language that has historically developed in the process of materially changing human activity. Speech occupies a central place in the process of the child's mental development and, in general, is internally connected with the development of thinking and consciousness, performing a number of important functions.

Thus, M.I. Lisina (1986) identifies three main functions of speech: interindividual function - speech is understood as a means of clear and rapid communication between people, and in this case acts as oral speech: monologues, dialogues, a conversation between several individuals; Intraindividual function - speech is a means of implementing many mental functions, raising them to the level of concrete consciousness and opening up the possibility for the individual to voluntarily control and regulate mental processes, and in this case it occurs on the internal plane (inner speech); Universal function of speech - speech provides the individual with a communication channel for obtaining information from the treasury of universal human socio-historical experience through the use of written speech embodied in graphic signs and symbols. L.S. Vygotsky was one of the first to express the idea that speech plays a decisive role in the formation of mental processes and that the main method for analyzing the development of higher mental functions is the study of the restructuring of mental processes that occurs under the influence of speech. It was he who conducted research on the development of concepts in childhood, which led to the conclusion that the forms of generalization characteristic of the child begin and end with those forms in which the generalization of a number of objects is completely determined by direct impressions. Each process of analysis and synthesis of reality is manifested in such forms that are mediated by words, highlighting the necessary feature and assigning the perceived object to a certain category. He and his associates and ideological followers (A.R. Luria, F.Ya. Yudovich, A.N. Leontiev, G.L. Rosengardt-Pupko,

F.I. Fradkina, M.M. Koltsova, etc.) are among the studies in which the process of forming active attention is observed. , gradually begins to be built with the guiding participation of the word, is experimentally traced, the process of memory development is increasingly becoming an act of word-mediated, active, voluntary memorization and a number of other higher mental processes. All experimental data obtained were subjected to mathematical processing in the SPSS statistical program version 10. Comparative analysis of indicators was performed between subjects of the experimental (4th and 5th grade students) and control (8th grade students) groups using non-parametric Mann-Whitney test. In block I, reliable significant differences were obtained in the indicators of the following studied parameters: the ability to identify a communication partner (series 1), the ability to independently establish communication (series 2), the level of motivation (series 3), the ability to use various means of communication (series 5), as well as based on the results of the block as a whole. In block II, significant differences were noted in the following indicators of the research parameters we identified: the level of motor implementation of speech (series 1), word formation processes (series 2), the grammatical structure of speech (series 3), coherent speech (series 4), understanding the meaning of words (series 6), understanding logical-grammatical structures (series 7), phonemic perception (series 8), as well as based on the general results of the block (table). 6. Histogram 1.). At the stage of the clarifying experiment, in terms of almost all the studied parameters, in general, the level of oral communication of students in the KG is slightly higher than that of EG children. This can be seen both in the indicators of the parameters of the level of formation of communicative skills of block I, and in the indicators of the parameters of the level of speech development of block II.

Consequently, at the stage of the clarifying experiment, before the implementation of corrective and developmental measures, the level of formation of communication skills and the level of speech development of students in the EG were lower than those of students in the

Conclusions and suggestions

Our research allows us to draw the following conclusions.

1. A comprehensive study of psychological and pedagogical literature made it possible to clarify such concepts as “communication”, “communicative activity”, “communication skills”, “speech”. On this basis, we clarified the concept of “speech communication” we introduced, highlighting two interrelated components in its internal structure.
2. On the one hand, this is the child’s possession of a certain set of personal qualities necessary for the full implementation of communication, manifested in his conscious communicative actions, and the ability to shape his behavior in accordance with the tasks of communication, the requirements of the communicative situation and the characteristics of the communication partner (i.e., his communicative abilities); on the other hand, it is the mastery of speech as a means of communication.
3. The data obtained at the stage of identification confirmed the need to create and test a correctional pedagogical technology for the formation of speech communication in children with moderate and severe mental retardation.

In the process of constructing a correctional pedagogical technology for the formation of speech communication in children with moderate and severe mental retardation, we relied on the concept of the pedagogical potential of the children's team, developed in domestic correctional pedagogy, which contributes to the formation of the necessary communicative skills of interpersonal communication (M. I. Kuzmitskaya, A. N. Smirnova, G. M. Dulnev, N. A. Lyalin). The authors, who consider a mentally retarded child from a social point of view as

“weakly gifted” and whose social relations are disturbed, believe that such a child is able to correct these shortcomings through a children's team.

5. Specially organized training on speech communication - practicing communication skills and developing oral speech at a practical level became possible in the process of organizing an interactive educational process, in which the interaction of students within the children's team in the speech process was established in educational and game activities. development lessons. In the conditions of conditional improvised communication created daily due to game modeling of speech development lessons, we had the opportunity to teach all components of communication skills (informational-communicative, interactive and perceptual) and at the same time develop speech.

6. A control study of the level of formation of communicative skills and the level of speech development showed that as a result of the experiment, the number of children assigned to the III level of development from EG at the stage of the defining experiment. the skills studied decreased from 37% to 21%, and the number of children initially classified as I increased from 11% to 42%.

Before the formative experiment, 68% were classified as level III of speech development, this figure decreased to 52%, and the number of children at level I increased from 0% to 11%. Thus, in the course of the study, we confirmed the hypothesis that the use of technology for the formation of speech communication, based on the organization of the interaction of students in a children's team during educational and gaming activities (game modeling of speech development lessons), allows achieving positive dynamics at the level of formation of communication skills and increasing the level of development of oral speech.

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