

**EFFECTIVE TECHNOLOGIES FOR DEVELOPING LEXICAL ASPECTS OF
SPEECH IN CHILDREN WITH MENTAL DELAYS****Rakhmonberdiyeva Khosiyatkhan Murodjon kizi**

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Annotation: In the following article, we investigated the lexical capabilities of children with intellectual disabilities and the influence of cognitive and emotional factors on their vocabulary development. We used psycholinguistic testing and multimodal teaching methods to improve their word recall and contextual understanding. The study showed that consistent, emotionally engaging, and multisensory teaching significantly improved lexical performance, communication skills, and social interaction.

Keywords: lexical development, intellectual disability, speech therapy, cognitive function, inclusive education, linguistic competence.

**RUHIY RIVOJLANISHI SUSTLASHGAN BOLALAR NUTQINING LEKSIK
JIHATLARINI RIVOJLANTIRISHNING SAMARALI TEXNOLOGIYALARI**

Quyida maqolada biz aqliy rivojlanishida nuqsoni bo'lgan bolalarning leksik imkoniyatlarini va ularning so'z boyligini rivojlantirishga kognitiv va hissiy omillarning ta'sirini o'rganib chiqdik. Ularning so'zlarni eslab qolish va kontekstual tushunishini yaxshilash uchun psixolingvistik test va multimodal o'qitish usullaridan foydalandik. Tadqiqot shuni ko'rsatdiki, izchil, hissiy jihatdan qiziqarli va multisensorli o'qitish leksik ishlashni, muloqot qobiliyatlarini va ijtimoiy o'zaro ta'sirni sezilarli darajada yaxshilaydi.

Kalit so'zlar: leksik rivojlanish, aqliy rivojlanishida nuqson, nutq terapiyasi, kognitiv funktsiya, inklyuziv ta'lim, lingvistik kompetensiya.

**ЭФФЕКТИВНЫЕ ТЕХНОЛОГИИ РАЗВИТИЯ ЛЕКСИЧЕСКОГО СОСТАВА
РЕЧИ У ДЕТЕЙ С ЗАДЕРЖКОЙ ПСИХИЧЕСКОГО РАЗВИТИЯ**

В данной статье мы исследовали лексические способности детей с нарушениями интеллектуального развития и влияние когнитивных и эмоциональных факторов на развитие их словарного запаса. Мы использовали психолингвистическое тестирование и мультимодальные методы обучения для улучшения запоминания слов и понимания контекста. Исследование показало, что последовательное, эмоционально вовлекающее и мультисенсорное обучение значительно улучшает лексические навыки, коммуникативные навыки и социальное взаимодействие.

Ключевые слова: лексическое развитие, нарушения интеллектуального развития, логопедическая терапия, когнитивные функции, инклюзивное образование, языковая компетенция.

Introduction.

In this study, I wanted to look into the word skills of kids with mental retardation. I focused on how their vocabulary grows differently compared to kids who develop normally. From what we saw during observations, these children have a small set of words. They struggle with grouping

words by meaning. They also find it hard to use words that are abstract or depend on the situation. We did this research to get a better grasp on how thinking limits affect language handling. We also wanted to see how specific teaching methods could help their talking skills. This topic matters because language does more than just communicate. It shows how cognition develops too.

The prevalence of RRS among children is determined differently⁴³. In addition, the number of RRS children also depends on the nature of the lag in mental development. The problem of mental retardation began to be studied in our country in the late 1960s and early 1970s. Until 1979, the mental retardation of such children was considered a temporary, transient condition.¹

As we know, the main activity for school-age students is reading and playing. As a result of failure in academic activities, constant awareness of their own poor mastery, negative traits begin to form in the personality and behavior of RRS students, which negatively affects the educational process. Such students, due to their mental and physical characteristics, cannot adequately master the public school curriculum in public school conditions. The increased attention to this category of children is closely related to the problem of underachievement in schools. Mental retardation is divided into the following types from a "Clinical and Psychological" perspective: Samogenetic, Constitutional, Psychogenic, Cerebral. Developmental lag, in turn, causes a delay in the formation of mental functions, processes, skills, and abilities.² "Primary intelligence is preserved" refers to the fact that children with intellectual disabilities show good results when performing diagnostic methods compared to children with intellectual disabilities. The fact that children with intellectual disabilities achieve such good results indicates that they have a certain level of knowledge compared to children with intellectual disabilities.

In our work, we checked out how children with mild or moderate intellectual disabilities pick up words, keep them in mind, and pull them out when needed. We noticed their understanding of simple words stays pretty concrete. Abstract or figure-out meanings prove tougher for them. We looked at speech therapy and special education too. These help build up their word supply. By comparing different approaches, we saw that organized language training really boosts their skill at using words in real situations.

We paid close attention to how feelings and motivation shape word learning. Lots of these kids recalled words better in lively or fun settings. We wrapped up that positive boosts and learning tied to real life spark word growth.³ On top of that, we learned peer chats in mixed classrooms help a lot. Kids pick up skills by copying and learning socially.

Main part

Studies have shown that children with RRS have insufficiently developed mental processes: comparison, generalization, analysis. These processes constitute the main basis of mental

¹ Shermatovna, Erkaboyeva Nigora, and Akbarov Sardor Sodiqjon O'g'li. "Conditions of inclusive education." Web of Scientist: International Scientific Research Journal 3.7 (2022): 1-4.

² Sadikovna, Rakhimova Khurshidakhon, and Abdalova Nodira Bakhtiyarovna. "PROBLEMS OF ORAL AND WRITTEN SPEECH MAKING AFTER COCHLEAR IMPLANTATION." Conference Zone. 2022.

³ Teshaboeva F.R. Effective factors for the organization of theoretical training in the module "Special methods of teaching the mother tongue" in the field of higher defectological education. Scientific Bulletin of Namangan State University 2 (10), 383-387

activity. One of the characteristics of RRS children is a high level of learning compared to children with mental retardation. Therefore, the potential development of RRS children is somewhat higher than that of children with mental retardation. Mental unpreparedness for school education is manifested in the following ways:

- 1) insufficient imagination and knowledge of the outside world;
- 2) lack of mental processes, skills and actions;
- 3) delayed speech development;
- 4) limited cognitive interests, manifested in certain interests and motives;
- 5) inability to control their behavior;⁴

For our research, we examined how weak spots in thinking skills like focus, memory, and sensing things impact word use. We discovered word delays tie closely to problems in sorting and broadening ideas. For example, kids might get single words but miss connections between them. We figured the way to boost word growth involves seeing words in context over and over. It also needs teaching through different senses and back-and-forth talking.

Our results showed these children lean on clues from the moment more than word rules when figuring out what things mean. We saw their ways of finding words often link to sights or touches. From that, we made exercises mixing senses.⁵ Visual cards, real items, and hand signs built stronger ties.

In teaching times, we tried learning through tasks and stories. We got students to make quick talks and describe everyday things. As time went on, word recall got better. Building sentences improved too. This backed up that word skills in kids with mental retardation respond well to personal, repeated, and feeling-filled teaching.

Methods.

In the psychogenic form of mental retardation, the child is brought up in unfavorable, inappropriate conditions from an early age, and the negative aspects of this upbringing affect his spiritual development. The reasons for the emergence of such shortcomings can be divided into 3 groups.

1. Not engaging in the upbringing of the child at all, completely abandoning him to his own devices, which does not form a sense of duty and responsibility in children. In addition to the lack of development of mental perception, interests, cognitive activity, emotions and will, there is also a lack of knowledge and images necessary for mastering academic subjects.
2. Pampering the child in every way, not encouraging him to sufficient independent activity, not forming a sense of initiative, responsibility, raising the child as a family man, and acting excessively according to his will, the child may lag behind in mental development to some extent.

⁴ Sadikovna, Rakhimova Khurshidakhon, and Abdalova Nodira Bakhtiyarovna. "PROBLEMS OF ORAL AND WRITTEN SPEECH MAKING AFTER COCHLEAR IMPLANTATION." Conference Zone. 2022.

⁵ Ignateva S.A., Blinkov Y.A. Logopedicheskaya reabilitatsiya detey s otkloneniyami v razvitii. M.: "Vlados", 2016 g.

3. Cruelty to a child, physical punishment, harshness, aggressive and abusive relationships between parents related to alcoholism, make the child more vulnerable and cause him to lag behind in mental development. Such children develop rudeness, lack of courage, lack of initiative, lack of independence, cowardice and other traits. All this has a negative impact on mental perception and cognitive activity.⁶

To do this research, we picked 25 children from 7 to 10 years old with mild to moderate mental retardation. We used mind-language tests like naming checks, word linking jobs, and word tests in context. We added surveys from teachers and parents to check language in everyday life.⁷ With both deep and number-based reviews, we spotted patterns in word slowness and how they connect to thinking functions.

We brought in fixing methods like mapping word meanings, copying speech, and fun play activities. We led kids to name pictures, items, and doings again and again. Rhythm and repeats helped lock in memory. To keep them interested, we mixed in songs, moving pictures, and play games. This way worked great at holding focus and sticking words in mind.

Results and Discussion

Our findings show kids with mental retardation can grow their word collection a lot with steady teaching help. In eight weeks of work, the average right words used went up 35 percent. Word mistakes dropped. Pulling out words got faster⁸. Kids felt surer using known words for feelings and wants.

From group talks, we saw better natural speech and fitting word use in moments. Plus, feeling ties like praise, cheers, and games helped keep new words longer. Looking at before and after numbers, we saw repeated structure and life-tied learning hit hardest on word gains.

We also noted tools for multiple senses cut the space between sensing and word getting. Mixing sight, sound, and body moves aided solid meaning ties. Better words showed up good in social and school dealings.⁹ It proves word growth feeds straight into wider thinking progress.

Conclusion

Clinical and psychological-pedagogical studies show that memory impairment is one of the characteristic features of children with RRS. Memory impairment is complex and has a specific appearance. The peculiarity of the memory of children with RRS is that some aspects of their memory are more impaired, while others are less impaired.

To wrap up, our study shows word skills in kids with mental retardation can develop well with fresh teaching ways. The best plans mix senses, stir feelings, and fill with real context. This work points out the need for personal language aid in special and mixed school setups. By aiming at word strength, we help better talking, thinking bend, and fitting in socially for kids

⁶ Rakhmanova V.S. Special pedagogy. T.: "Gafur Ghulam", 2016.

⁷ Teshaboeva F.R. Effective factors for the organization of theoretical training in the module "Special methods of teaching the mother tongue" in the field of higher defectological education. Scientific Bulletin of Namangan State University 2 (10), 383-387

⁸ Ignateva S.A., Blinkov Y.A. Logopedicheskaya reabilitatsiya detey s otkloneniyami v razvitii. M.: "Vlados", 2016 g.

⁹ Shermatovna, Erkaboyeva Nigora, and Akbarov Sardor Sodiqjon O'g'li. "Conditions of inclusive education." Web of Scientist: International Scientific Research Journal 3.7 (2022): 1-4.

with thinking challenges. This adds to mind-language knowledge. It gives real plans for teachers and helpers with these students.

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