

**IMPROVING THE DEVELOPMENT OF SPEECH COMMUNICATION IN PRIMARY
SCHOOL STUDENTS WHO NEED SPECIAL ASSISTANCE**

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Abstract: This article presents the study and analysis of foreign literature on the issues of forming speech communication in primary school students with mental retardation who have special educational needs, solutions to the problems, and the formation of speech communication in severe forms of mental retardation, the development of communication skills in Uzbek children.

Keywords: Speech skills, communication, Mental retardation, Innovative technology, affiliative needs (need for communication, belonging to a group), Communication category, communication feature, communicative motives, communication behavior, communicative activity.

The Uzbek people have a rich heritage of education and have been cultivating universal human qualities such as patriotism, humanity, humility, hard work, friendship, kindness, brotherhood, and decency in generations. The works of Eastern thinkers on education also form the fundamental basis of this heritage. Thanks to independence, our people have turned to the world and the world has recognized us. We have begun to look at our history and culture with a new perspective and have begun to positively solve the problems that await solution. Like all areas, our native language and the problems related to it are also gradually finding solutions. In particular, the work and research of our speech therapists in solving issues related to correct speech and speech culture are worthy of praise.

Among the scientists in our republic, L.R. Muminova, V.S. Rakhmonova, M.Y. Ayupova, P.M. Pulatova, D. Nurkeldieva, N. Rakhmonkulova, Z. Mamarajabova, Y. Checherina, Sh. Shokirova, M.P. Khamidova conducted scientific research.

Currently, in Uzbekistan, the issues of providing assistance to primary school students who need special assistance, studying their problems are one of the current issues. It is necessary to develop new organizational forms of work with them, find the most effective ways to develop their integration into society and opportunities. This is due to the fact that in the field of special education for children with intellectual disabilities, updates are being made in accordance with the laws and regulatory documents of the Republic of Uzbekistan, including the Law on Inclusive Education (2021), which increased the opportunity for children with intellectual disabilities to study in regular schools. According to this law, classes for this category of children were opened in all types of educational institutions throughout the republic (only for mildly mentally retarded children), which expanded the field of experience for scientists and specialists working in the field of special pedagogy. Taking this into account, the need to increase educational resources for teachers working in primary education, develop programs, and provide methodological recommendations for working with mentally retarded children, which reflects the urgency of the research work. The international education concept established by international organizations and most countries of the world until 2030, "having a solid foundation of knowledge, developing creative thinking", has been noted as an urgent task, which, in turn, creates the need to develop speech communication and intellectual potential based on

supporting children in "specialized educational institutions for children with special educational needs" in cooperation with UNESCO. A vivid example of this is the transfer of all special educational institutions to the management of the National Protection Agency under the President of the Republic of Uzbekistan, established on June 1, 2023, and the issuance of a number of decrees and resolutions. The Decree of the President of the Republic of Uzbekistan No. PF-5712 dated April 29, 2019 "On approval of the Concept for the development of the public education system of the Republic of Uzbekistan until 2030", No. PF-134 dated May 11, 2022 "On approval of the national program for the development of public education for 2022-2026", No. PK-57 dated December 2021 "On additional measures to provide comprehensive support to persons with disabilities, promote their employment and further increase their social activity", No. PK-57 dated October 13, 2020 In accordance with the Resolution No. PK-4860 "On measures to further improve the system of education and upbringing of children with special educational needs", the education and upbringing of children with physical or mental disabilities in our Republic was identified as one of the priority areas in the education sector of our state. This research work will to a certain extent serve in the implementation of the tasks set out in the Decrees of the President of the Republic of Uzbekistan "On the Development Strategy of New Uzbekistan for 2022-2026" and other normative and legal documents related to this activity.

The underdevelopment of higher forms of cognitive activity, severe mental retardation, manifested in gross systemic speech disorders, determine the very low level of communicative competence of these children, which complicates the process of their adaptation and existence in modern society.

We studied this problem from the point of view of the popular concept of the genesis of communication (G.A. Andreeva, A.A. Bodalev, A.A. Brudny, L.S. Vygotsky, A.A. Leontiev, A.N. Leontiev, M.I. Lisina, B.F. Lomov, B.D. Parigin, E.E. Smirnova), which offer two features in solving this problem: the features of understanding the psychological phenomenon of communication, as well as the idea of the connection of speech communication with communication. We consider communication as a communicative activity, and speech as a means of implementing this activity that occurs at a certain stage of development.

Communication with adults is an integral and leading component of the process of raising and educating a child. By communicating with other people, the child has the opportunity to improve his cognitive and active abilities and communication skills.

Communication disorders affect the development of the personality: the child's self-image is distorted, it becomes difficult for the child to perceive himself as a person (O.A. Bajukova, I.T. Dmitrov, M.I. Lisina, D.M. Mallaev, P.O. Omarova, L.R. Muminova, M.Yu. Ayupova, Sh. Shokirova, etc.), lead to difficulties in establishing interpersonal relationships (E.N. Vinarskaya, A.G. Ruzskaya, L.M. Shipisina) and complicate the process of adaptation of this category of children to school and their assimilation of program material.

The underdevelopment of higher forms of cognitive activity in mentally retarded children is often closely related to the severity of the intellectual disability. In addition, the underdeveloped level of speech communication and communication is explained by the specifics of mental disabilities of mentally retarded children.

At the same time, speech, as a historically formed form of communication between people through language, is the main means of communication in modern society. Accordingly, the serious underdevelopment of speech or, in some cases, the complete absence of verbal forms of communication complicates the process of adaptation and finding oneself of this category of people in modern society, which, in turn, complicates their adaptation to social life and leads to their deprivation of communication.

In addition, speech communication is the main form of communication, and speech, which ensures the preservation of experience and knowledge and its application in practice, is of great importance for the formation of the child's mental processes and the whole personality. The formation of volitional actions begins with the submission of activity to the proposed instructions expressed in verbal form, and later internal speech begins to play the main regulatory role; Speech is a necessary basis of human thinking, a means of organizing and managing mental and practical activity, as well as expressing emotions. Therefore, the problem of speech is one of the most important issues in general psychology, child and special psychology.

However, we must say that in most cases, the implementation of corrective work in children with mild mental retardation in the context of inclusive education is carried out on the basis of the same principles, methods and techniques as the practice of modern correctional and speech therapy work on the development of speech and communication of children of this category. The contingent of students with mild mental retardation has a qualitatively different specificity and requires specific, qualitatively different forms of work on the development of oral speech. Pronunciation defects in children with mental retardation are usually associated with gross organic pathology of the brain, and they are difficult to correct. Therefore, we believe that the main attention in the work on the development of oral speech should be paid to the training of oral communication to the extent that it is available in each individual case, that is, to the formation of the communicative function of speech.

In this case, the communicative function of speech is understood as the ability to use speech in simple everyday (self-service), educational and professional communication. The concept of "speech communication, speech communication" introduced by us is considered not only as a phenomenon of pure speech. Revealing its essence, we distinguish two components in its internal structure. On the one hand, this is the possession of certain personal qualities necessary for the full implementation of communication, manifested in the conscious communicative actions of a child with mild mental retardation, and the ability to shape their behavior in accordance with the tasks of communication, the requirements of the communicative situation, and at the same time the characteristics of the communication partner (communication skills); on the other hand, it is the mastery of speech as a means of communication. If one of the components (or both at the same time) is underdeveloped for certain reasons, we need specially organized corrective speech therapy and pedagogical assistance in the formation of speech communication. Correct speech, speech communication, speech communication, speech culture are important signs of the cultural development of society, the spiritual maturity of the nation. In our country, when spiritual and educational reforms are declared a priority direction of state policy, the issues of forming correct speech, speech communication, speech culture from a young age in our future youth are becoming more relevant than ever. The formation of correct speech, speech communication, speech communication, speech culture in young people is one of the current problems of modern speech therapy. In conclusion, solving this problem is connected with the development of our general culture, as well as with the further improvement and improvement of the teaching process in all educational institutions. It should be noted that today the speech therapist, who deals with speech problems, is conducting correctional and pedagogical work in all institutions.

Because correct speech, speech communication, knowledge of speech communication, and teaching correct speech should be considered a vital necessity for speech therapists, and indeed for any cultured person. Scientific study of the Uzbek language and speech norms is also extremely important for the modern field of speech therapy.

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