



## **TECHNOLOGIES FOR DEVELOPING VOCABULARY IN CHILDREN WITH MENTAL RETARDATION**

Makhmudova Madinakhon Sobirkhonovna

Associate Professor of the Department of Special Pedagogy,  
Kokand State University, PhD

Rakhmonberdiyeva Khosiyatkhan Murodjon kizi

Master's Student in Speech Therapy

### **Abstract**

The article substantiates the importance of an individual approach, systematicity and coherence of correctional and pedagogical work in the process of developing vocabulary. The results of the study serve to increase the effectiveness of work with children with mental retardation in the field of special pedagogy and speech therapy.

**Keywords:** Mental development, slow development, vocabulary, speech development, special pedagogy, correctional work, didactic games, interactive methods, visual aids, communicative skills, increasing vocabulary, individual approach.

### **Introduction**

The development of the lexical aspect of the speech of preschool children with mental retardation plays an important role in their overall mental development. The vocabulary of this category of children is not sufficiently formed, and they have difficulties in understanding, remembering and using words in speech. Therefore, the use of pedagogical and speech therapy technologies aimed at developing vocabulary is of particular importance.

First of all, these technologies serve to increase the speech activity of children. Through specially organized games, conversations and exercises, children are involved in speech, they learn new words and try to express their thoughts. As a result, passive vocabulary gradually turns into active vocabulary. These technologies develop cognitive processes. In the process of increasing vocabulary, children's thinking, memory, attention and perception also develop. For example, logical thinking is formed in children by comparing, grouping and generalizing objects.



Another important aspect of vocabulary development technologies is the formation of communication skills. Using the learned words, children enter into communication with each other, learn to ask and answer questions, express opinions. This facilitates their social adaptation. These technologies are especially effective when combined with game activities. Through play, children learn in a free environment, fear and shyness decrease, and speech activity increases. This allows for natural and effective vocabulary acquisition.

In addition, modern pedagogical technologies provide an individual approach. Taking into account the level of development and needs of each child, appropriate methods are used. This increases the effectiveness of acquisition and realizes the potential of each child.

The importance of vocabulary development technologies is that they not only develop speech, but also have a positive effect on the formation of children as individuals. As a child learns to express his thoughts freely, his self-confidence increases, and his social activity increases. Technologies for developing the vocabulary of children with delayed mental development are an important factor in their speech, mental and social development, and serve to increase the effectiveness of the educational process. Developing the lexical aspect of the speech of preschool children with delayed mental development is one of the important tasks facing modern pedagogy and speech therapy. Children in this category have insufficiently developed vocabulary, and they have difficulty understanding, remembering, and using words in speech. Therefore, it is necessary to use effective pedagogical and speech therapy technologies to develop vocabulary.

According to the modern approach, the development of vocabulary should be integrative. That is, the development of speech is carried out in an inextricable link with other mental processes - thinking, memory, attention, and perception. On this basis, the following technologies are considered effective. The development of the lexical aspect of speech in preschool children with delayed mental development requires a specially organized pedagogical process. Children in this category have limited vocabulary, and they have difficulty understanding, remembering, and using the meaning of words in speech. Therefore, the use of modern pedagogical technologies in the development of vocabulary is of great importance.

Such technologies should be selected, first of all, in accordance with the individual characteristics, mental processes, and interests of children. One of the most effective



approaches is game technology. Since game activities are natural and interesting for children, they facilitate the process of learning new words. With the help of didactic games, children learn to name objects, identify their signs, generalize and compare. Role-playing games allow them to use vocabulary in active speech.

The next important direction is individual approach technologies. Since children with mental retardation tend to learn more visually, teaching based on pictures, cards, objects and icons gives effective results. This method helps to strengthen the connection between words and concepts.

Individual approach technologies are an integral part of the modern educational process. Children's attention is attracted through multimedia materials, interactive programs and educational videos, their auditory and visual analyzers work together. This contributes to the quick and effective assimilation of new words. This technology (learning through multiple senses) also plays an important role. Children understand the properties of objects more deeply by touching, feeling, and smelling them. In this process, the acquired words become more solid.

The individual approach technology increases the speech activity of children. Through activities such as question-and-answer, conversation, story-telling, and describing objects, children learn to express their thoughts. This plays an important role in activating their vocabulary.

The technology of an individual approach is of particular importance in working with preschool children with mental retardation, and it is one of the main factors that increase the effectiveness of education. This technology serves to organize the educational process taking into account the psychological, physiological, and speech characteristics of each child.

The most important role of the technology of an individual approach is that it allows you to take into account differences in the level of development of children. Children with mental retardation are not developed to the same extent, and their speech capabilities, vocabulary, perception, and thinking abilities differ. Therefore, working on the basis of a single method does not give the expected result. An individual approach makes it possible to choose suitable methods and tools for each child.

This technology also plays an important role in developing vocabulary. The existing vocabulary level of each child is determined and appropriate tasks are given to him. As a result, children learn new words in accordance with their capabilities, learn to



use them in speech. This ensures a gradual and consistent development of the vocabulary.

The technology of an individual approach increases the interest of children by adapting the educational process. When classes are organized in accordance with the interests and needs of the child, he actively participates and speech activity increases. This leads to a solid assimilation of the studied material. This technology plays an important role in building self-confidence in children. When the small achievements of each child are taken into account and encouraged, he becomes confident in his own strength and more actively engages in speech activity. This is especially important for children with delayed mental development.

In addition, through the technology of an individual approach, difficulties arising in the educational process are identified and eliminated in a timely manner. This prevents disruptions in the speech development of children.

The technology of the individual approach plays a central role in the development of the vocabulary of children with mental retardation, serves to effectively organize the educational process, increase the speech activity of children and ensure their development as individuals. In addition, appropriate tasks are given, taking into account the level of development, speech capabilities and interests of each child. This increases the effectiveness of education and has a positive effect on the development of children. The technology of the individual approach is one of the most important and effective pedagogical directions in working with preschool children with mental retardation. This technology involves organizing the educational process taking into account the specific psychological, physiological and speech characteristics of each child. The level of development, speech capabilities, speed of perception, memory and attention characteristics of children in this category differ significantly from each other. Therefore, working with general (identical) methods does not give the expected result. The individual approach serves to create appropriate conditions for each child and support his speech development to the maximum. The basis of the technology of the individual approach is diagnostics. Initially, the level of speech development of children, vocabulary, ability to understand and use words, as well as mental processes (attention, memory, thinking) are studied. Based on the results obtained, an individual development program is developed for each child.

At the next stage, individual planning is carried out. Specific goals and tasks are set for each child. For example, for some children, expanding vocabulary is a priority,



while for others, activating existing vocabulary or working on the correct use of words is required. The content and methods of training are selected accordingly.

In the technology of an individual approach, adaptation of the educational process plays an important role. In this process, the complexity of tasks is gradually increased, visual aids are widely used, and training is organized in a short and interesting way. If necessary, the same topic is explained in different ways (through games, pictures, movements).

Also, encouragement and support are important in this technology. Each small achievement is positively assessed, which increases children's self-confidence and increases speech activity. Creating a supportive environment is a priority rather than negative evaluation. Cooperation with parents is also important in the process of an individual approach. Based on the recommendations given by the specialist, parents continue to work with children at home. This helps to consolidate the acquired knowledge and skills. The final stage of this technology is monitoring and evaluation. At this stage, the dynamics of children's development are monitored, initial and final results are compared. If necessary, changes are made to the individual program.

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