

WAYS TO TEACH MENTALLY RETARDED STUDENTS TO READ

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ANNOTATION:

The mentality of methods of teaching mentally retarded students to read, phonematic hearing, skills of analysis and synthesis, visual perception, spatial perception did not develop well, creeping in the pronunciation of sounds. Incorrect pronunciation or absence of vowels is common, the lexical and grammatical sides of speech are not developed. In the development of connected speech, the ability to compose a sentence according to a situational picture, to convert nouns in a unit into plural nouns, to form a diminutive-caressing nouns of a horse, depending on the given andose, wa-
influenced by the way of games. The
of independent speech observation s
that when they compose a story wi
help of a plot picture, it is of
importance to perform tasks such as
what they saw, telling the text that wa
for them, explaining.

Keywords: a mentally retarded r-
drawing up a story using a plot p
reading, development of speech, th
phonematic hearing, skills of analys-
synthesis, vision perception, -
perception, native language in an au
school, reading and speech develo
lesson.

INTRODUCTION:

The curriculum of schools intend

mentally retarded students is created on the basis of the law of the Republic of Uzbekistan "on education". The program "mother tongue, reading and speech development" of the auxiliary school was developed in accordance with this plan, taking into account the peculiarities of correctional education of special schools on the basis of state educational standards on general secondary education: ICCH classes. A special school designed for mentally retarded students provides students with primary education, elemental' knowledge in some Sciences of the base stage and prepares them for special vocational schools within a period of 9 years.

In the curriculum of the assistant, the maximum number of hours is allocated for the lessons of native language, reading, speech development, and in the table of native language classes, speech development in the primary classes, reading. it is called writing. And in the upper classes it is called native language, reading. These prepositions are held in 1-9 classes.

The task of the lessons of native language, reading and speech development in the auxiliary school:

-To teach the illiterate to the illiterate;

-To teach a conscious, correct, fast, expressive reading of the text that corresponds to the minds of students;

-To teach students how to consistently and correctly articulate their thoughts, visions and experiences to those around them through oral and written shag talk;

- To expand the student's circles of knowledge, enrich their understanding and imagination about life, raise their morale, educate in the spirit of the ideas of national independence.

The correct possession of speech in a timely manner allows the student to freely interact with the surrounding people, help to control his behavior, promote the development of his psychic activity, and, finally, education in the school greatly simplifies the process of teaching.

Mentally retarded students enter the language a little later than their normally developed peers, the term of saying the first word is three sometimes up to five years late.

Gnezdilov M.F., Petrova V.G., Corner A.V., Orlova YE.V., Voronkova V.V., Rahmanova V.S. and according to other scientists, 66% of mentally retarded students who come to first grade have three pronunciation defects. In most students, the ability to hear phonematically is impaired, the members of the speech and the defects in their movement are many three. In the possession of dictionary wealth is observed seriously difficult. Impressiv-internal speech expressiv-external speech sinks much behind the comb. They do not understand many words that express specific, generalizing concepts, they are difficult to understand the concepts used in the sense of mobility, they perceive them exactly.

Wear is also observed in the speech structure of the weak mind reader. Formed sentences are simple, many mistakes in the mutual adaptation of words three, complex connecting sentences are used very little. Mentally retarded pupils can not clearly and correctly pronounce sounds and words, they are tormented by making sentences depending on the picture, they can not use the help of the teacher correctly. Listening to fairy tales and stories, the degree of understanding of the

content also does not meet the requirements of the program. Heard little fairy tales and even more difficult to retell the story. They remember and say separate words. But they can not retell the contents of the fairy tale on the basis of correctly structured sentences. Mentally retarded pupils also suffered when they briefly talked about the surroundings, the landscape of nature. On the recommendation of the teacher, the task of compiling on life topics is not fulfilled by many students. Most of the auxiliary schoolchildren are not actively involved in conversations with adults and their comrades, answering the questions Yes, they practically can not use the words in the conversation.

Students who could answer the given question through a fully, correctly structured sentence were not observed among them.

All the defects in the oral speech of mentally retarded students cause difficulties in the process of their pronunciation.

The educational process in the auxiliary school is aimed at comprehensively shagging the personality of a mentally retarded pupil, correcting various defects in mental and physical development that lead him to lagging behind, facilitating the implementation of measures aimed at correcting, correcting, correcting weight gain. Due to the fact that logopedic assistance is provided to students who are left behind from frontal work in the classroom for various reasons, they will be able to acquire knowledge in accordance with the requirements of the program.

The correct possession of speech in a timely manner allows the student to freely interact with the surrounding people, help to control his behavior, promote the development of his psychic activity, and, finally, education in the school greatly simplifies the process of teaching.

Mentally retarded students enter the

language a little later than their normally developed peers, the term of saying the first word is three sometimes up to five years late.

It is also difficult for mentally retarded students to formulate sentences. Formed sentences are simple, many mistakes in the mutual adaptation of words threeraydi, complex connecting sentences are used very little. Mentally retarded pupils can not clearly and correctly pronounce sounds and words, they are tormented by making sentences depending on the picture, they can not use the help of the teacher correctly. Listening to fairy tales and stories, the degree of understanding of the content also does not meet the requirements of the program. Heard little fairy tales and even more difficult to retell the story. They remember and say separate words. But they can not retell the contents of the fairy tale on the basis of correctly structured sentences. Mentally retarded pupils also suffered when they briefly talked about the surroundings, the landscape of nature. The task of compiling a short story on life topics with the recommendation of the teacher is not fulfilled by most students. Most of the auxiliary schoolchildren are not actively involved in conversations with adults and their comrades, answering the questions Yes, No, they practically can not use the words in the conversation. Words such as separate words, sign, Anaka were used a lot. Students who could answer the given question through a fully, correctly structured sentence were not observed among them.

The mind is a weak pupil's thinking, phonematic hearing, skills of analysis and synthesis, visual perception, spatial perception is not well developed, creeping in the pronunciation of sounds. Incorrect pronunciation or absence of vowels is common, the lexical and grammatical sides of speech are not developed.

In the development of paired speech, the ability to compose a sentence according to a situational picture, to convert nouns in a unit into plural nouns, to form a diminutive-caressing form of a noun, depending on the given case, is also not Shagged. The results of independent speech observation showed that when they compose a story with the help of a plot picture, they perform tasks such as telling what they saw, telling the text they read for themselves, consistently explaining what they saw and forgave with great difficult.

All the defects in the oral speech of mentally retarded students make them difficult in the process of teaching.

The educational process in the auxiliary school is aimed at the comprehensive formation of the personality of a mentally retarded pupil, the implementation of measures aimed at correcting, alleviating, correcting various mental and physical defects in his mental and physical development that lead him to lagging behind. Due to the fact that logopedic assistance is provided to students who are left behind from frontal work in the classroom for various reasons, they will be able to acquire knowledge in accordance with the requirements of the program.

In conclusion, in the process of teaching to read, students are trained, their spirituality increases, their positive qualities, worldview is formed, they learn manners and morality, their personality is formed. The educational task of the reading lessons in the auxiliary school is to restore and further raise our great spirituality, to find a composition, formation, spiritual and enlightening ideas of independence in students.

In the process of teaching in the auxiliary school, corrective work with mentally retarded pupils is widely carried out. These works consist in eliminating defects in the speech of the reader, delaying the shortcomings in cognitive activity. Defects in the physical and

mental development of students in reading lessons in the auxiliary school are suppressed, eliminated, softened to an inconspicuous level.

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