Original Article

# A Study of the Impressive Vocabulary of Preschool Children with Mental Frailty

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## Abstract

This article deals with the study of the impressive vocabulary of mentally retarded children of preschool age. The state of impressive vocabulary of mentally retarded children of preschool age was studied. As a result, there is a need to develop a correctional-pedagogical work system to increase the vocabulary of mentally retarded children of preschool age. Pedagogical recommendations for increasing the expressive vocabulary of mentally retarded children of preschool age have been defined.

**Keywords:** Articulatory Apparatus, Vocabulary, Impressive Vocabulary, Speech Understanding, Active Speech, Phonemic Perception, Sound and Syllable, Sound Structure of the Word, Pronunciation of Sounds, Syllable, Correction, Adaptation.

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## Introduction

Ensuring that disabled people have equal opportunities with all other citizens, eliminating limitations in their life activities, creating favorable conditions that allow them to live full-blooded lives, actively participate in the economic and socio-political life of society, as well as fulfill their civic duties, is the main humanitarian policy of our state. constitutes the content.

The importance of speech for the development of a normal person and a disabled person at the level required by the times is incomparably great. Because speech is a tool of interpersonal communication, a powerful means of dealing in all areas, an internal mechanism of thinking. It is not for nothing that the principle of the unity of speech and thinking is widely recognized as the main criterion for the assessment of intelligence in the science of special pedagogy.

The word is the most basic raw material of speech. As long as this is the case, one of the main requirements of preschool oligophrenopedagogy is to introduce children to the treasure of words, to enjoy this treasure. This difficult task cannot be done without constant work on the word. Learning the speech of children with disabilities, i.e. mentally retarded children, and increasing their vocabulary is one of the most urgent issues today.

## The Main Results and Findings

Deficiencies in the speech of mentally retarded children cause a number of problems in the formation of their connected speech. Difficulties in understanding the meaning of the material, inability to understand the logic of events, lack of time perception, distraction from the topic, as well as insufficient information about the objects and events around them, make their vocabulary poor and make it difficult to communicate. Many scientific studies on the problem of speech development in children with mental retardation of preschool age show that in children with this type of disability, the initial speech manifestations are absent or delayed (which is necessary for later acquisition of speech); late formation of first words; the period of acquisition of vocabulary is slow and difficult; it takes a long time to form simple sentences from words; lack of independence in speech creativity; encounter of phonetic defects; low level of speech activity; poor communication is observed [1].

Czech scientist M. Zeeman proved that speech appears in mentally retarded children after 3 years.

A similar situation was found in G.V. Kuznetsova's research. I. V. Karlen and M. Strazulla have also shown that mentally retarded children do not enter the period of babbling until the age of two (in a normally developing child, this is observed at 5-7 months), and the first words appear at the age of 2.5-5 years.

Many researchers who noted the reasons for such a late appearance of speech noted that the general underdevelopment of mental processes and delay in mental development is a characteristic feature of mentally retarded children. As a result, it is shown that complex mental activity such as perception of sounds and their mutual differentiation, that is, phonemic hearing, is not developed.

Our research is aimed at studying the lack of development of the speech of mentally retarded children of preschool age, to increase the vocabulary, to create the content of special

teaching and upbringing of mentally retarded children in their mother tongue, as well as to develop recommendations for increasing their vocabulary, to increase the effectiveness of correctional-pedagogical work, and to study them in an auxiliary school. helps to prepare.

In the study of the vocabulary of mentally retarded children of preschool age, we relied on such principles as ontogenetic, etipathogenetic (taking into account the signs of speech deficits), interrelationship of speech and mental development, individual and differential approach, complexity, demonstrability, going from simple to complex. In the formation of the child's speech functions, we used the principle of development, which includes the analysis of objective and subjective conditions and the processes of speech disorders, and the principle of mutual harmony, which reveals that their formation is related to the state of mental processes, was also taken into account.

Inspection work was carried out in a large group of preschool education organization. Medical and pedagogical documents of 46 children were studied. Children with mild mental retardation took part in the investigation. Anamnesis data representing general maturity of children were studied and analyzed. It was observed that there were various pathogenic factors in the anamnesis of mentally retarded children.

Table 1: Information obtained from the study of documents

| Number of children | Congenital mental retardation | | | | Mental retardation acquired in life | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | Disorders during pregnancy | | | | Pathologies during childbirth | | | Diseases experienced from birth to 2 years | | |
| | As a result of infectious diseases | As a result of trauma | Спиртли ва наркотик моддалар истеъмол килиш натижасида | Наслий (ирсий) | Prolonged delivery time | Asphyxia | Use of assistive devices | Brain diseases | Somatic diseases | Head injuries |
| 46 | 4/9% | 2/4% | 3/6,5% | 12/26% | 4/9% | 5/11% | 7/15% | 3/6,5% | 3/6,5% | 3/6,5% |

2 mothers (4%) were injured during pregnancy, 4 mothers (9%) suffered from flu for a long time during pregnancy, 4 mothers (9%) had pathology during delivery (water discharge, prolonged delivery time), Vacuum and forceps were used during the birth of 7 children (15%). 5 of them (11%) were born with asphyxia. 3 children (6.5%) had a chronic alcoholic father, 12 subjects (26%) had a mentally retarded father or mother. It was found that 3 participants (6.5%) suffered from somatic diseases (bronchitis, pneumonia, rickets) in the period of development from birth to 2 years. 3 children (6.5%) suffered from brain diseases (meningitis, meningoencephalitis), 3 children (6.5%) suffered brain trauma.

The children involved in the study are very excitable and inhibited or vice versa, their attention is scattered and their interest is low, and their motivation is weak.

When children's documents were studied, it was found that motor movement in the first period of development lagged behind growth, that is, they sat, walked and held their heads later than their peers (56.5%).

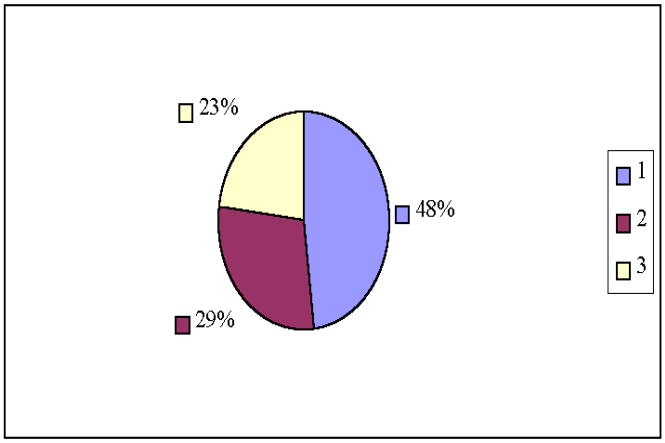
During speech research, the following data were obtained: 18 (39.1%) children had a delayed period of babbling and first words at the age of 1.5 - 2 years, 12 (26.4%) children at the age of 2.5 - 3 years, 10 (21.3%) appeared after 3 years of age. All children have a lack of vocabulary, idioms lack of formation of speech, defects in the pronunciation of sounds were convincingly studied.

In the process of performing tasks, 9 children were observed to be independent, active, and engaged in speech communication. 24 children were found to be distracted, often distracted, not completing tasks, feeling the need for help. In 13 children, difficulties in engaging in speech communication and instability of interest were shown.

Examination of the articulatory apparatus of speech consisted mainly of identifying defects in the articulatory organs, which are considered the cause of pronunciation defects.

Table 2: Found in the structure of the articulating apparatus indicators of deficiencies

| | | Артикуляцион аппаратида камчиликлари бор болалар | | |
|---|---|---|---|---|
| Number of children | Children with normal articulation apparatus (3 points) | Defects in the structure of the jaw, tongue, teeth (2 points) | Lip, hard and soft palate defects (1 point) | Defects in the structure of all articulating apparatus (0 points) |
| 46 | 22 / 48% | 13 / 29% | 11 / 23% | - |
| Total | 66 point | 26 point | 11 point | 0 point |

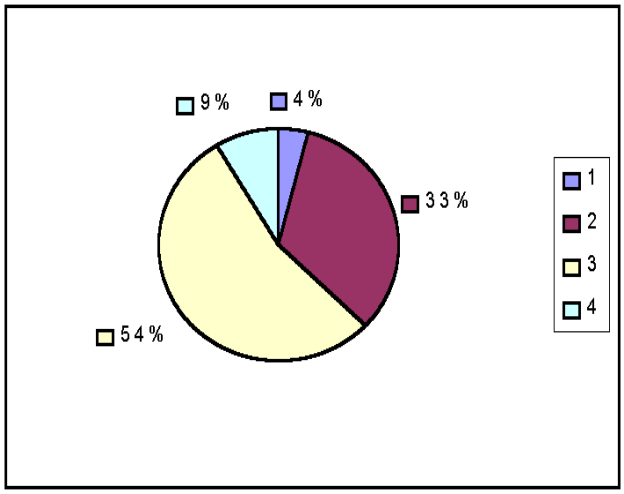



1. According to the articulatory apparatus.
2. Defects in the structure of the jaw, tongue, teeth.
3. Defects in the lip, hard and soft palate.

During the examination of the structure of the articulatory apparatus of speech, the normality of this apparatus was observed in 22 of 46 children (48%). Of the remaining 24 children, 7 (29%) were found to have small, gapped, missing teeth. 2 of them (8%) had a thin tongue, and 4 (17%) had a short tongue. 9 children (38%) had a deep and narrow palate, and 2 (8%) had cleft palate.

Table 3: Indicators of mobility of the articulating apparatus

| Number of children | He performed the action in moderation (3 points) | Uncertainty of movement (2 points) | Lack of tongue movement (1 point) | Couldn't do the moves (0 points) |
|---|---|---|---|---|
| 46 | 2 / 4,3% | 15 / 33% | 25 / 54% | 4 / 8,7% |




1. Performs the action in moderation.
2. Uncertainty of action.
3. Lack of language movement.
4. Inability to perform the action.

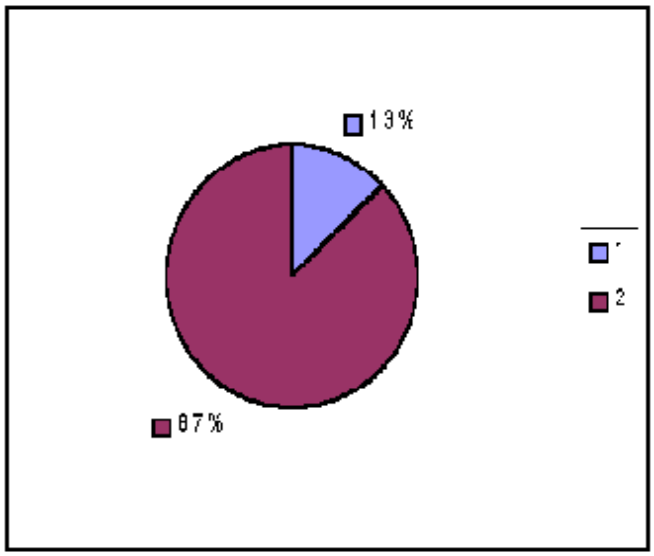
During the examination of the mobility of the speech articulatory apparatus, 25 children (54%) had a lack of mobility of the tongue, slow movement of the tongue when moving from one position to another. Uncertainty of movement was found in 15 of the examinees (39%). They could not immediately bring the language to the desired position, could not keep the language in the indicated position.

It was observed that the children mainly had difficulties with the tongue and lips. For example, Murad is 5-6 years old. He could not perform the exercises given for the lips: "pucker the lip forward", "hold the tongue in a wide position for 1-2 seconds". This situation is a sufficient factor to determine the general situation.

In children, there was a case of slowness of motor movement or inability to understand the given task. For example, Jasur could not complete the task "open your mouth and stick out your tongue". Many children struggled with the tongue tip, pipe, spade, spear, or left and right tongue exercises. 4 participants (8.7%) demonstrated that they could not perform the task at all. One of the main indicators of speech formation in children is the mobility of the articulatory apparatus, which was confirmed in the facts.

When analyzing the mobility of the articulatory apparatus of mentally retarded children of preschool age, it was found that an organic injury in the central nervous system leads to certain obstacles in the implementation of the movement of the articulatory organs. Due to the slow mobility of the articulatory apparatus of mentally retarded children of preschool age, due to insufficient movement of the tongue, they replace sounds with each other and pronounce them distorted. Since phonemic perception is considered the main factor in mastering the sound of speech, it is impossible to achieve high results without improving it.

### Results of phonemic analysis and synthesis




1. Group of phonemically underdeveloped children.
2. A group of children who completed tasks.

In the first group, we included children /13%/ who had difficulty in performing some tasks of articulatory and acoustically similar sounds differentiation and phonemic analysis, but performed them by making mistakes.

Children with underdeveloped phonemic perception (87%) were included in the second group. It was observed that the differentiation of articulatory distant sounds along with articulatory close sounds was impaired in them. Because of this, they encountered difficulties in the process of performing tasks.

The study of the state of speech of mentally retarded children of preschool age gave different results, including cases of lagging in the development of one or another speech component / phonetic, lexical, grammatical /.

Analysis of the state of sound pronunciation in mentally retarded children showed that 40 of such children (87%) had phonetically impaired speech. In children, it was found that sounds belonging to three to five different groups were disturbed. Most often, it was noted that there are defects in the pronunciation of sliding and noisy sounds (54.5%), sonorous sounds (36.3%), back of the tongue sounds (22.7%).

The participants of this experiment pronounced the same sound in different positions in the word in different ways. For example: Dilshad pronounced ymol-romol, doll-doll, and Shahnoza sim-shim, giloch-gilos.

In 13.6% of children, there was a case of replacing sonorous sounds with voiceless ones (leaf-leaf, tree-brush, book-book, notebook-notebook).

It was also observed cases of mentally retarded children omitting sounds and syllables in their speech. (Table 4).

Table 4

| Pictures shown | Children's answer |
|---|---|
| flower | "gu" |
| a tree | "dayax" |
| cherry | "cherry" |
| pen | "carry" |
| car | "mashi" |
| tram | "tamvai" |

In the process of checking the speech comprehension of mentally retarded children, determining the understanding of the meaning of words denoting objects and situations based on the pictures named by the speech pathologist and the quality of performing this task was evaluated with 3 points, in the second task, showing the parts of the human body mentioned by the speech therapist, 2 points, in the third task, choosing objects that match the adjectives in the given sentences, 1 point measured by value.

The analysis of the tasks performed by mentally retarded children showed that they have difficulties and errors in understanding the meaning of words denoting objects and situations, they cannot even point to objects that are rare in their life experience.

For example, a girl named Shahnoza has a butterfly, a saw, a boy named Farhad has a saucepan, a lemon; A clear example of this is the fact that he could not understand the meaning of the words "blooming" and show them from the picture.

In the course of the experiment, according to the principle of transition from simple to complex, children were shown 30 pictures of objects, that is, images, and the description of the obtained results was reflected in the following interpretations.

In the experiment, pictures were placed in front of the child and he was asked to point to the named pictures. The results of the examination showed that 72.2% of the children failed the task of showing pictures. Many children showed errors (Table 5), and some did not have the opportunity to show at all.

Table 5

| Pictures provided | Pictures shown by children |
|---|---|
| a goat | sheep |
| pear | apple |
| helicopter | plane |
| trolleybus | bus |

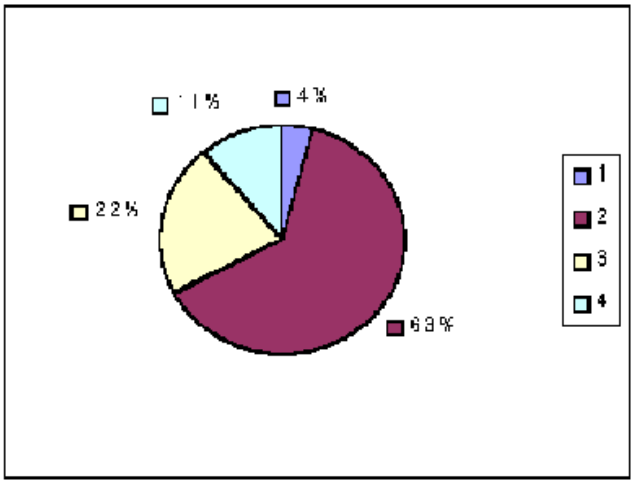
Table 6: Children did not have the opportunity to differentiate (differentiate) pictures of a saw, a butterfly, a glass, a pot, and a pyramid.

Impressive speech test results

| Tasks | Number of children | He did the job flawlessly (3 points) | He performed the task with errors (2 points) | He performed the task with the help of a defectologist (1 point) | Couldn't do the job (0 points) |
|---|---|---|---|---|---|
| a) show the objects depicted in the picture | 46 | 2 / 4,3% | 29 / 63% | 10 / 21,7 % | 5 /11% |
| | Number of children | It showed 8-6 cases (3 points) | It showed 6-5 cases (2 points) | It showed 3-2 cases (1 point) | Couldn't do the job (0 points) |
| б) show the situations depicted in fig | 46 | - | 14 / 30,4% | 26 / 56,4% | 6 / 13,2% |

**Speech of mentally retarded children of preschool age speech therapy results.**

a)

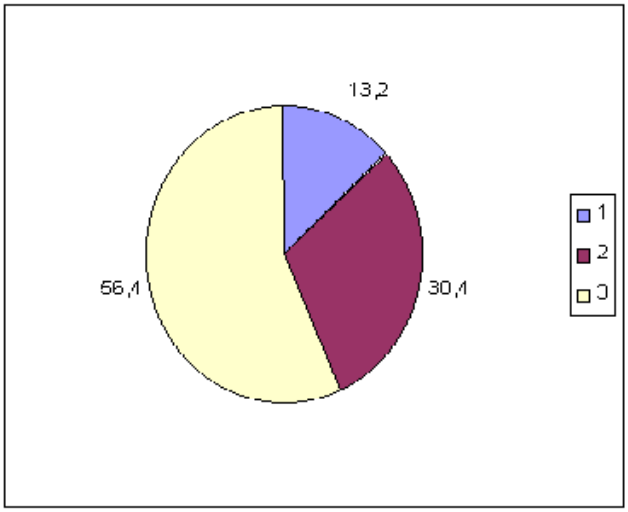



1. Showed all the objects in the picture.
2. Completed task 2 with errors
3. Showed with the help of a defectologist
4. He did not complete task.

2 out of 46 children involved in task "a" (4.3%) showed all the objects in the picture and got 3 points. Of them, 29 children (63%) completed the task with errors and scored 2 points. 10 of them (21.7%) completed the task with the help of a speech therapist and managed to score one point. 5 (11%) were unable or unwilling to complete the task.

In our experiment, not all participants were able to show the status pictures equally. For example, Sevara was shown only a picture of a girl wearing a coat and could not distinguish between other pictures. Askar showed the pictures "Sitting Boy", "Girl Going to School", "Girl Washing Dishes", but failed to show the picture depicting a girl pouring water on a flower. Aziza could not show some pictures by replacing many pictures with each other. Shahnoza was able to show the pictures "Girl going to school", "Running boy", but did not have the intelligence to distinguish between "Girl wearing a coat" and "Girl washing dishes".

b)




1. Did not complete task.
2. Showed 5-6 cases.
3. Showed a 3-2 situation.

None of the children was able to fully explain the task of showing the situation described in the 8 pictures given in the "b" task. 14 children (30.4%) showed 5-6 situations in the picture. 26 out of 46 people (56.4%) showed 3-2 of the cases in the picture and scored 1 point. 6 children could not do the task and refused to do it.

The children were asked to show which of the pictures showing "pants" and "wire" was "wire" and which was "trousers", to show pictures of "eyebrow" and "stone", "horse" and "bowl". 6 children (13%) were able to correctly indicate the images that differ from each other with the same sound depicted in the picture. The remaining 32 (69.6%) could not distinguish sounds. They made errors in displaying images and failed to display some images. 8 children (17.4%) did not complete the task at all.

The results of the experiment show that mentally retarded children understand the speech directed at them, but they cannot use it in their active speech or pronounce it with mistakes.

Approaching the native language methodology is effective in solving the problem of studying, identifying and correcting speech defects in mentally retarded children of preschool age. In many children, it was found that speech formation in the

mother tongue is lagging behind, inability to fully use speech tools, deficiencies in sound pronunciation, active and passive vocabulary, and independent speech. As a result of our research, the formation of independent speech in preschool children with mental retardation was divided into 3 groups according to the level of vocabulary.

Children belonging to the third group have a poor vocabulary (in terms of quantity and quality). They use simple, concise sentences in their independent speech. The phonetic-phonemic, lexical-grammatical tools of the mother tongue will be damaged. They cannot logically express their thoughts in a certain consistency.

In the speech of children belonging to the second group, the passive vocabulary is formed compared to the active vocabulary, but at the same time, deficiencies are observed in the lexical-grammatical, phonetic-phonemic means of speech. They use simple sentences. In independent speech, interdependence, sequence is broken. Children belonging to this group make mistakes such as imitating their voice instead of objects, changing the name of objects according to their function, changing the name of objects according to their appearance.

Children belonging to the first group are characterized by slowness of speech and low (indistinct) vocabulary. Gross deficiencies are observed in the lexical-grammatical, phonetic-phonemic means of speech. Children's answers are mostly one word.

## Conclusion

As a result of the conducted research, it was found that the vocabulary of mentally retarded children is not developed. It can be seen that the speech of mentally retarded children of preschool age is not sufficiently developed. It is necessary to organize special training to develop their speech. Therefore, there is a need to develop a correctional-pedagogical work system for increasing the vocabulary of mentally retarded children of preschool age. Preparation should be carried out taking into account the individual characteristics of the participants.

The results of our research serve as a basis for increasing the vocabulary of mentally retarded children of preschool age in special institutions. In the future, the need to further improve the education and training of preschool children, expand the networks of special children's institutions, strengthen their material base, train speech-language pathologists, and provide them with methodical manuals in their native language has been proven once again during our research.

As a result of our research, several pedagogical recommendations were determined:

- Relying on the achievements in the mother tongue teaching methodology for early identification and enrichment of the vocabulary of mentally retarded children of preschool age.
- To study the speech levels, motor skills (general, speech) of each of the mentally retarded children of preschool age.
- Application of the developed correctional-pedagogical system in special institutions to increase the vocabulary of mentally retarded children of preschool age.
- Use of masterpieces of folk pedagogy in correctional-pedagogical work.
- Providing psychological and pedagogical conditions in special preschool education organization.
- Improving the training of defectologists.

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