HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

SPECIALIZED PRESCHOOL EDUCATION ORGANIZATIONS: TEACHING CHILDREN WITH INTELLECTUAL DISABILITIES COLLOQUIAL SPEECH AND STORYTELLING

N.S.Mirbabayeva PhD Lecturer,
Kokand State University
mirboboyeva798@gmail.com

Abstract: This article highlights that children with disabilities acquire speech significantly later than their healthy peers, and the timeframe for uttering their first word can be delayed up to three or sometimes even five years of age. It also emphasizes that speech activity development in children with disabilities, along with training sessions conducted by taking into account the specific characteristics of their mental development and potential capabilities, exerts a substantial positive influence on shaping all facets of their personality.

Keywords: child with disabilities, intellectual disability, phonemic hearing, speech organs, speech development, vocabulary size, impressive, expressive.

Introduction

In the majority of these children, phonemic hearing ability is impaired, and defects in the speech organs and their movements are frequently encountered.

Serious difficulties are observed in expanding vocabulary size. Impressive speech lags significantly behind the development of expressive speech.

They do not understand many words expressing abstract, generalizing concepts; they face difficulties in comprehending figurative meanings and perceive them literally. A child with disabilities is characterized by a slow rate of speech development, where the impactful and expressive aspects of speech are severely disrupted. Disruptions in sound pronunciation are polymorphic by nature. The vocabulary size is extremely limited, speech is agrammatic, and speech activity is low. Overall, speech disorders in children with disabilities are characterized by high persistence and are overcome with great difficulty.

Speech development lessons are conducted by a teacher-defectologist. The tasks of developing the vocabulary of preschool-aged children with disabilities stem from the specific characteristics of their speech development (limited vocabulary size, mismatch of words to the topic, weak engagement, and the absence of generalized words in children's speech).

Literature

Review The problems of speech development in children with disabilities have been studied by researchers such as A.K. Aksenova, L.S. Vygotsky, G.M. Dulnev, L.I. Dmitriyeva, O.M. Kovalenko, R.I. Lalayeva, V.I. Lipakova, A.R. Maller, N.V. Petrova, and others. A child with disabilities lags behind in speech development from the very first months of life, and speech develops late thereafter. By the beginning of preschool age, the necessary prerequisites for speech development in the child remain unformed. Often, such children begin to speak only at four to five years of age.

A normally developing 3-4-year-old child already possesses a large vocabulary size; their active speech has a nearly correct grammatical form, and phonetic pronunciation errors remain only as minor exceptions. A child with disabilities cannot differentiate similar sounds well, especially consonant sounds. Poorly developed phonemic hearing leads to replacing certain sounds with others. Furthermore, it complicates analyzing a word sound by sound.

Due to the weakness of phonemic analysis, the child cannot hear and isolate word endings, which hinders the mastery of grammatical forms. The reason for this state of phonemic hearing is the delayed formation of conditional differential connections within the auditory analyzer.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Correctly distinguishing sounds by ear often facilitates proper pronunciation, and the accuracy of one's own pronunciation in turn helps to better distinguish sounds by ear.

M.S. Pevzner and V.G. Petrova believe that the formation of coherent speech in children with intellectual defects progresses at a slower pace and is characterized by distinct qualitative traits. Underdevelopment of speech limits the child's subsequent mental development, creates difficulties in generalization, and hinders the correct acquisition of word meanings and overall speech formation.

Therefore, corrective work with a child with disabilities must be carried out in two directions: on one hand, creating the necessary prerequisites for speech development, and on the other hand, regulating the main functions of speech—communicative, cognitive, and developmental activity functions. Developing speech in children is one of the most critical tasks of corrective-pedagogical work with preschool-aged children. The main (ultimate) goal of this work is to shape correct oral speech based on the children's mastery of their native language and to build readiness for school-level speech.

For speech to perform its specific functions, the child must fully master all components of the language system and all aspects of speech: lexical, grammatical, and phonetic-phonemic aspects. The child must master coherent speech (dialogue and monologue) and be prepared to acquire literacy.

Therefore, the more precise tasks of speech development work include:

- Developing coherent speech;
- Developing vocabulary size;
- Forming the grammatical structure of speech;
- Developing the phonetic and phonemic aspects of speech;
- Preparing for literacy acquisition (forming elementary skills in sound analysis);
- Introduction to children's literature.

Research Methodology

In special preschool educational institutions, speech development work is structured around the premise that speech formation follows the same underlying laws as seen in normal development. Therefore, speech development work is carried out in two main forms:

- In specialized classes.
- In daily life and activities.

The child must learn their native language by imitating the speech of others, which, in turn, places special demands on adult speech:

- Adult speech must be absolutely literate, literary, and phonetically clean;
- The tone and style of adult speech must be friendly and calm;
- Speech must be emotionally rich;
- The content of adult speech must match the children's age, development, and interests, drawing upon their personal experience;
- Speech must be clear and comprehensible, leaving no room for ambiguous interpretation.

Speech development activities are conducted in accordance with didactic principles; speech material is presented in a specific sequence, gradually becoming more complex and expanded, while strictly accounting for the children's age and individual characteristics.

Requirements for conducting speech development sessions:

- Thorough preliminary preparation and planning of the lesson;
- Ensuring the speech and mental activity of each child at all stages of the lesson;
- Combining a frontal (group) approach with an individual approach in class;
- The educational and nurturing nature of the lesson;

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

- The necessity of reinforcing knowledge, skills, and abilities in other classes;
- Proper organization of the lesson;
- Purposeful structure of the lesson, alongside the correct allocation of teaching methods and techniques;
- Reinforcing past material in other classes and during different activities.

It is also essential to remember the general principles of organizing activities with preschool children who have disabilities:

- Frequent switching of activities;
- An appropriate combination of desk-based tasks and active, mobile exercises in class;
- A game-based format for the lesson;
- Repetitiveness of the material;
- Ensuring the transfer of the learned method of action to new contexts.

Sessions conducted by taking into account the specific characteristics of mental development and potential capabilities to develop speech activity in children with disabilities exert a massive positive impact on shaping all facets of their personality.

Analysis and Results

Teaching colloquial speech and storytelling essentially means training children to use various necessary forms of oral speech, such as question-and-answer exchanges, delivering short reports, and providing expanded accounts—namely, conversational (dialogue) and monologue language.

Currently, the task of establishing conversational language is introduced starting from the junior group.

In the middle group, children are taught to answer questions given to the entire group one by one, to converse collectively, to participate in dialogue, to listen closely to their peers' answers, and to ask questions themselves.

In senior groups, the tasks of developing conversational (dialogue) language become more complex. Children are taught to give both brief and expanded answers to questions, to express their thoughts without rushing, making them clear to others, and using an appropriately loud tone of voice.

Mental deficiency is characteristic of a child with disabilities, manifesting as an inability to determine connections and dependencies between objects and events in the environment, as well as an absence of the capacity to analyze and synthesize.

When teaching colloquial speech to children with disabilities, it is important, on one hand, to consider the specific characteristics and difficulties of their speech development, and on the other hand, to keep their existing potential capabilities in view. The composition of children in special kindergartens varies; hence, the existing potential and specific difficulties of each child are unique.

The pedagogue utilizes diverse methods to influence the speech of a child with disabilities. Preschool children learn conversation during playtime, while resolving routine schedule tasks, and while observing toys or animals in the nature corner.

The pedagogue must prepare a conversation topic in advance that the child can quickly comprehend and readily engage with (e.g., "Who bought this toy for you?", "What kind of toys do you have?", etc.).

Children in the senior group can be invited to recall their family, home games, favorite books, and so on. Throughout the day, it is vital for the pedagogue to give importance to talking with each child individually; times such as arriving at the kindergarten, washing up, dressing, and walking can be effectively used for this.

It is also possible to talk with children during meal times. The pedagogue addresses the children with general questions: Is the food delicious? What is the name of this dish?

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

And so forth. The pedagogue teaches them to speak quietly and orderly during meals, emphasizing that they should never speak with food in their mouth.

Specially organized planned conversations can be individual or collective. Collective conversations are of great importance in the junior and middle groups.

They bring children closer together and shape their behavior. Viewing pictures and children's drawings together is one of the methods of developing speech as a means of communication.

Role-playing games such as "Family", "Kindergarten", "At the Shop", and later "School" hold major significance in the growth of colloquial speech. In senior groups, a lot of attention is paid to interacting with adults and practicing the rules of conversation etiquette in public places. Dedicated classes for building conversational speech are also conducted. Within these, conversations, didactic games, and working with pictures play a massive role. Conversation is highly important when conducting educational and nurturing work with preschool children.

Conversation is a question-and-answer method used by the defectologist, through which they determine how well children have mastered knowledge. Relying on the children's practical experience, the teacher guides them toward solving the set educational, nurturing, and corrective problems through specially selected questions and answers.

Introducing preschool children to their surroundings is achieved by giving them opportunities to directly observe, see, hear, sense, and smell objects and phenomena. When introducing preschool children with disabilities to their surroundings, observations, excursions, and showing pictures or filmstrips should be integrated with the pedagogue's explanations, storytelling, and didactic games.

For example, to introduce senior group children to the work of shoemakers/craftsmen, one should organize excursions to workshops, arrange meetings with craftsmen, and subsequently hold a conversation with the children about it. The topic and content of the conversation are determined by the curriculum material for introducing children to their surroundings. When introducing senior group children to their home city, the defectologist organizes excursions to its streets, squares, prominent statues of historical figures, and other landmarks. The teacher shares stories and poems about the motherland, tells them about it, and conducts conversations.

Through conversation, the pedagogue purposefully clarifies, reinforces, and systematizes the experiences that children have acquired at home, during various activities, and under the teacher's guidance during observations—namely, their ideas and knowledge about human life and nature. By talking with children about their parents' labor and their home city, the pedagogue awakens a proper attitude toward their surroundings: respect for parents' work, care for the elderly and those younger than them, and feelings of love toward their mothers and their birthplace. The question-and-answer nature of conversation helps build colloquial speech skills in children. It teaches them to express their thoughts simply and clearly, and to behave properly during a conversation.

Conclusions

Conversation is a question-and-answer form of teaching where the pedagogue does not give ready-made knowledge, but rather, through skillfully posed questions, leads the children to new concepts and conclusions based on their previously acquired knowledge, observations, and personal life experiences. An organized discussion where a teacher talks with all the children in the group about a specific topic is called a conversation. In defining the topic and content of a conversation, the children's age characteristics, observations, and the knowledge they acquired during excursions and labor activities are taken into account. The conversation topic must be age-appropriate and interesting to the children, and it should reflect events and phenomena in our social life. Examples: "Our Kindergarten", "Our Favorite City", "My Family", "We Will Soon Be Students", "The Capital of Uzbekistan — Tashkent", "What We Saw in the Library".

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

Many conversations are dedicated to the topic of labor: they discuss parents' labor, craftsmanship, the work of kindergarten staff, the work of laborers and builders, and its results (for example, "Laborers and builders built a school"). They also cover age-appropriate labor processes: "How clothes are sewn", "How fruits and vegetables are grown", and so forth.

Conversations should be conducted about items that a child with disabilities encounters every day at home and in kindergarten: "About toys", "About clothing and footwear", "About dishes", "About school supplies", "About items needed for washing up". Similarly, nature-focused conversations occupy a special place, covering themes such as "Our garden in spring", "Domestic and wild animals", "Seasons of the year", and "Fruits and vegetables". One can also converse with children about things they have observed or seen, as well as about pictures, filmstrips, and movies. Conversations carried out with a child with disabilities should be closely linked to their direct observations. During the conversation, the defectologist provides children with new knowledge regarding the objects and phenomena they saw or encountered during excursions.

References

1. Н Мирбабаева: Мирбабаева, Надыра Салиевна. "МОДЕЛЬ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ МОТИВАЦИИ ДЕФЕКТОЛОГОВ." *Academic research in educational sciences* 1 (2024): 162-167.
2. Н Мирбабаева: MIRBABAEVA, N. "PEDAGOGICAL BASIS FOR INCREASING THE EFFECTIVENESS OF THE FORMATION OF PEDAGOGICAL RESPONSIBILITY AMONG FUTURE DEFECTOLOGISTS." *AMERICAN JOURNAL OF SOCIAL SCIENCES AND HUMANITY RESEARCH Учредители: The USA Journals* 4.9 (2024): 102-105.
3. Н Мирбабаева: MIRBOBOYEVA, NODIRAXON SOLIYEVNA, SABOXON MINAVVAROVNA UMAROVA, and DILBARXON TURG'UNOVNA YOLDASHEVA. "PEDAGOGICAL FOUNDATIONS AND TECHNOLOGIES FOR ENHANCING THE EFFECTIVENESS OF DEVELOPING PEDAGOGICAL RESPONSIBILITY IN FUTURE SPECIAL EDUCATION PROFESSIONALS." *NANOTECHNOLOGY* (2024): 103-108.
4. Н Мирбабаева: Soliyevna, Mirboboyeva Nodiraxon. "Thoughts about The Stages Of Development Of Oligophrenopedagogy And Mental Retardation." *Confrencea* 7.7 (2022): 102-105.
5. Н Мирбабаева: Mirboboyeva, Nodira, and Rayyona Abdullayeva. "MAKTABGACHA YOSHDAGI AQLI ZAIF BOLALARNING MEHNAT TARBIYASIDAGI O'ZIGA XOS JIXATLAR." *Theoretical aspects in the formation of pedagogical sciences* 2 (2023): 118-122.
6. Н Мирбабаева: Мирбабаева, Нодира. "СОВЕРШЕНСТВОВАНИЕ УСЛОВИЙ ФОРМИРОВАНИЯ ПРОФЕССИОНАЛЬНОЙ МОТИВАЦИИ БУДУЩИХ ДЕФЕКТОЛОГОВ В ПРОЦЕССЕ ПЕДАГОГИЧЕСКОГО ОБРАЗОВАНИЯ." *Educational Research in Universal Sciences* 2 (2023): 95-98.
7. Н Мирбабаева: Mirbabayeva, Nodira, and Rayyona Abdullayeva. "RUHIY RIVOJLANISHI SUSTLASHGAN BOLALARNI TARBIYALASHDA OILA VA MAKTAB HAMKORLIGI." *Наука и технология в современном мире* 2 (2023): 54-56.
8. Н Мирбабаева: Mirbabayeva, Nodiraxon, and Sarvinoz Siddiqova Sarvinoz. "AQLI ZAIF BOLANING PSIXOLOGIK-PEDAGOGIK TASNIFI." *Current approaches and new research in modern sciences* 2 (2023): 32-36.
9. Н Мирбабаева: Mirbabayeva, Nodiraxon. "MAKTABGACHA YOSHDAGI AQLI ZAIF BOLALARNI MEHNAT TARBIYASI." *Инновационные исследования в современном мире: теория и практика* 2 (2023): 43-46.

HSR (LONDON),
HOUGHTON STREET REVIEW JOURNAL
ISSN: 2058-5519|Impact factor-15.9
http://houghtonstreetreview.com/index.php/hsr

10. Н Мирбабаева: Solievna, Mirboboeva Nodirakhan. "FORMATION OF PROFESSIONAL MOTIVATION IN FUTURE DEFECTOLOGISTS." *Confrencea* 3.03 (2023): 138-142.
11. Н Мирбабаева: Soliyevna, Mirbobayeva Nodirakhan. "Formation OF Professional Direction OF Future Defectologists." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 546-550.
12. DILAFRUZ, M. "ESHITISHIDA NUQSONLARI BO'LGAN MAKTABGACHA YOSHDAGI BOLALARNING NUTQINI MAKTABGA TAYYORLASH - PEDAGOGIK VA PSIXOLOGIK MUAMMO SIFATIDA." *XALQARO JURNAL* 4.11 (2024): 87-89.
13. Farxodjanovna, Muhammadjonova Dilafruz. "Eshitish qobiliyati zaif bolalarning og'zaki nutqini rivojlantirish bo'yicha korreksion pedagogik ishlar." *Xalqaro pedagogika jurnali* 5 (2025): 7-10.
14. Muhammadjonova, Dilafruz. "Eshitishida nuqsoni bo'lgan bolalardning sezgi va idrok xususiyatlarning o'ziga xosligi." *Science promotion* (2023).
15. Muhammadjonova, Dilafruz. "ISSUES OF EFFECTIVE ORGANIZATION OF TEACHING WEAK HEARING CHILDREN TO WRITE." *Science promotion* (2023).