



WAYS OF TEACHING STUDENTS WITH MENTAL DEVELOPMENT TO READ IN THE CONDITIONS OF INCLUSIVE EDUCATION

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Abstract

In this article, the ways of teaching mentally retarded students to read in the conditions of inclusive education, the stages of implementation, the goals and tasks, the need to organize lessons with the help of new pedagogical technologies, technical tools, to determine the vocabulary of students in the process of developing speech, to expand it, to enrich it, to activate it, orally and the issues of forming the knowledge of developing written speech are considered.

Keywords and phrases: inclusive education, mental development, retarded mental development, new pedagogical technologies, technical tools, goals and objectives, oral speech and written speech.

Organization of the activities of mentally retarded students in the conditions of inclusive education is considered an important task. It is important to properly organize the activities of pedagogues in this place. The nature and level of psychological development of students with retarded mental development are sharply different from each other. In such cases, the pedagogue is required to develop methods taking into account the capabilities and levels of development of each child, and at the same time spend more time during the process of mastering topics for healthy peers. Educators should also pay attention to these time standards.

In the conditions of inclusive education, students with retarded mental development are taught to read during the primary grade. Teaching to read begins and continues in the pre-alphabetic period and in the alphabetic period with the method based on the analysis of sounds and letters. In the conditions of inclusive education, the order of teaching sounds-letters, syllables and words to students with retarded mental development is determined taking into account the phonetic characteristics of the sounds in the Uzbek language, i.e., the place of formation, method, pronunciation,





joining to syllables, as well as the specific characteristics of the development of oligophrenic students.

In the context of inclusive education, using the analysis-content method, students of the 1st grade with mental retardation should be able to distinguish sounds from speech by hearing, pronounce them clearly and correctly, and distinguish them from other sounds. It is expedient to teach reading using the analysis-content method in the conditions of inclusive education in the following order:

1. Making a sentence and extracting the word with the studied letter from it;
2. Extracting a sound from a word and determining its position;
3. The articulation of the sound, i.e. how it is pronounced (how the air flow comes out, in what position the lips are, where the tip of the tongue is, whether the tendons vibrate or not) is determined;
4. To distinguish a sound from a few words, a syllable, to determine its position;
5. Sound in writing symbol is a letter shape with introduction ;
6. Compare sound and letter;
7. Reading the letter in one breath, adding it first in closed and then in open syllables.

Work on pictures, correct reading of each page of the alphabet textbook, work on the dictionary is carried out in order to teach to read with conscious syllables.

In the context of inclusive education, it is important to organize work from simple to complex, taking into account the complexity of teaching students with mental retardation to read.

Under the conditions of inclusive education, it is necessary to constantly use cursive letters, syllables, letter typing board, syllable, word tables, conventional signs, new pedagogical technologies, and technical tools in the lessons of teaching students with retarded mental development to read.

In addition to the information given by the medical-pedagogical commission, the primary school teacher monitors the students, studies them in every way, determines the level of readiness for teaching and learning. For this, the level of general development, pronunciation, vocabulary, reading and writing skills of each student is determined. From the first days of September, the work of improving students' speech will be started. In this, the phonetic side of speech, i.e., the shortcomings in the pronunciation of sounds, are identified, and the work to eliminate them is started. Logopedic work is carried out with students with complex speech defects.

In the process of developing speech, students' vocabulary is determined, and work on expanding, enriching, and activating it is also started. In the propaedeutic period, students' connected oral speech is also being developed. Interviews, excursions, and observations are organized in order to ask various questions about the surrounding





things and events, to develop conversational speech. Based on the students' activities, it is necessary to teach them to talk about what they are doing, what they want to do, what they have seen and heard in the classroom, at school and outside the school.

speech development, we work on fairy tales, poems, riddles, quick sayings, improve students' memory, memorization, and staging small-scale works.

In the context of inclusive education, the mental and speaking skills of students are developed by teaching them to analyze language-related materials in reading lessons. Students learn the phonetic structure of the word, dividing the word into syllables, dividing the word into meaningful parts, some word groups and their important signs, get information about sentences and parts of sentences, learn the rules of spelling and punctuation related to special topics. In the program, special attention is paid to familiarizing students with the lexical meaning of the word, polysemous words, words that are close in meaning to each other. At the same time, the students' ability to listen to speech is developed, communication skills are formed in the literary language, and they are taught to be aware of the main signs of the language - sounds, words, sentences.

Deficits of phonetic-phonemic character, general development of speech and defects in the grammatical component observed in mentally retarded students make literacy acquisition much more difficult. Taking this into account, in the "Mother language, reading and speech development" program, great attention is paid to the work on the analysis of sounds and letters and vocabulary in all classes. Pupils learn to perceive and pronounce sounds, distinguish, analyze and synthesize them, control the rise and fall of the voice, pause, learn to distinguish between vowels and consonants, voiced and unvoiced sounds. In the reading section of the program, students hear and pronounce speech sounds, learn their differences, literary language pronunciation rules.

practical exercises, students learn words that indicate the names, actions, and qualities of objects and things. That a word represents an object or an event in reality and conveys meaning, that a new meaning can be acquired in the structure of a sentence, especially in connected texts, that words that are different in form have the same or close meaning, and that some words are opposite in meaning. They learn, they realize the need to choose the appropriate word in terms of meaning in order to clearly express the idea. Lexical exercises start from the first grade and are regularly and consistently combined with logical exercises.

In the "Word composition" section of the program, students are given an understanding of root and related words, and their imagination about the formation of words is expanded. They should acquire the skills of distinguishing the root, word-





forming and word-changing suffixes, comparing the roots with each other, and using the similar roots in speech correctly.

In the conditions of inclusive education, the development of connected oral and written speech of mentally retarded students is determined taking into account the specific characteristics of the mentally retarded child. Special attention is paid to the pronunciation and writing of sounds and letters, words, enriching the vocabulary, grammatically correct expression of speech, and teaching to express one's thoughts orally and in writing. For this, it is recommended to organize other types of work such as answering questions, writing under pictures, making sentences from the given words.

Thus, in the conditions of inclusive education, all the knowledge, skills and competencies that students with mental retardation should acquire in reading classes are not only educational and educational, but also correctional, and the student's cognitive deficits are consistently eliminated in each lesson.

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