

<https://confrencea.org>**Defects in the written speech of elementary school students with intellectual disabilities and their elimination**

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Abstract: Identifying children with developmental disabilities as early as possible is important in providing timely psychological-pedagogical and correctional assistance, preventing disability, and implementing social adaptation of children and adolescents. The tasks of relevant bodies and defectologists are that children should be given the opportunity to be educated and brought up in conditions suitable for their intellectual and cognitive abilities and the characteristics of their emotional and administrative spheres. This article discusses the defects in the written speech of elementary school students with intellectual disabilities and their elimination.

Keywords: written speech, disabilities, grammatical forms, connectors of sentences, content of errors.

It is related to the emergence and development of a critical attitude in elementary school children with intellectual disabilities, and the desire to speak and write clearly and correctly. The desire to write correctly is in all areas of grammar - in morphology (in forming a clear form, mastering the variety of forms: tables, chairs, floors, etc.), in word formation (for bread, for salt etc.) in syntax (overcoming the device of oral speech: lengthening the sentence by using the conjunction and many times, mixing direct and indirect speech in one sentence, etc.) is prominent. Striving for grammatical correctness of written speech is more characteristic of nine-year-old children. A seven-year-old child still enjoys practicing grammatical forms, and it is precisely this word practice that lays the foundation for future grammatically correct written speech. Development of vocabulary, education of the sound culture of speech, formation of grammatical correctness, mastering the methods of structuring fluent speech (connectors of sentences, lexical repetitions, means of linking using synonyms; structure of description, description, reasoning) is inextricably linked. All aspects of speech, developed on the basis of dialogic communication related to the performance of various functions, are directly related to the formation of language consciousness, and for this, they require a certain form of communication of the child with adults, or rather, not only to know the external world and other people they need communication aimed at understanding the language itself, its structure and functioning.

Individual abilities in the development of written speech are expressed both in accessibility and in the rate of mastering the language and fluent speech. Many children with disabilities like to comment on their actions and attract the attention of others. At the same time, the speech development of some children does not correspond to their practical activities, as a result, such a gifted child lags behind other children in the group. Children with less input speak less, but usually perform practical tasks faster and more accurately than others, which is certainly more evident in written speech.

The following situations can be observed in elementary school children with mental retardation:

- Having false feelings during reception (illusion, hallucination).
- Peculiarities of speech.
- Does it have connected speech or is it expressed through separate words.
- Pronunciation defects and their character.
- Understand oral speech and write it (instructive, instructional, explanatory).
- Vocabulary.
- Grammatical structure of speech.

- Full answers to the given questions and their related narration.
- Uses a lot of profanity.
- Understanding of written speech (writing words, texts, tables, etc. from a book).
- Special features of attention.
- Easy to attract attention; stasis of attention. Ability to allocate attention correctly.
- Peculiarities of perception and the ability to receive.

It is necessary to consider that if the children study at school, before conducting the pedagogic examination, in order to reflect on the dynamics of the emergence of this or that ability of the child, the content of errors, the difficulties the child faces while learning the program. Discussing the ability to master, should carefully study the notebooks. Analyzing the picture, which allows you to think not only about the child's technical abilities, but also about his observation, imagination, interest, is of great importance from the point of view of diagnosis.

If we are talking about children of preschool age, we are talking about their elementary understanding of numbers, the world around them, and the possibility of independent activities. In the process of examining schoolchildren, their level of knowledge of the software material that is currently being studied and has been studied.

During the examination of the reading process, it is important for the child to be able to recognize letters, to be able to read syllables, words, combined text, sound-letter analysis and synthesis. It is necessary to pay attention to the child's writing method, writing tempo, logical emphasis, maintaining the structure of the word, and avoiding gross errors and distortions during pronunciation. The most important thing is the child's understanding of the meaning of words and sentences. If the child does not know how to read well, then the text is read or spoken to him, and then the child checks whether he understood the text and how he wrote it. It is usually seen in children with reading comprehension and learning disabilities. Even at the age of 7-8, they cannot remember the letter, cannot explain familiar words, and have difficulty comparing the drawing with the picture. In such children, the inability to write letters correctly, the cases of mistaking and misplacing similar letters are also observed. Therefore, it is necessary to work with them separately.

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