

	«С.Ж. АСФЕНДИЯРОВ АТЫНДАҒЫ ҚАЗАҚ ҰЛТТЫҚ МЕДИЦИНА УНИВЕРСИТЕТІ» КЕАҚ NAO-KAZAKHСKИЙ НАЦИОНАЛЬНЫЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ ИМЕНИ С.Д.АСФЕНДИЯРОВА»	
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FORMATION OF COMMUNICATION AND SPEECH SKILLS OF CHILDREN WITH MENTAL RETARDATION THROUGH VERBAL TEXT ACTIVITIES

Abstract. This article examines the current state of the problem of the formation of communicative and speech skills in children with mental retardation based on the analysis of psychological and pedagogical literature. According to the analyzed literature, it was found that in most children with mental retardation, all groups of communicative and speech skills realized in the process of oral textual activity are formed at a low level, which is due, on the one hand, to the peculiarities of the mental development of this category of children, including speech, and on the other hand, difficulties in setting and solving certain communicative tasks. Taking into account the peculiarities of the development of communicative and speech skills, the authors consider some diagnostic methods for determining the levels of development of the communicative side of speech, aimed at identifying the formation of the communicative function of speech in children with mental retardation. It is known that the formed communicative and speech skills provide social competence, dialogic communication skills, productive interaction and cooperation with peers and adults. To determine the level of formation of the communicative function of speech in children with mental retardation, diagnostic methods used aimed at identifying: skills of communicative interaction for the diagnosis of communicative, speech skills, and information-content character that provides the content side of the text and expresses the communicative thought as much as possible. Structural and compositional skills that ensure the correct construction of the text. The ability to use not only specific means of expressing one's own thoughts, which ensure the correctness, clarity, richness and stylistic accuracy of speech, but also the ability to use language tools that provide for the finding of means of expressing communicative intent in the most complete and sufficient form.

Keywords: children with mental retardation, communication and speech skills, verbal communication.

In order to organize work on the formation of communication and speech skills in the course of oral text activities, it is necessary to resort to certain methods and techniques that ensure the effectiveness of the processes of interpretation and production of texts by primary school pupils with mental retardation [1].

The problem of forming oral communication and speech skills of normally developing schoolchildren presented in the works of M. T. Baranov, T. N. Volkova, N. A. Ippolitova, T. A. Ladyzhenskaya, M. R. Lvov, M. S. Soloveychik, L. P. Fedorenko and others. In many studies, these skills considered based on two main features of the text: connectedness and integrity. In this case, the identity of the child who perceives or evokes the text little taken into account [2].

The analysis of the research of E. S. Slepovich, L. B. Baryaeva, I. N. Lebedeva, E. A. Lapp, N. Y. Boryakova and others shows that communication