

DEVELOPMENT OF THE LEXICAL-SEMANTIC ASPECT OF SPEECH OF STUDENTS WITH INTELLECTUAL DEFECTS

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Abstract. The article is devoted to the issue of development of the lexical-semantic aspect of the speech of lower grade students with intellectual disabilities. The features of the lexical-semantic aspect of the speech of the lower class students with intellectual disabilities are described, as a result of the pedagogical experimental work, the level of development of the lexical-semantic aspect of the speech of the mentally retarded students of the lower class is determined, and a corrective work program aimed at its development is proposed.

Key words: intellectual disability, speech, lexicon, semantics, correction, formation, development.

The formation of the lexical-semantic side of speech is very important in the system of complex (group) work with children with intellectual disabilities.

Students with intellectual disabilities to successfully form the lexical-semantic aspect of speech, to talk with their peers and adults, to have a conversation, to conduct a conversation on a specific topic, to compose a story, to recite the text, to observe the rules of speech culture makes it possible.

Many researchers have studied the formation and development of the lexical-semantic aspect of children's speech. In the field of psycholinguistics and speech therapy, Russian scientists G.V. Babina, Ye.F. Sobotovich, V.A. Kovshikov, R.I. Lalayeva, A.N. Gvozdev, and in our republic L.R. Mominova, H.M. Polatova, R.SH. Shomakhmudova, N.Kh. Rakhmankulova, SH. Aripova, N.Z. It was reflected in the works of Abidova and others.

I. Tikheyeva, M.M. Konina, V.I. Loginova, V.V. Gerbova, A.P. Ivanenko, V.I. Yashina researched. Features of learning a word as a lexical system, its connection with other lexical units, F.A. Sokhin, O.S. Ushakova, YE.M. Those who learned strings. Issues of vocabulary development in children with intellectual disabilities M.F. Gnezdilov, L.N. Yefimenkova, V.G. Petrova, R.B. Lalayeva, A.R. Maller, V.G. Petrova was the subject of research by N.V. Sosodova, P.M. Polatova, M.P. Hamidova, D.A. Nurkeldiyeva and others in our republic.

It is important to note that a child with intellectual disability has a hard time mastering the meaning of a word in the initial stages of getting to know the word. Disruptions of the lexical-semantic structure of speech in preschool age, if attention is not paid to it, will pass to preschool age, as a result, it will cause difficulties in mastering the program in the lower grade. Currently, this issue creates the need to develop a program aimed at the formation and development and improvement of the lexical-semantic aspect of the speech of lower grade students for the studied category of children.

Currently, there are a number of works that expand ideas about the specific features of the formation of lexical and semantic aspects of children's speech. Analysis of data provided by researchers (Antipova J.V., Bezrukova O.A., Beloborodova E.V., Goncharova V.A., Yeremina V.N., Konovalova S.N., Tishina L.A., etc.), in the formation and development of the lexical-semantic aspect of the speech of preschool children and elementary school students common features are noted. Today, methodological recommendations related to the formation and development of the lexical-semantic aspect of children's speech include collecting vocabulary, learning the meaning and meaning of words, connecting concepts with words, division of lexical and semantic units into groups also shows the need to carry out special work in parallel with the development of the cognitive field.

As mentioned above, the formation and development of the lexical reserve and semantic aspects of speech is of great importance for the development of the child's cognitive activity. The lexical-semantic side of speech is sufficiently formed, that is, a certain vocabulary, the accuracy of understanding and correct use of words, the ability to read words in speech according to their lexical and semantic meaning, is one of the most important conditions for learning school skills such as writing and counting. A sign of a high level of development of the speech of a primary school student is the richness of the vocabulary. A well-developed speech serves as a means of communication and full development of the personality. The speech of children with disorders in the formation and development of the lexical reserve is considered insufficiently developed. In order to develop children's communication skills, it is necessary to work on enriching the vocabulary.

The development of lexical aspects of children's speech is mainly determined by the social environment associated with the child's life and upbringing. Depending on the socio-cultural level of the family, the age norms of the vocabulary of children of the same age vary significantly, which once again shows that the vocabulary is acquired by the child in the process of communication.

Features of the development of the lexical-semantic aspect of children with intellectual disorders V.G. Petrova, G.I. Russian authors such as Danilkina, N. V. Tarasenko, and G. M. Dulnev have attracted the attention of Russian authors, who believe that the disorder of cognitive activity affects the formation of passive and active vocabulary, the poverty of vocabulary in such students, the incorrect use of words who noted.

The difficulties of activating the vocabulary are more than usual, the passive vocabulary is superior to the active vocabulary, there is a violation of the structure of word meaning, the process of organizing semantic fields. The reason for poor vocabulary in this category of children is their low level of mental development, limited imagination and knowledge of the world around them, lack of interest formation, speech and social relations, as well as weakness of verbal memory. Mentally retarded children rarely use words that indicate the signs of an object: color (red, blue, green), size (big, small), taste (sweet, bitter, delicious). Resistances based on "far-close", "thick-thin" and others are rarely used. Incorrect use of words, paraphasias are observed. Substitution of words with semantic similarity prevails.

Dmitrieva L., Ulyanova T.K. and, in turn, showed that violations of the lexical-semantic system of the language are especially characteristic for children with intellectual disabilities and that this is manifested at all age stages.

These authors distinguish the following features of the impairment of the lexical-semantic aspects of speech in children with intellectual disabilities:

1. the child's vocabulary is distinguished not only by poverty, but also by quality;
2. Inaccuracy in the use of words is observed;
3. Difficulty using vocabulary words,
4. passive vocabulary is superior to active vocabulary;
5. lack of formation is observed in the structure of the meaning of the word;
6. a violation of the process of organizing the semantic field is observed;
7. children's speech is dominated by words belonging to a clearly defined noun group, which leads to great difficulties in mastering abstract words (children with intellectual disabilities have more abstract meanings than children with normal intelligence they define things in a simple and primitive way);
8. There are no summarizing words and many verbs in the speech;
9. in speech, words indicating the signs of objects are rarely used;
10. there is a sharp limitation of stock of ravishes;
11. children with intellectual disabilities do not understand the meaning of even common nouns, adjectives, idioms, especially words that express space-time concepts;
12. children do not understand metaphorical similes;
13. paraphasias and incorrect use of words are observed;
14. replacing words with semantic similarity prevails, children use common words with ambiguous meaning;
15. when defining subjects, students usually replace words of the same type with another;
16. they perceive the similarity of objects more easily than their differences, so they first of all learn the common and most obvious signs of similar things.

The lack of general words in the dictionary is due to poor imagination, ineffectiveness of the dictionary in different types of activities, insufficient differentiation of similar objects. When using adjectives and verbs, the words are replaced based on the convergence of the situational semantics. There are few words that denote the quality, signs, state of objects and actions, as well as methods of action.

When talking about events from their lives, lower grade students with intellectual disabilities often resort to short and small-format expressions. When composing sentences, children often simplify complex sentences, incorrectly connect words within sentences, and break inter-sentence connections between sentences. Many students are able to speak based on guiding words or the teacher's instructions. There are long, unwarranted pauses between individual sentences that indicate difficulties in structuring the story. Children do not understand the plot of

the picture, they cannot distinguish the main aspects of the plot, they show secondary, unimportant details, they cannot choose the right words according to their meaning.

Y. N. Kislyakova and V. V. Fikriuk stated that "in the process of communication, those with intellectual disorders show restlessness of movement. A fixed gaze is common, and in some cases speech negativism is manifested. A characteristic feature of children's communication is that the child does not have the patience to listen to the interlocutor, everyone speaks at the same time. Therefore, children need the help of the teacher in dialogue with peers."

In children with intellectual disabilities, there is a poverty of the vocabulary, incorrect use of words, difficulties in updating the vocabulary, difficulties in increasing it, and a violation of the process of organizing semantic fields. They do not know the names of many objects, parts of objects, there are many nouns with specific meanings in their vocabulary, there are no generalizing words, few adjectives, adverbs, semantic similarity of words substitution with prevails. Children with intellectual disabilities have a wider passive vocabulary, but it is difficult to keep up to date; often requires a guiding question to use it; many words remain unintelligible.

Such children also show errors in the use of conjugations, inflection of nouns in person-number, and in declension of verbs. Active vocabulary does not contain many verbs. Children use a very small number of words that indicate the signs of an object, rarely use adjectives that express the inner qualities of a person. The number of idioms in speech is very limited (here, there, then).

Cognitive dysfunction in children with intellectual disabilities negatively affects the formation of vocabulary, acquisition of active and passive vocabulary. The features of the lexicon of such children are the poverty of the vocabulary, misinterpretation of words, difficulties in the implementation of the dictionary, as well as the violation of the process of organizing semantic fields. According to the researchers, the most important reasons for the poverty of these children's vocabulary are their low level of mental development, limited knowledge and imagination about the world, lack of interest formation, speech and social communication, as well as weakness of verbal memory.

The analysis of the psychological-pedagogical and speech therapy literature on the problem under consideration showed that the problem of forming the lexical-semantic aspect of speech in children of primary school age with intellectual deficiency is very urgent. Therefore, the purpose of our experimental research was to determine the specific features of the formation of the lexical-semantic aspect of the speech of elementary school students with intellectual disabilities.

To achieve the goal of the research, the following tasks were set:

- to determine the criteria for the development of the lexical-semantic side of speech and to choose the diagnostic methods and methodological complex based on them, to determine the level of formation of the lexical-semantic side of the speech of elementary school students with intellectual disabilities.

- experimental study of lexical-semantic features of the speech of elementary school students with intellectual disabilities;

- development of a correction program aimed at forming the lexical-semantic aspect of the speech of elementary school students with intellectual disabilities, as well as checking its effectiveness in practice.

2 groups of students took part in the study: 20 elementary school students with mental retardation - these students formed the experimental group, with normal hearing according to the opinion of an otolaryngologist, and with normal speech and hearing. 20 elementary school students of the University of L. were included in the control group. All students study in the 3rd grade.

We reviewed the medical and pedagogical documents of the students of the experimental group in order to understand the structure of the defect and the characteristics of children's development.

In our research, we used the following parameters to study the skills of the lexical-semantic side of speech in primary school students:

- the ability to make sentences with polysemous words;
- skills of making sentences using synonyms;
- the ability to choose synonyms for word combinations;
- the ability to correctly choose and use antonyms in speech;
- the ability to consciously choose language tools;
- qualifications on the content and level of phrases and sentences, accuracy of use;
- the ability to determine the meaning of a word and use it correctly in the practice of speech communication;
- the skills of creating a short story with synonyms and antonyms.

In the interpretation and control stages of the experiment, V.L. Based on the materials of Sirotina and O. M. Kovalenko, a set of diagnostic tasks designed to study the lexical-semantic aspect of speech was used. The methodology consists of a set of tasks consisting of 8 blocks.

1 assignment. Checking the ability to make sentences with ambiguous words; 2 assignments. Checking the ability to make sentences using synonyms; 3 assignments. Checking the ability to choose synonyms for word combinations; 4 assignments. Checking the ability to correctly choose and use antonyms in speech; Task 5. Determining the skills of conscious choice of language tools; 6 assignments. Examining the skills of evaluating phrases and sentences according to their meaning and the accuracy of their use in speech; diagnosis of language "intuition"; 7 assignments. Determining (understanding) the meaning of a word and using it correctly in the practice of speech communication; 8 assignments. Check the skill of creating a short story with synonyms and antonyms.

The diagnostic tasks used in our study were directed to the study of the above-mentioned parameters, which were expressed by a scoring system, which allowed us not only the state of the lexical-semantic aspect of the speech of elementary school students, but also it makes it possible to determine the level of formation (high, medium and low level). High, medium, and low levels of the lexical-semantic side of the speech are determined based on the total value of the points collected by students as a result of performing diagnostic tasks:

- lower level of the lexical-semantic aspect of speech (0-6 points);

- low level of development of the lexical-semantic aspect of speech (7-12 points);
- medium level of development (13-19 points).
- high level of development (20-24 points).

The set of diagnostic methods chosen by us allows us to conduct an interpretive experimental study and determine the actual level of formation of the lexical-semantic aspect of the speech of elementary school students.

The data obtained from the experiment show that the level of formation of the lexical-semantic side of speech in the students of the experimental group (20 elementary school students with intellectual disabilities) is much lower than that of students in the control group (20 elementary school students with normal intelligence students) showed that. The results of the diagnostic examination of students with normal intelligence included in the control group of the experimental study showed a high level of formation of the lexical-semantic side of their speech.

The data showed that none of the participants of the control group showed a low or lower level (0-6, 7-12 points) of the lexical-semantic aspect of speech. The average level of development of the lexical-semantic side of speech (13-19 points) is characterized by 4 students (20%): Abdulla Y., Karima V., Sarvar S., Dinara P. These students have different questions they had an average score on the skills of using words, forming phrases and sentences from the given words in accordance with the rules of grammar (singular, plural, conjugations). Students performed the proposed diagnostic tasks with small errors and self-correction, immediately correcting the errors themselves. During the research, the average level of understanding of semantic differences of words and polysemous words, synonyms, antonyms was recorded. According to the results of the inspection, the lexical-semantic aspect of speech was highly developed (20-24 points) in 16 students (80% of students Surayyo R., Munira B., Timur O., Laziz J., Sardor M., Vasila M., Omina YE., Ibrahim K., Maruf A., Markhabo D., Daniyor B., Guli V., Sukhrob T., Aziza O., Nazokat D., Salim U. Obtained as a result of research the average score in the data control group was 20.8, which was considered a high score.

Observing the completion of tasks by students in the control group showed that they were highly motivated to complete the tasks and did not need help in completing the tasks.

The distribution of the lexical-semantic aspect of the speech of the students in the control group according to the stage of development is shown in Fig. 1.

Figure 1. Distribution of the lexical-semantic aspect of speech of students in the control group according to the level of development.

Figure 1. Level of development of the lexical-semantic aspect of speech of students in the control group

Thus, the obtained results showed an average level of development of the lexical-semantic side of speech in 4 students (20%) of the control group. 16 students showed high results, which was 80%. It should be noted that students with low grades were not recorded.

The results obtained from the students of the control group made it possible to determine the presence of the development of the lexical-semantic side of the speech, since no features were revealed as a result of our research.

However, as for the results obtained by the participants of the experimental group, according to the results of the initial diagnosis, they have a low level of formation of the lexical-semantic aspect of speech.

Let's take a closer look at the results of the experimental group. According to the results of the inspection, qualitative and quantitative analyzes of the obtained data were carried out, individual differences in student performance were determined, and average scores were analyzed.

According to the data obtained as a result of the experiment, 11 students showed a lower level (0-6 points) of the lexical-semantic aspect of speech, which is 55% of the number of participants (Davron T., Sunnat G., Sora A. , Mukhabat P., Lobar YE., Sadoqat M., Valida J., Mahmud U., Said N., Nasiba K., Saidakhror Z.) organized. In these students, it is shown that the skills of using words sparingly, forming sentences and sentences from given words based on grammar rules (singular-plural, person-number, verb tenses, conjugations) are not well formed. it happened. Pupils had difficulties in making sentences from words using many words unconsciously. It was found that the level of understanding of ambiguous words, synonyms, and antonyms is low when distinguishing words according to their meaning. Students hardly understand that a word can have more than one meaning.

A low level of development of the lexical and semantic side of speech (7-12 points) was observed in 8 students (40%): Tanzila K., Omina V., Yulduz K., Vazira YE., Kamil CH., Yakhyo J., Abbas U., Dilshod O. According to the data obtained from the experiment, the students use less words, form sentences and sentences from given words based on grammar rules (singular-plural, person-number, verb tenses, conjugations) skills were noted to be moderately formed: the success of completing tasks was often determined by help. Students completed the tasks with self-correction.

The average level of development of the lexical and semantic aspects of speech (13-19 points) was observed in 1 student (5%): Tamila O.

Some words were not consciously used, some difficulties were observed in differentiating the meaning of words, an average level of understanding of ambiguous words, synonyms, antonyms was noted. In general, students understand that words can have several meanings, but the low level of vocabulary prevents students from saying several meanings of words and choosing synonyms; the accuracy of the use of words is average.

None of the participants of the experimental group showed medium and high results of the development of the lexical-semantic aspect of speech. According to the data obtained from the study, the average score in the experimental group was 7.05 points, which can be considered as an average score.

Figure 1. Distribution of the lexical-semantic aspect of speech of students in the experimental group according to the level of development

Thus, the results of the experiment showed a low level of formation of the lexical-semantic side of speech in 8 (40%) students with intellectual disabilities. 11 students (55%) had a lower level and 1 student (5%) had a medium level. None of the participants of the experimental group showed high results. Observing the completion of tasks by students with intellectual disabilities showed that their motivation to complete tasks is very low.

Almost all students have a violation of the connection of the statement when composing sentences (repetition of sentences or their parts several times, violation of semantic and syntactic connections between sentences, omission of verbs, shortening of components, "adding" difficult words "do not speak" and others) were observed, the limited vocabulary was clearly expressed. Most of the sentences were incomplete, incorrect, and weak in terms of communication.

40% of students were able to make sentences with the help of polysemous words: needle, pen. 3 students (15%) were able to make a simple sentence using ambiguous words with a lot of help, especially when we were given directional signs or actions. 11 (55%) students with intellectual disabilities could not use the stimulus provided by pictures representing the words and made gross errors.

The poverty of the vocabulary is typical for the participants of the experiment, the students do not know how to distinguish the important semantic signs that mean the meaning of the ambiguous words, they could not compare the meaning of the words on the basis of one semantic sign. It is difficult for students to distinguish between literal and figurative meaning of a word, all students always use the correct lexical meaning of a word when making a sentence.

When a problem arose, students were shown pictures related to ambiguous words. For example, Lobar Ye. was asked the question: "What is grass?" instead of the answer, Lobar pointed to the street. Write a sentence for the word "grass". The answer is "Grass grows." What kind of grass will it be? Answer: The student refused to answer.

Such responses were observed in most students with intellectual disabilities. Even after explaining and analyzing the meaning of the ambiguous word in each picture, paying attention to its important aspects, students with intellectual disability could not independently create a connected story. It was necessary to show them supporting questions and a picture corresponding to the word. First, tell the students what do you see based on the name of the picture? How else to say it? such directions were necessary. All subjects had difficulty moving from one picture to another (pausing to tell a story, continuing the story independently), details in the pictures were not taken into account.

5 (25%) students could not complete the task when creating a sentence with words in a row of synonyms, they could not distinguish between the words big-big-big. 14 (70%) students often needed 3-4 words of encouragement when making sentences: "There is a big bear in the house. I have it." "My dad is very fearless", "Farah and I have a secret". None of the students could form a sentence for the words "hero, mystery, huge". None of the students could give a clear answer to such guiding questions as "Is this a big house - or a big house?", "Is Superman fearless or brave?" Most readers either said one of two words or waited for our reaction, approval or disapproval. Only 1 student (5%) was able to satisfactorily complete the task following the instructions.

Thus, the results of the tasks showed that students with intellectual disabilities are not able to identify differences in the meaning of synonymous words well.

4 students in the studied group (20%) chose the synonyms "soft bread - new", "clean"; 3 students (15%) found synonyms for the words "it's snowing - it's falling, it's lying; The river is flowing - it's flowing/sneezing". All responses were given with direct stimulus support. 6 students (30%) could not find the correct word, but tried to explain: "it was baked now; bread from the oven; it is now closed", "a clean dress - it is now washed; my mother's dress he washed his hair; a person who is silent - does not know how to speak - does not want to speak" and so on. 7 students do not understand that each word has similar meaning words.

The lack of development of the lexical-semantic side of speech was manifested in the understanding and use of synonymous lines and antonymic opposites. Syntagmatic links of the associative type prevailed in the answers of students with intellectual disabilities: work-work, boring-child. Paradigmatic contradictions were rarely observed (laughter-laughter, crying-crying).

The most effective answers were observed when choosing nouns and adjectives describing the taste of objects and time characteristics (sweet-bitter, dark-light, day-night).

Two types of antonym selection prevailed: a) selection of words of the part of the sentence that is semantically close to the antonym (day – morning, laugh – anger), b) a word that is semantically close to the given word from another part of the speech choosing words (work - lazy, joy - cry). In the answers of students in the studied group, it was observed that the suffix "mas" was used to find antonyms for words: bitter-bitter, large-large, white-white. Such answers indicate the child's difficulties, such as intellectual deficiency or the absence of the necessary word in the dictionary. Most of the answers with the suffix "mas" corresponded to verbs.

In the "Speech situations" task, 11 (55%) of students with intellectual disabilities were able to say only one word that was close in meaning to the given words. The remaining 6 (30%) of the students could not complete the assignment because they did not understand its content. Only 3 (15%) students understood the content of the task and were able to complete it based on the help and guiding questions. Thus, performing this task, the experiment showed that the participants of the group did not have the ability to consciously select language tools. When providing motivational support to students with intellectual disabilities, it was noted that children do not attach importance to words, do not pay attention to various tones that affect the nature and course of the movement, changing the meaning of the word: eg write-move-sign; play-win-lose; laugh-laugh-laugh (make fun of).

Students with intellectual disabilities showed sufficient motivation to identify the meaning of words, but almost all of them did not immediately understand the instruction. 3 (15%) students with intellectual disability were able to define objects using their general understanding: computer - toy, forest - trees, dishes - trays - pot, bowl, etc. 8 (40%) students did not understand the content of the assignment and started talking about the subject: "I have a ball, I play it. The bowl is in the kitchen" and so on. 9 (45%) students could not complete the task.

The biggest difficulties in the studied group were observed in the last task aimed at studying the possibilities of students - to compose a small story using synonyms and antonyms.

"High-high", "strong-low" and similar errors are related to the lack of understanding and imagination of students with intellectual disabilities, lack of ability to follow and analyze events. In general, children formally understand a pair of antonyms as a unity of opposites, but it is difficult for children to imagine an extreme division of the manifestation of qualities, properties or actions, so for them the authority of the second member of one antonym the choice is difficult.

Only 17 (85%) students with intellectual disabilities were able to use contextual, situational synonyms that were clear in a specific context and with the examiner's help and instructions: "first I was happy, then I was happy ", "the sky was dark and scary" they were able to make a story using. 3 students (15%) could not create a story without understanding the essence of the task. With a lot of help from adults, some students can form sentences with antonyms and synonyms, and then often unrelated sentences with a plot.

It should also be noted that elementary school students with intellectual disabilities use less informative adjectives such as "good" and "bad" to describe many characteristics and situations. In general, students are able to understand and explain the situational meaning of these words in a certain situation. However, the subsequent use of these words in the students' speech is not in the way of deepening or explanation, but in the way of expressing the feelings "embedded" in the semantics of the word. For example, with the help of the word "bad", children can say "hard work" or "evil, stupid, lazy person", "rainy or cold weather", "dirty or broken doll, car" can describe concepts such as It should be noted that such thinking ability of students with mental retardation is related to inertia.

Thus, the results of the identification stage of our experiment showed the following: the general level of the lexical-semantic aspect of the speech of elementary school students with intellectual disabilities does not correspond to the age norm.

Pupils' vocabulary is limited, children cannot distinguish the important semantic signs of polysemous and synonyms, they cannot adequately compare the content of words based on one semantic sign. It is difficult for children to distinguish the literal and figurative meaning of a word when composing a sentence: all children of the experimental group use the direct lexical meaning of words. The skills of activating the names of adjectives and verbs are at a low level, it is difficult for children to choose specific words in speech. It is especially difficult to understand and use the different meanings of ambiguous words.

It is clear that it is necessary to carry out corrective and developmental work with the participants of the experimental group. According to the results of the interpretive experiment, a corrective work program was developed aimed at developing the lexical-semantic side of speech in young students with intellectual disabilities.

In the course of corrective work aimed at the development of the lexical-semantic side of the speech in the students conducted on the basis of the program, there was a complex effect, that is, not only on the development of speech, but also on the entire field of knowledge of the child.

Corrective-formative work had a significant positive effect on the development of the lexical-semantic aspect of the speech of students with intellectual disabilities.

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