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Research Article

DEVELOPMENT OF PROFESSIONAL-METHODICAL TRAINING OF DEFECTOLOGISTS WORKING WITH CHILDREN WITH HEARING DEFECTS

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Lazizbek Khaitov

Kokan State Pedagogical Institute, Head Of The Department Of Special Pedagogy, Ph.D, Uzbekistan

ABSTRACT

This article shows the characteristics of hearing perception of hearing impaired children, the importance of finding and creating effective forms and methods of developing hearing perception of hearing impaired children, their effectiveness, and acquiring the necessary knowledge and skills.

KEYWORDS

literature analysis, auditory perception, color, motive, conversation, intuition, gesture.

INTRODUCTION

The school for hearing-impaired children will have special listening rooms equipped with sound amplification devices, which allow the use of residual hearing in the pedagogical process. Research results show that children with hearing loss easily learn the general rhythm of speech, verbal and logical structures, which makes their speech comprehensible and coherent. hearing impaired children are activated. In this case, the development of auditory perception is not due to

the restoration of the anatomo-physiological mechanism, but by activating the auditory perception. Due to the loss of auditory perception and perception in a hearing impaired child, visual perception and perception begin to take the main place. The visual analyzer of a hearing impaired child is of primary importance in understanding the surrounding world.

According to the results of research conducted with the help of new acoustic devices, 40% of children with hearing loss have hearing loss. They can be used in the educational process. In the 19th century, I.I.Fleury, then N.M.Lagovsky and other researchers also recognize that people with hearing loss have a residual hearing. N.M. Lagovsky said that it is possible to activate and develop this residual hearing. N.M. Lagovsky classifies several groups according to the level of auditory perception. Children belonging to one of these groups have a certain degree of auditory perception, which allows them to distinguish non-speech sounds. Other children have a higher level of auditory perception, which allows them to distinguish between vowel sounds, syllables, and words.

Visual perception and perception of hearing-impaired children at the level of hearing children L.V. Zankov, I.M. Solovev, K.I. Veresotskoi, proved in his research. It has even been reported that children with hearing impairments have increased visual perception and perception. Therefore, hearing-impaired children pay attention to features and subtleties of the external world that a hearing child does not. Hearing children often change green, ink, red, and carrot colors compared to hearing impaired children. Children with hearing impairments distinguish colors finely. L.V. Zankov and I.M. Solovev noted that the pictures drawn by children with hearing loss include more details and parts than the pictures drawn by hearing children. When comparing the pictures of hearing impaired and hearing children, it can be seen that in the

pictures of hearing children, important parts of the objects are not present in the pictures. In the drawings of children with hearing impairment, such defects are rare, but they draw pictures that express spatial relations with difficulty. L.V. Zankov and I.M. Soloviv stated that in the process of visual perception, hearing-impaired children pay more attention to the additional details of the object compared to the hearing ones. Therefore, it can be shown that the analytical type of perception is superior to the synthetic type in hearing-impaired children. I.M. Solovyov admits that this situation does not lead to the conclusion that hearing-impaired children have a superior sense of sight compared to hearing children. Visual perception is of great importance in the formation of speech of hearing impaired children. A hearing child learns to speak by relying on hearing and visual intuition and perception.

In hearing-impaired children, visual perception and intuition are of great importance in understanding the world around them. Along with hearing loss, children with hearing impairments have an active and sharpened sense of sight. In addition to visual perception, the senses of smell and movement also have an important place in the process of perception. Motion senses provide a signal about the movement of the human body, parts, speech organs. When the function of the hearing analyzer is disturbed, the clarity and differentiation of speech movements is disturbed. I.M. Solovyov and other scientists attribute hearing loss to not only the sense of the articulatory system, but also the sense of movement of the respiratory system.

For example, forms of speech such as mimicry and dactylology are formed on the basis of movement and visual sensations. Skin senses include tactile and temperature senses. Their unity allows to understand the material representing the object, its shape and size. These sensory receptors are located on the tips of the fingers and on the tip of the tongue. Sensations require active activity and occur during contact with receptors. Skin sensations, perception, along with others, help to fully perceive the object. Skin sensations complement the perception of an object by sight. Mainly, the importance of skin sensations is great in perceiving the size and spatial location of objects, in sensing the outer layer of objects N.M. Logovsky admits that hearing impaired children can be activated and develop auditory perception. This scientist emphasizes the importance of visual perception in the compensation of mental development disorder in case of hearing impairment. By the 20s of the XX century, L.S. Under the leadership of Vygotsky, the process of systematic research of current problems of special psychology was carried out. In his scientific activity, the scientist studies hearing impaired, blind, mentally retarded children with various disabilities and their educational problems. In 1924-1926, the first scientific works devoted to this problem were published. F.F. Rau, N.F. Slezina, I.G. Bagrova, V.I. Bel'tyukova, K.A. Volkova, S.A. Zikov, T.S. Zikova, Ye.P. Kuz'micheva, E.I. Leongard, L.P. Noskova, T.V. Pelimskaya, N.I. Shelgunova, N.D. Shmatko, Ye.Z. Yakhnina and others have comprehensively studied the problems of auditory perception formation. According to F. F. Rau, the separation

of the stages of activation and development of auditory perception of children with hearing impairment depends on another factor - the ability of children with hearing impairment to acquire different types and forms of language. Activation of auditory perception of children with hearing impairment and at different stages of development, it is required to use the types and forms of speech in different amounts and proportions, as well as to choose the initial and leading forms of speech. Words, phrases, sentences and texts are used to develop listening skills.

To the content of the work on the development of hearing loss:

- speech material: teaching to listen and understand sounds, words and phrases, sentences (assignments, questions, sentences), texts;
- teaching to perceive speech and non-speech sounds (circle, trumpet) by extending the distance from sound sources;
- teaching to distinguish speech and non-speech sounds: it includes distinguishing the source, strength, duration, rhythm of the sounds of musical toys.

N.F. Slezina states that the speech material to be perceived and pronounced by hearing must comply with the following requirements.

1. Speech material should be familiar to children from speech development, introduction to the environment, visual activities and other activities.

During the first 1-2 years, the written tables are compared with the relevant subject, picture, movement; in the following years, he should know the composition and sequence of letters in the given words and sentences for pronunciation and differentiation, type words, write them, make them from the letters of the alphabet.

2. Material necessary for communication, words that are often used in communication with adults and in mutual communication should be obtained.

3. It is necessary to select familiar and necessary speech material that corresponds to the tasks at a certain stage of the development of hearing and the formation of pronunciation:

- in the first years of education, for the development of auditory residuals, words with different acoustic, syllable composition and rhythmic structure, as well as easier to pronounce, are taken;
- speech material related to the phonetic topic (the studied sound) is taken in all years of education. For example, in order to establish and distinguish sounds, words and sentences in which this sound occurs often are taken.

After learning to distinguish words and sentences by sight and hearing, they are taught to recognize speech material. In this case, the speech material itself is presented. When speech sounds, words and sentences are presented for recognition, pictures, objects, toys are not shown. The child completes the task. If the child's answer is correct, the pedagogue shows the appropriate picture or

table. After the material defined in the program in the 1st and 2nd year of education is distinguishable and recognizable, an unfamiliar word from the second half of the 3rd year and sentences are given to differentiate. Words and sentences should be distinguished and recognized by hearing (not seeing). The child repeats the word he heard. It can be pronounced as syllables, word outlines, or whole words. If the words and sentences are not understood by hearing, the material is given for reception by seeing and hearing. After the words are repeated, they are given to hear again. If the child tries to repeat every word even if it is wrong, the teacher encourages him.

As a result of targeted, consistently organized activities, children's ability to perceive speech and non-speech sounds develops. As a result, it is possible to accurately determine the level of hearing and the nature of hearing loss during the audiometric examination of the hearing ability of a child with a hearing impairment.

Speech material (unfamiliar words, phrases, sentences and texts) is given to be understood by listening. On the basis of the development of listening skills, speech treatment is carried out. Since the main unit of speech is the sentence, the sentence should be taken as the main speech unit in speech perception. The development and progress of the science and practice of deaf pedagogy creates a basis for the improvement of the hearing development system of children with hearing impairment. In order to develop the modern system, it is necessary to implement the education and upbringing of children with

hearing impairment from the first months of life, to develop new effective approaches to speech development in the conditions of the communicative system based on the development of hearing ability. In connection with the general development of a deaf child, the formation of speech is unique. In a healthy child, as in the early period of speech formation, in a deaf child, vocalizations occur. Congenital deaf children also have humming and crying characteristics, which depend on signals from the external or internal environment - hunger, thirst, cold, heat, just like healthy children. Due to the deficiency of hearing perception in a deaf child, his ability to sense through skin, taste, smell, and sight begins to perform the function of communication with the external environment.

If the defect is detected as early as possible, the correct diagnosis is made, and special attention is paid to the deaf child, there is a wide possibility of eliminating the defect and making it undetectable. Otherwise, the mental, physical and related mental development lags behind, that is, the child develops in a limited way from the social environment. No matter how strong the attention of parents and relatives is, if a special approach is not organized, the general development of the child will lag behind. Because the functions of auditory perception are extremely important. A deaf child cannot perceive not only ordinary speech sounds, but also non-speech sounds, and even if he receives them, he cannot distinguish them. At the same time, a deaf child does not understand the existence of voice and spoken speech, that they organize and control human

activity. As a result, when they do not hear the words of others, they themselves cannot enjoy the higher social benefits of speaking and pronouncing words. So, since deafness has a negative impact on the formation of deep human qualities, a deaf child can be isolated from society. Although the child lives by seeing, tasting, smelling, and feeling through the skin, these actions correspond to a system that is not enough for living. It is important to understand the nature of inner speech in order to determine the mechanism of speech formation in a deaf and hard of hearing child.

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