



CORRECTIVE ROLE OF THE DEVELOPMENT OF PHONEMIC HEARING IN HEARING-IMPAIRED CHILDREN WITH HEARING IMPAIRMENT

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Annotation

This article emphasizes the correctional significance of the development of phonemic hearing in hearing-impaired children with hearing impairment.

Keywords: Method, principle, method, habilitation, implant, secondary defect, synchronous self-listening.

Introduction

History has shown that due to hearing loss in children with hearing impairments, such children could not communicate with people. Today, with the development of medicine, hearing-impaired children with hearing impairments have the opportunity to fully hear the world around them with the help of cochlear implantation devices with the help of medicine.

If we turn to history, it is known that the role of general pedagogy in the development of the science of deaf pedagogy is invaluable. Using the methods, principles and tools available in general pedagogy, it is possible to develop listening skills in each child.

Specialists from many countries involved in the rehabilitation of people with hearing impairments are very interested in the Russian system of E.I. Leongrad, which has recently acquired particular relevance in the light of new knowledge about the neuroplasticity of the human brain.

All achievements in the field of technical support for children with hearing impairments are effective only when they are included in the process of psychological and pedagogical habilitation or rehabilitation. By themselves, even the most advanced hearing aids and implants do not solve the problem of normalizing the auditory and language development of deaf and hard of hearing children.

There are various psychological and pedagogical systems. One of them is the System of Formation and Development of Speech Hearing and Speech Communication in Children with Hearing Impairment (Leonhard Method). It was preceded by a system





of auditory education developed in the 70s by A.A. Wenger, G.L. Vygotskoy, E.I. Leonhard. For almost 50 years, the main goal of research has been and remains the creation and improvement of the system of normalized auditory-speech and mental development of each child with hearing impairment. The basis of the methodology is the language development of children, so the main task of habilitation or rehabilitation is to prevent the appearance of dumbness in children - a "secondary defect" (L.S. Vygotsky), or to overcome it.

Normalization of conditions occurs in the process of implementing the system of auditory education and special work on the development of speech hearing. The normal course of hearing and speech development is carried out when children are provided with: life in the family (and not in a boarding school), life in hearing, life in language, life in communication. These conditions are necessary but not sufficient. Mandatory in this case is a long-term special work on the formation of speech hearing in children. Without this, even implanted children remain deaf and dumb, as evidenced by the sad experience that we face almost daily.

The origin and development of the auditory and auditory-speech systems occurs due to the functioning of the mechanism of speech hearing. This is a stable structure consisting of 4 elements: reception of a speech signal - its almost synchronous oral reproduction - synchronous self-listening - comprehension of what is heard and spoken.

The role of auditory perception is great in the development of cognitive activity, in enriching the imagination and ideas of a person about the world around him. On the basis of the auditory system, human speech arises and develops. The development of the ability to pronounce sounds is associated with the development of the ability to perceive them. With the help of hearing, the child has the opportunity to expand vocabulary, develop oral speech, and make the necessary phonemic adjustments to it. Therefore, even a slight decrease in hearing can lead to the development of pronunciation defects, a violation of the grammatical structure of speech, and the poverty of a lexical dictionary. The earlier the hearing loss occurs, the more severe the speech disorder. The earlier medical, psychological and pedagogical measures for the correction and compensation of hearing impairment are taken, the more favorable the prognosis in the development of the child as a whole. The auditory analyzer begins to function from the first hours of a child's life. The first reaction to sound is manifested in the child by the expansion of the pupils, holding the breath, and some movements. Then the child begins to listen to the voice of adults and respond to it. In the second half of life, the child begins to perceive certain sound combinations and associate them with certain objects or actions. At the age of 7-9 months, the child begins to imitate



the sounds of the speech of others. By the age of 1, he has his first words. Human hearing acquired in the process of phylogenesis a special property: to accurately distinguish the sounds of human speech (phonemes). In this it differs from the hearing of animals. The phonemic sound system used in different types of speech activity to distinguish the meanings of words is formed in a child from 2 to 5 years old under the control of hearing. The development of phonemic perception occurs gradually, in parallel with the formation of pronunciation. Usually, by the age of 4, a child masters the ability to distinguish by ear all the phonemes of his native language. However, in early childhood, the child perceives the sounds, syllables and words of others indistinctly, distorted. Therefore, children often mix one phoneme with another, they do not understand speech well. Very often, children do not notice their incorrect pronunciation, so it becomes habitual, persistent and subsequently overcome with great difficulty. A child's speech is correctly formed only when the development of the second signal and phonemic systems is constantly controlled by an adult. Children deaf from birth do not develop imitation of the speech of others. Babble appears in them in the same way as in normally hearing children. But it does not receive reinforcement from auditory perception and therefore gradually fades away. In such cases, without special pedagogical influence, children's speech does not develop.

Deaf pedagogy is a science that studies the organization of education and upbringing of children and adults with hearing impairments. In the system of scientific knowledge, it is one of the branches of special pedagogy, which is included in the structure of defectology. As you know, any science is based on an object, subject and subject, which determine the specifics of a scientific discipline, its place in the system of knowledge. The object of deaf pedagogy is the special education of people with hearing impairments. The subject of deaf pedagogy is the process of teaching children with hearing impairments, taking into account the peculiarities of their psychophysical development, the general patterns of development and education of deaf and hearing children, the problems of upbringing and the social status of a person with hearing loss. In turn, the subject of deaf pedagogy is a child with hearing impairments. The general goal of deaf pedagogy is the holistic development of the positive physical, mental and social qualities of a person with hearing impairments as a subject of activity, communication and cognition. Achieving this goal is possible due to the implementation of a complex of theoretical and practical tasks. A special group is made up of theoretical tasks that provide for the analysis of deaf pedagogical practice, the generalization of materials for teaching and educating children with



hearing impairments. Part of the theoretical tasks has a methodological focus and is intended to improve the ways of building knowledge:

- 1) The study of the features and patterns of development of deaf and hard of hearing children, the creation of diagnostic tools to identify the specifics of the development of thinking, speech and other mental functions in deaf children of different ages, the disclosure of the causes of hearing impairment, the definition of approaches for the differential diagnosis of these disorders, the construction and refinement of the classification of children with hearing impairments;
- 2) Development of the concept, content and principles of education of children with hearing impairment, improvement of the forms of organization of their education and upbringing, creation of adequate educational technologies;
- 3) Renewal of deaf pedagogical terminology, taking into account changes in the composition of the conceptual and categorical apparatus of general and special pedagogy, development of deaf pedagogy theory based on the expansion of interdisciplinary ties with the humanities and natural sciences, strengthening intradisciplinary ties with related branches of defectology;
- 4) Analysis of the historical experience of teaching people with hearing impairments, studying different systems for teaching deaf children, identifying trends in the historical development of deaf pedagogy, determining the prospects for its evolution, improving the correctional and pedagogical system of assistance to people with hearing impairments, taking into account traditional and alternative approaches to education;
- 5) Monitoring the quality of education for deaf children, determining ways to improve its effectiveness, optimizing the training of teachers of the deaf, building programs for the modernization and informatization of education for deaf and hard of hearing children and adults in accordance with modern socio-cultural conditions.

The practical tasks of deaf pedagogy can be divided into educational, upbringing and special. Educational tasks: 1. Stimulation of students with hearing impairments of interest in learning, creation of conditions to meet their needs for self-development and self-education; 2. Formation of the worldview and expansion of the general outlook of persons with difficulties in auditory perception in the process of their acquaintance with the scientific picture of the world; 3. Ensuring the optimal development of the thinking of deaf and hard of hearing children, taking into account their capabilities, developing the ability to creatively solve new tasks and problems; 4. Formation of skills and abilities of educational activity, development of oral and written speech, activation of cognitive processes in conditions of purposeful learning; 5. Preparation for professional activity, development of ideas, skills and abilities



necessary for labor activity in modern socio-economic conditions. The educational tasks of deaf pedagogy are aimed at developing general abilities and personal qualities in children with hearing impairments: 1. Versatile development of the personality of a child with hearing loss, nurturing his desire for creative self-realization, creating favorable conditions for the manifestation of individual creative abilities based on a personality-oriented approach; 2. Stimulation of the socialization of a child with hearing impairments, enrichment of his social experience, preparation for communication and joint activities with hearing people, familiarization with the norms and values of culture, involvement in active participation in cultural life; 3. Education of moral consciousness in the process of familiarization with ethical concepts and principles, strengthening the sense of duty and responsibility, developing value orientations and beliefs based on respect for the freedom and dignity of the emerging personality; 4. Promoting the physical development of students with limited auditory perception, strengthening their personal hygiene skills, fostering a healthy lifestyle, hard work, independence, the ability to self-control and volitional regulation of behavior; 5. Harmonious development of a deaf child, instilling in him the skills of fruitful cooperation with other people, nurturing an aesthetic attitude to the world, humanity, reflective abilities, civic consciousness, professional interests. Special tasks or correctional and developmental tasks are associated with special means of deaf pedagogy, which provide diagnostics of manifestations of dysontogenesis, staffing of special educational institutions, correction of impaired development, rehabilitation of hearing impaired people, compensation for shortcomings and difficulties, prevention of possible deviations: 1. Establishing the type, nature and structures of hearing impairment, identification of concomitant defects, differentiation of deaf children according to the level of speech development, time and degree of hearing loss, determination of the optimal form of education for each child with difficulties in auditory perception, individualization of deaf pedagogical assistance; 2. Normalization of the life of an individual with hearing impairments, overcoming deviations in his mental and social development, the formation of verbal speech through a wide communicative practice, intensification of sensory-perceptual activity based on the remnants of hearing, improving the skills of perception and understanding of oral speech; 3. Activation of compensatory abilities of children with hearing loss; 4. Creation of special educational conditions for them, contributing to the complex development of the personality, mobilization of the preserved functions of the body in the process of educational and practical activities, filling the lack of sensory information; 5. Restoration of broken connections of a deaf person with the social environment, implementation of labor rehabilitation taking



into account individual characteristics and data from the examination of working capacity, ensuring social and domestic adaptation, organizing a unified open educational environment for all age groups of people with hearing loss; 6. Carrying out health work with deaf and hard of hearing children, preventing the occurrence of secondary developmental disorders in them, rationalizing the regime of remedial education, creating a healthy psychological climate in special educational institutions, accustoming deaf schoolchildren to constant work aimed at self-correction.

Of course, the list of tasks, no matter how detailed, cannot be considered an unconditional and exhaustive list of tasks. The content of pedagogical tasks always remains, to a certain extent, relative. The fact is that the goals and objectives are the most mobile, dynamic elements of educational activity, which is due to changes in the socio-cultural conditions of people's life, the historical features of educational practice, and the transformation of social and individual needs. Each teacher has the right to set his own goals and objectives or select from among the known goals and objectives those that he considers priority.

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