



SPECIFIC CHARACTERISTICS OF THE DEVELOPMENT OF CHILDREN WITH HEARING IMPAIRMENT

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Abstract:

The article describes the specific characteristics of children with hearing impairment, ways and methods of early development. It is given the importance of early education, as well as information about the basic rules that parents should know about the preschool education of children with hearing impairment.

It is very important to start teaching children with hearing loss early. Pre-school age is an important, one might say, decisive period in a person's life. During this period, basic habits and skills are formed, character is defined, that is, the foundations of the whole future life are built. At the same time, in the history of deaf pedagogy, people with congenital hearing impairment there are many examples of people who have reached a very high level of development, communicate freely with those who can hear, and even learn foreign languages. This was not a miracle. Daily, hourly work, will, confidence in success, patience, gentleness, responsibility and love shown by parents and teachers made it possible for these people to achieve so much. People with congenital hearing loss, even without special education, illiterate or with low education, have different there are many examples of those who have mastered labor skills. Theirs most of them worked in various enterprises and won the respect of the country, the state found worthy of awards. He received a higher education and had a hearing impairment there are people: engineers, teachers, artists, sculptors. In his hearing analysis of cases of high mental development of people with disabilities shows that it is almost always the result of early initiation of education. Although the general directions of development of hearing and hearing-impaired children match, deaf and hard-of-hearing children need to be educated in a special school. Deaf and hard of hearing children have a number of characteristics. Them:

- insufficient development in terms of visual perception, including that the speed of perception and recognition of objects is low;
- slow development of imitation, as well as when choosing by example





difficulties;

- there is a lack of speech and a deficit of pre-speech communication.

The above-mentioned activities of cognition and logical thinking causes lag in development. It is for this reason that it is necessary to pay great attention to the mental education of children with hearing impairment. Distinguishing a number of tasks of mental education of preschool children can show:

1. Forming ideas and concepts about the environment.
2. Development of psychological processes of knowledge.
3. Formation of primary methods of intellectual activity.
4. Formation of oral speech.

All the listed tasks should be performed in the process of play, special training and work. Many philosophers and scientists think about the importance of early education stated. Psychologists' studies are also aimed at the early days of life

it proves that directed, that is, specially organized education is very important for human development. That is why preschool education is considered the first link of the general system of public education, including education of children with hearing impairment. Preschool education is of particular importance for a deaf and hard of hearing child, because in the early period, until about one year of age, before the child's language emerges. the difference between hearing and deaf children is not so noticeable. Gradually, as the hearing child acquires speech, this difference increases. A child with a hearing impairment does not begin to speak, and his development goes without language, his speech is limited, it is impossible to tell or explain something to the child. He should be specially trained to speak and understand speech. Therefore, the earlier the child is taught to speak, the smaller the difference in his development with the hearing child and the more opportunities for further education. To everything that deaf pedagogues and educators taught a hearing child of this age in kindergarten: they teach drawing, gluing, building, counting and even dancing. Like all children, he is taught to work hard, to be neat and polite. It's mine-ours, possible-impossible, true-false many life-important concepts and skills that are formed at an early age and are a direct result of education begin to be formed. Teaching a hearing impaired child to speak sounds not only to teach to do, although this is considered unique in the education of a deaf child and requires special skills, but the main thing is to teach to understand the content of speech and to use oral speech in communication, to understand according to the speaker's lip movements and to be considered to be taught to speak intelligibly. It is possible to educate children with hearing impairment at home, but this requires the additional participation of a specialist and requires parents to know the main features of the development and





upbringing of a deaf or hard of hearing child, even if the child is placed in a special institution. Parents of a hearing-impaired child to prepare the child for a special preschool educational institution it is necessary to acquire elementary knowledge related to education. For example, the diagnosis is made, there are five months until kindergarten. What if the child gets sick? What if the family is in a remote area with no preschool for deaf children? Education cannot be delayed. Because, during this period, with every word that a hearing child hears and remembers, the difference between a hearing-impaired child and a hearing child increases. Recommendations of experts for the correct approach to child education and upbringing it is necessary to learn the principles of education that form the basis. After mastering them, it will be possible to consciously follow these recommendations in accordance with the child's individual characteristics and living conditions. Parents in preschool education of hearing impaired children

should know three important preliminary rules. The first. A child with a healthy hearing has no less intellectual development opportunities than a hearing child. Love, combined with a high level of demand and qualified education, makes it possible to realize these possibilities This is the condition. Believing in success, being able to educate this belief in a child - makes a child with a hearing impairment happy and not to feel one's own defect, or at least not to suffer from it, is an important factor. The second. The general issues of education, the education of his feelings, behavior are not secondary to special education, but form the basis of special education. After all, a child, first a child, and then a child with a hearing impairment. It should not be forgotten. his spiritual image, upbringing of his personality - this is the main aspect that determines every situation of special education. In this case, it is necessary to approach the upbringing of the behavior of a child with a hearing impairment in the same way as the upbringing of the behavior of his hearing peers. Third. It is necessary to use all means to protect the child from being dumb, to teach him to communicate with others. One of the increasingly effective and convenient means (for parents) of teaching a hearing-impaired child is dactyl (finger) speech. it is wider than that in teaching young hearing impaired children is used. What is digital speech and what is its role in education? The need to use this unusual form of speech in teaching children with hearing impairment is often the cause of objection and opposition from parents. Dactyl speech is a powerful tool for teaching children with hearing impairment, it can multiply the vocabulary and the quality of speech acquisition, as well as the general level of development of children with hearing impairment. Parents and other people who are raising children with hearing impairment, not only to use it correctly in communication with the child, but also to explain its importance to those whose





thoughts, or rather, unknowing judgments, allow the full-blooded upbringing of the child. they should also understand the importance of dactyl speech. Formation of speech is a multifaceted process. It is necessary to develop its various forms, first of all, oral speech, which forms the basis of communication. Formation of pronunciation skills in deaf and hard-of-hearing children is carried out first of all in the form of imitation of an adult, using hearing aids.

Activation of the baby's sound reactions is carried out in the process of conducting exercises aimed at supporting these reactions and creating new sounds. These exercises are carried out in the process of communication, when an adult "talks" with a child using various sounds and sound combinations, using them together with gymnastic elements. An important task of working on oral speech of a one and a half to two-year-old child is to form the need for oral speech in the child. Therefore, during games and household activities, an adult names objects, events, toys, actions, and encourages children to imitate their names as much as they can. The most important thing is that the child tries to pronounce sounds, syllables and words following the adult. Imitation of speech is inextricably linked with imitation of actions. Therefore, it is necessary to pay special attention to teaching imitation of body movements. As the child learns to imitate adults, he completes the movements with sounds, syllables, and pronunciation of words. From this period, phonetic rhythmic training begins. Phonetic rhythmicity is one of the main methods of working with children of pre-school age and preschool age on their pronunciation. Children are taught to react and understand various household noises, natural sounds, and traffic signals at the same time with special exercises aimed at developing auditory perception. Listening to audio recordings also helps in the development of auditory perception. An adult moves with the child to the beat of the music, encourages the child to perform dance movements.

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International Journal of Multidisciplinary Research and Management Studies
(ISSN:2750-8587) 30 -April 2022

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