

PECULIARITIES OF THE PSYCHE OF DEAF AND HARD OF HEARING CHILDREN

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Abstract

This article describes the characteristics of children with hearing impairments, the stages of development and peculiarities of speech.

Keywords: - Children with hearing impairments, deaf, psyche, processes of perception, thinking, memory, psyche, cognition

Introduction:-

In order to correctly understand the features of mental development of children with hearing impairment, it is important to diagnose them in a timely manner, to choose an educational institution, to classify these children in the organization of this process.

1. In deaf psychology, the doctrine of the interaction of biological and social factors plays an important role in the mental development of the child. Biological factors include temperament types, abilities, which are characteristic of the nervous system. In the life of the child before birth - the continuation of the fetal period - the mother's disease, the drugs she received, birth trauma are also part of the biological factor. Social factors are the level of socio-political, ideological type,

culture, science and art development in which the child lives and develops. The social environment is a sign of the educational system adopted from this society, a source of human development.

Hearing impairment can occur on the basis of biological factors, mainly congenital pathology, chemical damage. The characteristics of childhood are based on the incompleteness of brain structure compared to adults, the lack of formation of mental components, the plasticity of the nervous system and the tendency to compensate. The role of compensation in hearing impairment is important social factors - family upbringing, emotional upbringing, the level of education of parents, their relationship with professionals, participation in correctional work.

2. The general law of mental development of all children is its organization over time: the content, which is determined by the characteristics of the formation of the changing rhythm at different stages of the child's life, is the process of educating the child. The transition from one stage of mental development to another is characterized by the deep formation of mental components, the specificity of the psychological period-ontogeny.

3. The mental development of children is based on the active formation of the brain at a stage of life.

The complexity of functional relationships is observed in the transition from one age to another. Therefore, the age period is characterized by high sensitivity to various pedagogical influences. These stages are called sensitization. At each age, communication and relationships, the reconstruction of mental functions are carried out.

Written speech allows a person to identify an experience and pass it on to future generations. Written speech is psychologically more complex than oral speech and is a difficult form of speech. It is abstract and the child slowly takes over it. Usually the child becomes acquainted with this form of speech at school. For a deaf child, written speech is considered easier than oral speech. You don't have to hear it to perceive it, and visual perception is healthy in them. Not only auditory analyzers but also visual and motion analyzers, which are healthy in a deaf child, play a major role in the formation of written speech.

Moreover, if a deaf child uses this form of speech mental energy, more mental energy is expended in shaping oral speech. Therefore, in children with hearing impairment, the acquisition of written speech continues in parallel or earlier than the acquisition of oral speech. The means of applying

written speech is the letter. Mastering written speech involves teaching literacy, letter writing, and performing sound analysis and synthesis in the fall. But written speech is formed and developed on the basis of oral speech. Oral speech, a child who has mastered the phonetic structure of language, can identify the speech flow. Possession of written speech, on the other hand, leads to mastery of oral speech.

The earlier a defect occurs, the more it affects the formation of speech function. Being deaf until the age of two, when speech is not formed, leads to the absence of speech. Hearing loss in the period from 3 to 3.5 years leads to loss of formed speech. If hearing is completely lost at the age of 4-5 years, speech is almost completely lost if special education is not started on time.

One of the main conditions for speech development is the creation of an auditory-speech environment. It involves constant verbal communication with the child using hearing aids.

Speech development has a relatively high rate in 2-3 years of life of children with hearing impairment. Due to the knowledge of different objects, events, the child forms a dictionary of their names, actions with objects. The constant use of simple sentences according to their structure makes it clear that some of them are increasingly repetitive. It is important to teach the child to understand the meaning of verbs, because it is necessary to understand and apply the sentences.

Work with preschool children, which began at an early age, will continue. The organization of work in the family with preschool children with hearing impairments and the requirements for their content do not differ from the requirements for work with children of the first age. However, the content of work in different directions will be expanded and deepened.

Upbringing and education will continue throughout the day, including in regime situations, games, and free activities.

Classes that involve a variety of activities are conducted daily.

Creating an auditory-speech environment involves the communication of the whole family with the child.

A hearing aid is used when working with the child.

The comprehensive development of the child includes physical, labor education, acquaintance with the environment, play activities, development of visual activities, speech development activities, the formation of basic mathematical concepts, as well as teaching reading.

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