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DEVELOPMENT OF AUDITORY PERCEPTION AS A FACTOR IN THE FORMATION OF SOCIAL SKILLS IN CHILDREN WITH HEARING PROBLEMS

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Abstract
This article is devoted to the development of auditory perception in children with hearing problems. At the same time in this article was focused on the issues of post implantation after rehabilitation of Koxler.

Keywords: kokhler implant, early defines, surgical practice, family, education, early diagnosis, hear defects, hearing loss, correction, compensation.

Recognition of the uniqueness and value of human life, the need to ensure guarantees and the rights of the child to development, the realization of their educational needs reflects humanistic trends in modern society and is enshrined in the legislation of the Republic of Uzbekistan and a number of international documents. Among the decisive important issues of our life that are being considered, there are bills for a radical transformation of the educational system, which will make it possible to raise it to the level of the requirements of the new time, to bring a wonderful future of a harmoniously developed generation closer. We all know well that caring for the younger generation, striving to bring up a healthy, harmoniously developed person is our national character. That is why we attach special importance to this issue today. Achievement of the great goals set before us today, noble aspirations, renewal of society, the effect and fate of our reforms carried out in the name of progress and the future of the country. Today, the decisive factor in the capabilities of each state, each nation is the knowledge and education and the intellectual and spiritual potential of people, this also applies to people with disabilities. The category of people with disabilities includes children with hearing impairments. Hearing impairment is the so-called persistent disorders associated with damage to the inner ear - sensorineural hearing loss and deafness. With these disorders, modern medicine cannot restore

normal hearing. We can only talk about maintenance therapy, certain preventive measures, hearing aids and long-term systematic pedagogical correction. Of course, medicine is advancing by leaps and bounds, and in our Research Institute of Pediatrics, since 2014, children with total deafness and hearing loss of the 4th degree have been surgically fitted with a cochlear implant. A cochlear implant consists of two parts: The inner part is the implant (surgically placed under the scalp and in the cochlea) The outer part is the speech processor (located behind the ear) . The results of rehabilitation depend on the age at which implantation was performed: - 4th implantation at the age of up to 3 years - good results with the correct organization of rehabilitation; – Implantation at the age of 3-7 years – moderate to good results; – implantation at the age of 7-15 years - results from insignificant to good; – Implantation over the age of 15 years – limited opportunities for hearing, speech and language development, but communication skills develop, quality of life improves. Children with hearing loss are called hearing-impaired children. Deafness is the most severe degree of hearing impairment, in which intelligible perception of speech becomes impossible. Deaf children are children with profound, persistent, bilateral hearing loss acquired in early childhood or congenital. Deafness, congenital or acquired in the pre-speech period, deprives the child of the opportunity to master speech without special teaching methods, and if speech has already begun to form, then early deafness can lead to the disintegration of insufficiently established speech skills. Thus, children with hearing impairment represent a heterogeneous group characterized by: the degree (hearing loss in varying degrees, and deafness) and the nature (conductive, sensorineural and mixed hearing loss) of hearing impairment; the level of speech development; the presence or absence of additional deviations in development. The potential for children with hearing impairments is extremely high. Children, despite the fact that today medicine does not have the opportunity to restore their physical hearing, can maximally approach their peers with normal hearing in terms of the level of psychomotor and speech development. A high level of psychomotor and speech development can also be achieved by children with severe hearing loss and deafness with a relatively late start of education - at 2, 3.4 years, in the presence of a number of favorable factors. These include: intensive systematic and adequate education for the child, active participation of the family in his upbringing and education, high potential of the child himself, his physical condition and personal qualities (activity, sociability, physical endurance, working capacity and additional assistance to the child, for example, special hours for individual work with him, for practicing speech rhythm, etc.). It should also be emphasized that the effect of the corrective impact, and thus the realization of the rehabilitation potential of children

with hearing impairment, is largely determined by the timeliness (from the moment the degree and nature of hearing loss is detected) of high-quality hearing aid and the use of various high-quality sound-amplifying equipment in classes with a teacher and at home (in the absence of medical contraindications to sound amplification). Recently, positive changes have taken place in deaf pedagogy, associated both with scientific and practical achievements in the field of medicine, and with a fundamentally new level of combining the efforts of various specialists. Early diagnosis of hearing impairment, intensive development of methods for correcting impaired auditory function using the latest achievements in the field of hearing aids have made the problem of providing pedagogical assistance to primary school students and developing models for their inclusion in mass educational institutions relevant. The problem of the child's mental development is directly related to the problem of age, which L.S. Vygotsky considered as the leading one. The concept of psychological age built in psychology makes it possible to consider school age as a unique period in the formation of a person's personality with its inherent structure, content and dynamics (A.L. Wenger, L.S. Vygotsky, D.B. Elkonin). The process of correctional and pedagogical work of students in grades 1-2 was considered from the standpoint of the systematic nature of the pedagogical process as an ordered set of interrelated components: conceptual provisions, goals and content of education, didactic conditions and means, methods and methodological techniques. In the works of Russian researchers, the importance of taking into account psychological age is emphasized, while chronological age is considered as the background against which the processes of development and formation of the child's personality unfold. The role of speech experience lies in the fact that, having a certain vocabulary, knowing the grammatical forms of the language and its pronunciation side, the deaf person gets the opportunity, on the basis of very incomplete auditory impressions, to reproduce from several possible options exactly those words and phrases that were actually spoken. This is greatly facilitated by the presence of a certain semantic context that prompts the situation, thanks to which a certain direction of perception is ensured. The physiological basis for the reproduction of words and phrases from incomplete auditory impressions is, obviously, the presence of fairly well-established motor speech stereotypes (namely, stereotypes of words and phrases), which are activated when incomplete, fragmentary sound signals enter the auditory region of the cerebral cortex. Thus, for many deaf children, auditory perception can directly or indirectly facilitate the use of the spoken word as a means of communication. It is also necessary to note another very significant role of the remnants of hearing in the formation of speech in a deaf child as a means of communication. It is known how difficult it is to

achieve intelligible speech in deaf children. True, using the visual, skin and motor analyzers that have been preserved in the deaf, experienced teachers, even in completely deaf children, bring up, in general, quite intelligible speech. But still, the pronunciation of children with the remnants of hearing compares favorably with the pronunciation of completely deaf children in greater intelligibility, naturalness and expressiveness. The learning process is about communication. Thanks to communication, controlled cognition occurs, the assimilation of the experience of people's previous activities, the reproduction of specific activities of children with residual and reduced hearing, the process of verbal communication is disturbed. An obstacle to verbal communication is impaired hearing and underdevelopment of speech. The development of auditory perception is a source of vocabulary accumulation, which expands the possibilities of verbal communication. And verbal communication, in turn, contributes to the accumulation of vocabulary, speech and general development of children. Hearing-impaired children master the techniques of verbal communication in the course of special training. Schoolchildren have a strong desire to overcome these shortcomings. Mastering verbal communication depends on a number of conditions: the state of hearing (the better the hearing, the higher the degree of mastery of verbal communication independently); the level of speech development (the higher the level of speech development, the more successful speech communication); anticipation (the higher the speech development, the higher the prediction, counter speech activity in communication); the use of sound amplifying equipment (the better the equipment, the better the perception of speech, the more active the communication); technologies of special education (the more perfect the technology, the more effective the mastery of the communication process); teacher skills (the more qualified the teacher, the more productive his pedagogical system). A feature of special education is the organization of the practice of verbal communication. To this end, the school provides the maximum conditions for organizing speech communication in the form of creating a speech environment, a speech mode in the educational process and outside it: speech communication with a teacher, educator, boarding school staff (librarian, medical workers, nannies, cooks, etc.). d) with parents. For this, posters, plates on typesetting boards are used, where samples of speech statements, requests, speech reactions are given. Thus, the general development of children with reduced and residual hearing depends on the degree of hearing preservation, the level of speech development, the organization of speech communication, and the characteristics of special education. Speech and hearing are closely related. Impaired hearing prevents the successful development of speech, and the effective functioning of hearing depends on the level of speech development: the

better the degree of hearing preservation, the higher the level of speech development. Even a slight hearing loss that occurs in the pre-speech period leads to significant deviations in speech development. The level of speech development is understood as the enrichment of vocabulary, mastery of the grammatical structure of the language, the sound composition of the word and pronunciation in general, understanding of speech, reading it from the lips and speech practice of communication. The enrichment of the vocabulary helps to increase the level of speech understanding, improve the speech practice of communication, assimilate unknown words according to the context and situation, and improve listening comprehension. The more vocabulary a child with hearing impairment has, the more part of the speech he hears is available for its comprehension. Successful mastery of the grammatical structure of the language depends on the level of speech development. Lip reading helps to supplement auditory impressions, compare your pronunciation with the pronunciation of surrounding children, achieve the desired structure of the speech organs for a separate sound of speech and pronunciation in general. In order for visual perception to be productive, a sufficient vocabulary is required. As speech develops, the auditory ability to perceive it increases, mastering speech contributes to a more productive development of auditory perception of speech, both during special exercises and without them.

Conclusions from the above, listening comprehension of speech depends on several conditions: the state of hearing, the level of development and speech, the context and situation, the complexity of speech structures, the amount of material presented to the ear.

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