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Principles of Selection of Children With Hearing Defects Into Special Educational Institutions

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Abstract: This article provides information on the principles of selection of children with hearing impairment to special educational institutions. The practice of special schools for hearing impaired children has clearly confirmed that teaching children with hearing impairments from different groups together does not produce effective results.

Key words: hearing, defect, differential, deaf, hard of hearing, perception, oral speech, education.

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Introduction.

In order to organize differential education for children with hearing impairment, various principles of classifying children are known. R.M. Boskis has developed a scientific approach aimed at comprehensive study of the laws of development of children with hearing impairment, the study of the structure of the defect based on the comparison of the evidence obtained in order to clarify the defects in their development. According to I.P. Pavlov's theory about analyzers, the relationship of sensory organs is considered as a system, and the work of each sensory organ is conditioned by the dependence of all analyzers. Deficiency or loss of one sense organ affects the entire system, reflecting differently in each of the available sense organs. The one closest to the broken analyzer feels the most difficulty. The less the affected analyzer is functionally connected to another analyzer, the better it functions.

The main purpose of the classification of hearing impairment in childhood is hearing is to help organize the education of children with disabilities.

The main criterion for this classification is the level of hearing impairment should serve. Naturally, the form of education of hearing-impaired children and hearing methods that make it difficult for such children to communicate normally It varies depending on whether or not there is a profound hearing impairment that impairs the development of independent auditory speech. However, only taking into account this factor (the level of auditory structure) will not be enough for the proper organization of training

One of the most important places is the development process of the pathology that caused hearing impairment. In addition, persistent hearing impairment causes major or minor speech development difficulties in children. The nature and degree of these disorders are different - from simple pronunciation defects to complete absence of speech. It is clear from this that in one case there is spoken speech with some defects, while in another case speech is not developed at all or does not exist, the teaching methodology and content are either individually for children with defects. is selected. Listen in turn not only the degree of damage to hearing function in the classification of persistent disorder, but also speech situation should also be taken into account. Hearing impaired children are speech The nature and degree of dysfunction is the interaction of 3 main factors depending on the relationship: the degree of hearing damage, the time of the injury and the conditions after the injury. In general, this may look like this:

1. The lower the child's hearing, the worse he speaks;
2. The earlier the defect occurs, the more the conditions develop
becomes difficult;
3. Measures to educate or develop normal speech in a child the earlier it starts, the better, in other similar cases of the child speech is maintained or developed. The speech condition of a child with a hearing impairment also depends on the development of the hearing impairment. If the hearing declines progressively, there may be a mismatch between speech and hearing, that is, a slight impairment of speech development, and a sudden decrease in hearing. Violation of this ratio is due to the fact that the hearing impairment did not reach the level of impact on speech development during speech development. In addition, it should be said that the speech development of hearing-impaired children is related to their individuality, first of all, to their intelligence, like those with normal hearing.

Hearing is the main focus when introducing a child to one or another level of hearing impairment it is necessary to focus on the perception of speech. According to the degree of hearing impairment, there are 2 types of hearing impairment: deafness and hearing impairment. Deafness refers to the complete loss of hearing or situations in which speech communication (for people who have mastered speech) or independent acquisition of speech (for people who have not yet mastered speech) is completely impossible. In general, deafness is very rare. Usually, in deafness, there is a residual hearing that can perceive some loud sounds, including some speech sounds, as well as some words and phrases.

Stable hearing according to two main types of hearing loss. Children with disabilities are divided into 2 types: deaf and hard of hearing.

Classification of deaf and hard of hearing children. There are several classifications of hearing impaired children. One of the most common classifications is the classification developed by L. V. Neumann. In order to determine the level of hearing impairment, L.V. Neyman examined deaf and hard of hearing children using tonal audiometry and speech. L.V. Neumann distinguishes 4 groups of deaf people depending on the volume of perceived frequencies:

Group 1 - children who perceive the lowest (125-250 Hz) frequency. Such
children do not distinguish some speech sounds and it is said very close to their ears reacts to loud sounds or intensive sounds from a close distance (shouting, etc.).

Group 2 - children who perceive a frequency of 125-500 Hz. This group of children reacts to loud sounds spoken near the ear, the vowels "o" and "i". differentiates Able to perceive other very loud sounds.

Group 3 - low and medium frequencies, in the range from 125 to 1000 Gs
children who perceive sounds.

Group 4 - children who perceive frequencies from 125 to 2000 Hz.

Children belonging to the 3rd and 4th groups are less intensive at close range and
perceives different sounds depending on their frequency (sound of musical instruments, household sounds - doorbell, telephone ring, etc.).

Children of the 4th group almost all vowels, in front of their ears or at a close distance distinguishes separate sentences and words.

All deaf children have some degree of residual hearing. Residual hearing is in the process of special work on the development of auditory perception plays an important role in the formation of oral speech.

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