

The Role of Vision and Hearing in the Development of Child Speech

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Abstract. This article provides information about the role of vision and hearing in the development of a child's speech.

Keywords: vision, age, congenital, environment, level, signal, pronunciation, speech, perception.

New forms of communication with the surrounding environment appear in a person. "In the developing animal world," wrote I.P. Pavlov, - by the human phase, an extremely large addition was added to the mechanisms of nervous activity." This resulted in the development of speech and a new signaling system. At this stage of the development of the organic world, a new, unique, second signal system of communication with the environment was established.

"The future is in the person," writes I.P. Pavlov, - secondary signals, signals of the first signals - in the form of spoken, heard and seen words appeared, developed and matured to a high level.

A child's speech is formed correctly only when the developing second signal system is constantly supported by the first signal system with precise impulses. The first signal system consists of signals that generate sensations.

It is important for a child to have normal hearing for the proper development of speech.

The hearing organ starts working from the day the child is born. By the second week of life, it is possible to observe that the child is listening to the sound, which indicates that the auditory analyzer is functionally mature enough and auditory dominance can appear in the central nervous system. By the 2nd month of life, the child begins to distinguish qualitatively different sounds. Starting from the 3rd month, the habit of looking in the direction of the sound appears, and when the child is 3-4 months old, he begins to distinguish the tone of the sounds.

The hearing threshold of speech in children changes with age, the threshold of hearing speech in children aged 6.5 - 9.5 years is higher than in older children.

It is very important for children to communicate and talk with adults in the development of speech. This will help the child to enrich his listening and memorizing skills and vocabulary.

In this way, the child acquires the skill of subordinating the activity of his articulatory apparatus to the signals coming from the auditory analyzer. With the help of hearing, the child perceives the speech of others, imitates it and controls his pronunciation.

L.V. Neiman and V.I. Belyukov's investigations show that even with a slight decrease in hearing (no more than 20-25 dB), difficulties in perceiving certain sounds arose. If this hearing loss occurs before or

during the earliest development of speech, it usually leads to general underdevelopment of speech. When there are disorders in the pronunciation of sounds, the vocabulary and the grammatical system are not developed sufficiently.

Imitation of the speech of others does not develop in children who are born deaf. Hoarseness appears in them as in peers with normal hearing. But it gradually fades because it is not reinforced by auditory perception. In these cases, speech does not develop in children without special pedagogical influence. During early childhood, the child perceives sounds, syllables and the words of others in a vaguely distorted manner. Because of this, children confuse one phoneme with another, they poorly understand speech. In many cases, children are unaware of their mispronunciations. As a result, it becomes a habit and becomes stagnant. Later, this situation will be overcome with difficulty.

Vision also plays an important role in the development of a child's speech. The important role of vision analyzers in the emergence of speech and its perception is confirmed by the fact that congenitally blind children start speaking late. A sighted child carefully observes the tongue and lip movements of those who are speaking, and tries to return them. It imitates normal articulatory movements well.

In the course of the child's development, a system of conditional connections between vision, hearing and other analyzers is formed, and it is constantly developing and strengthening with repeated connections.

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