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USING HEARING AIDS IN DETERMINING THE LEVEL OF SPEECH DEVELOPMENT IN CHILDREN WITH HEARING IMPAIRMENT

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Abstract. In hearing impairment, the level of speech development is not the same and depends on the following factors: the degree of hearing impairment; time of occurrence of the auditory analyzer defect; the pedagogical conditions in which the child was after the dysfunction of the auditory analyzer; individual characteristics of the child himself. The creation of a hearing-verbal environment involves verbal communication with the child of all family members. Stable visual attention and memory contributes to the compensation of the auditory defect and the development of speech. Children with severe hearing loss due to the state of speech at an early age are outwardly similar to the deaf. However, they have more vocal responses than deaf people, better imitation of adult speech

Keywords: hearing, speech development, degree of hearing impairment, auditory analyzer, hearing aid

INTRODUCTION.

In hearing impairment, the level of speech development is not the same and depends on the following factors: the degree of hearing impairment; time of occurrence of the auditory analyzer defect; the pedagogical conditions in which the child was after the dysfunction of the auditory analyzer; individual characteristics of the child himself.

Each of the above factors plays a huge role in assessing the speech of children. The degree of hearing loss and the development of speech in children are directly related. The more a child's hearing is impaired, the more speech is

affected. If the hearing loss is insignificant, then speech deviations are not pronounced. If hearing loss is severe, the child remains mute until special education begins. With an average degree of hearing loss, there are violations in the phonetic, lexical, grammatical side of speech.

THE MAIN PART.

Hearing can be impaired at different times in a child's life. The presence or absence of secondary manifestations of the defect depends on the time factor. The earlier the violation occurred, the more it affects the formation of speech function. Hearing loss in a child under the age of two, when speech is not yet formed, leads to a complete lack of speech. Hearing loss up to 3-3.5 years leads to the loss of formed speech. Speech almost completely disintegrates with complete hearing loss at 4-5 years, if special training is not started immediately weak hearing loss at 6-7 years of age leads to a sharp distortion of the child's speech, and without special pedagogical assistance, speech will gradually deteriorate. If a child's hearing is lost after 7 years of age, there are literacy skills, then speech can be retained provided systematic correctional work.

With partial hearing loss in children, the time factor is also very important - it determines the level of speech development. A slight decrease in hearing in children under the age of 3 leads to a delay or underdevelopment of speech. After 3 years, hearing loss causes less deviations in the development of speech. Thus, the level of speech development in children with hearing impairments is largely determined by the time of occurrence of the auditory defect. The pedagogical conditions in which the child was from the moment of hearing impairment are of great importance for his mental and speech development.

The earlier special medical and pedagogical measures were taken to eliminate the consequences of hearing loss, the more successfully the child will develop. The creation of a speech environment in the family, early hearing aids, the organization of special work on the development of auditory perception and speech determines the successful development of the child.

Individual characteristics also affect the level of speech development. In the process of mastering speech, the activity of the child's personality, the mobility of thought processes play an important role. Stable visual attention and memory contributes to the compensation of the auditory defect and the development of speech.

The formation of speech in deaf children is based on the compensatory use of intact analyzers in the context of special education. Visual and auditory perception, kinesthetic sensations, tactile and vibration sensitivity are actively involved. A deaf teacher helps a deaf child to master the movements of the speech apparatus, to develop auditory perception (with the obligatory use of sound amplifying equipment).

The development of the speech of hearing impaired children is based on residual hearing, subject to natural communication. Even if the perception of oral speech is incomplete, the child is able to master oral speech independently, but with various impairments. With the creation of conditions for intensive development and use of hearing, the ability to independently master the grammatical structure of speech increases rapidly.

Late deaf children have a well-formed, developed speech. They have different levels of speech retention. Before the hearing loss in a late deaf child, the development of speech and the formation of verbal thinking took place under conditions of natural speech communication based on hearing. Most late deaf people have a severe hearing impairment. The task of forming speech perception on a visual basis or on an auditory basis (with the help of sound amplifying equipment) is put at the forefront of correctional education. Late deaf children should acquire the skill of visual perception of oral speech later than the very moment of mastering speech. This is how they differ from other children with hearing impairments.

Speech development plays a decisive role in the development of a child as a person. Hearing loss causes limited social communication. This limitation affects

the formation of the child's psyche. All areas of cognitive activity are in short supply. Speech, perception, memory, attention, presentation, thinking suffers.

In the first 2-3 months of life, the differences between a deaf and a hearing child are almost not determined. The screaming and humming of a deaf child differ little from those of a hearing child. Babbling appears in deaf children, but gradually fades away due to the inability to control their pronunciation.

Laughter, crying, and the uttering of separate speech vocalizations may be observed. Young children often use these sounds when communicating with adults, in the game. Children try to express their wishes and needs through babbling. The child begins to use various sound combinations to designate objects and actions. However, these combinations of sounds are not similar to the words of the native language, and they are understood only by a limited circle of people close to the child.

Combinations of sounds are used in conjunction with non-verbal means of communication - such as natural gestures, looks, pointing to objects, etc. Without training, the number of vocal responses decreases with age, they become more monotonous, then disappear altogether. The speech development of hearing impaired children in infancy is characterized by great diversity, which is associated with the state of their hearing. The formation of the prerequisites for speech proceeds in about the same way as in the deaf. Children with mild to moderate hearing loss at an early age have many vocal responses. In the 2nd year of life, babbling appears, which is poorer than that of hearing children, but different from the babbling of deaf children.

Sometimes babbling words appear by the age of 2-3 years, words denoting the names of toys, surrounding objects. These words are pronounced with a lot of grammatical and phonetic distortions. A small number of hard of hearing children have a short phrase. Children with severe hearing loss due to the state of speech at an early age are outwardly similar to the deaf. However, they have more vocal responses than deaf people, better imitation of adult speech.

In preschool age, deaf children do not form speech without training. Various vocal reactions, sound combinations, babbling are noted. Without training, the number of vocal reactions decreases, they stop more monotonous, and by the age of five or six they completely disappear. Sometimes older preschoolers who are not trained in speech are aware of their speech problems, are reluctant to communicate with people, and avoid contact with adults and hearing children. The number of non-verbal communication means among deaf preschoolers expands with age. There are more natural gestures that children copy from adults or come up with themselves. A variety of views are developed that characterize their emotional state.

After four years, the differences in speech between deaf and children with severe hearing loss become more noticeable. Hearing impaired children, even without special training, increase the number of spoken words. Some children master short grammatical phrases, such as: “Mom, di” (Mom, go), “Mom, yes” (Mom, give).

One of the main conditions for carrying out work on the development of speech is the organization of the auditory-speech environment, which assumes constant speech communication with the child, provided that hearing aids are used. Work on the development of speech in infants is aimed at developing visual and auditory concentration on the face of an adult, his speech, and objects. This work is carried out for a long time, in the process of communicating with the child throughout the day, as well as in special systematic classes.

The development of speech in children with hearing impairments in the 2-3rd year of life has a higher rate. In connection with the knowledge of different objects, phenomena, the child has a dictionary of their names, actions with objects. The constant use of simple in structure phrases makes it easy to understand some of them, the most often repeated. It is important to teach your child to understand the meanings of verbs, as it is necessary to understand and use phrases. With children of preschool age, work continues, started at an early age. The basic

requirements for the organization and content of work with preschoolers with hearing impairments in the family remain the same as for work with young children. However, the content of the work is expanding and deepening in various directions.

CONCLUSION.

Education and training takes place throughout the day, including regime moments, games, free activities. Classes, including various types of work, are held daily. The creation of a hearing-verbal environment involves verbal communication with the child of all family members.

A hearing aid is used when working with a child.

The comprehensive development of the child includes physical, labor education, familiarization with the world around, play activities, the development of visual activity, work on the development of speech, the formation of elementary mathematical concepts, as well as teaching reading.

When the child enters school, work on the development of speech, perception, memory and thinking in general will continue.

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