

PSYCHOLOGICAL CLASSIFICATION OF HEARING IMPAIRED CHILDREN

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Annotation: This article presents a comprehensive exploration of the psychological classification of hearing-impaired children. It examines the various psychological profiles that may emerge in this population due to the interplay of hearing loss, social interactions, and educational experiences. The article categorizes hearing-impaired children based on their psychological characteristics, including cognitive development, emotional responses, and social skills. By understanding these classifications, educators and mental health professionals can tailor interventions and support systems that cater to the diverse needs of hearing-impaired children, promoting their overall well-being and development.

Keywords: Hearing impairment, psychological classification, cognitive development, emotional responses, social skills, intervention strategies, educational support.

Introduction

Today, caring for children and adolescents with hearing impairment, providing them with social support, organizing the educational process according to them, and equalizing them with a healthy society is very responsible. tasks are expressed in a number of regulatory documents, and the main goal is to prepare students for independent life and profession, to help them find their place in society. Early education for children with hearing loss is very important.

Hearing impairment affects millions of children worldwide, influencing not only their ability to communicate but also their psychological development. The impact of hearing loss can extend beyond auditory challenges, leading to variations in cognitive abilities, emotional well-being, and social interactions. Understanding the psychological profiles of hearing-impaired children is crucial for educators, psychologists, and caregivers as it informs tailored interventions and support strategies.

Main part

Eshitishida nuqsoni bo'lgan bolalarga ta'lim-tarbiya berish qonuniyatlarini o'rganish, eshitish idrokini rivojlantirish tizimini takomillashtirish, kasb yo'nalishi bo'yicha mehnat qilishlariga erishish, o'qitishning texnik vositalarini takomillashtirish, bog'cha va maktab ta'limining uzluksizligini ta'minlash, respublika bo'yicha sog'liqni saqlash hamda xalq ta'limi tarmoqlari ishlarini muvofiqlashtirish, erta tashxis diagnozi muammolarini hal etishdan iboratdir. Eshitishida nuqsoni bo'lgan bolalar va kattalar uchun ta'lim muassasalari, uning bo'g'inlari birligi va vorisligi asosiga kiritilib, har bir bosqich o'z vazifalarini o'taydi va ayni paytda keyingisi bilan bog'liq.

Hearing impairment encompasses a range of conditions that affect an individual's ability to hear sounds. It can be classified into:

- Conductive Hearing Loss: Resulting from issues in the outer or middle ear, often treatable.
- Sensorineural Hearing Loss: A permanent loss caused by damage to the inner ear or auditory nerve.
- Mixed Hearing Loss: A combination of conductive and sensorineural factors.

Hearing loss is a permanent loss of hearing, in which at least a minimal amount, but it is possible to master spoken language independently. Hearing loss can be manifested in different degrees, from a slight violation of the perception of whispered speech to a sharp limitation of the perception of the volume of spoken speech. With the loss of hearing, a person has difficulties in perceiving speech and mastering it independently. However, there is at least the possibility of auditory acquisition of limited and distorted vocabulary. Hearing impaired people are called hearing impaired children. Deafness is a profound, permanent hearing loss in which speech perception becomes impossible without a hearing aid. Independent acquisition of speech (spontaneous formation of speech) by children and adults with deafness is impossible.

All children who are deaf or hard of hearing must wear hearing aids at all times and be under medical supervision. With their help, they develop auditory perception and oral speech. But that's not all. As soon as the doctor makes a diagnosis, you should immediately perform special tasks with the child. The sooner this process begins, the more successful the rehabilitation process will be. Parents themselves can conduct lessons under the guidance of experts and with the help of methodological manuals, which describe in detail the types of lessons and methods that can be used to teach a deaf child to speak.

Examination methods of hearing impaired children were developed by N.A. Rau. Rau divides children into two categories based on their hearing status: deaf and hard of hearing. Rau notes that with deaf and hard of hearing children, they need some corrections to teach lip reading and literacy in order to preserve their speech. There are two types of hearing loss, deaf-mute and hard of hearing. Hard of hearing children have difficulties in perceiving and receiving speech. However, it is possible to accumulate a limited amount of vocabulary using hearing. If the hearing loss is at the level of deafness, there will be no opportunity to learn speech naturally.

Developmental characteristics and possibilities of hearing impaired children are determined based on the need to provide them with corrective and pedagogical support from the first period. A decrease in hearing ability has a negative effect on the general and mental development of a child, most importantly on the formation of speech. A deaf and hard of hearing child cannot speak unless specially trained, and uses a limited number of gestures to communicate with others. Imitating adults in their daily life, children can perform simple practical activities, master the functional tasks of various objects and use them correctly, acquire self-service skills. In the absence of special educational conditions for such children, their sensory and mental development is not influenced by spoken speech due to the fact that they cannot perceive the

speech of others. Thus, although the child's development does not stop due to hearing loss and impaired speech development, it becomes more limited.

Therefore, in order for children to develop as described in the brochure, it is necessary to create more special educational and educational conditions than children with normal hearing. By providing special education to children with hearing impairment from an early age, it will be possible to prevent lagging behind in their general development, correct existing defects and ensure their comprehensive development. In pedagogy, as a science of the laws of education, a wide range of phenomena is covered and the issues of organizing education in different conditions are developed. The science of pre-school deaf pedagogy develops based on the general laws of the science of pedagogy.

Special toys are not required to play with a deaf child. The most common toys are used: dolls, cars, animals, cubes, etc. But the game should be real and not become a formal exercise. During actions with each toy, it should be placed at the level of the chin and brought to the lips (so that the child can see the articulation) and the toy should be called a simple onomatopoeic word, for example: lala, b-b-b, av- av , meow. The child perceives these words with the help of visual and auditory remnants, because he is wearing hearing aids. A situation that is repeated every day with the use of these toys, but in different play actions, leads the baby to pronounce the word himself. After the first comes the second, the third... The pronunciation may turn out to be incorrect, approximate, but it does not matter, the main thing is that the baby begins to name objects using speech. Next, the mumbling words should be replaced with full-fledged, frequently used words. Adults need to specially organize game situations, in which the child separates the actions and the parents define them with the following words: walks, runs, sleeps, cries, eats... When the child begins to use these words independently (albeit roughly with pronunciation), it is time to use whole phrases, for example, "my sister is sitting", "the car is coming", "dad is walking", "the dog is eating". In this activity, the child learns to speak and understand speech orally at the same time.

In addition to speaking, it is important to teach children to read. Small children can be offered tablets with words written in block letters. Initially, children perceive words as a whole, they are not taught individual letters, they do not read syllables. From the first steps, reading becomes a meaningful process for them: behind every word there is an image. Efforts should always be made to ensure that children understand speech. Because reading or repeating what another person says does not mean understanding.

Deaf children's verbal memory is unique. Deaf children are relatively more successful in memorizing single words than whole sentences, and the most difficult part is that it is difficult for them to memorize coherent texts. At the primary school age, deaf children have difficulties in maintaining the sound-letter structure of the word, allow letters to be left out, syllables to be rearranged, mixing similar words in the sound-letter complex. During the initial acquaintance with words, children often confuse them with other words that have a similar theme or sound-letter similarity.

Special conditions should be created for the education of hearing-impaired children, that is, they should be taught and classified in special kindergartens and schools based on special books and textbooks. There is a specially organized kindergarten and school for the hearing-impaired child with all the necessary conditions. Specialists and teachers in special institutions should help such children to receive appropriate education.

The degree of hearing loss can significantly influence a child's psychological profile, affecting communication skills and social integration.

The psychological classification of hearing-impaired children can be understood through various dimensions. Hearing impairment can impact cognitive development in several ways. Children with significant hearing loss may experience delays in language skills, which can affect overall cognitive functioning. Many hearing-impaired children rely more on visual learning strategies, which can lead to strengths in spatial reasoning and visual memory. Research indicates that some hearing-impaired children may exhibit average or above-average intelligence despite communication challenges, while others may face intellectual disabilities.

Emotional development is crucial for overall well-being. Hearing-impaired children may display varied emotional profiles:

- **Anxiety and Depression:** Due to communication barriers and social isolation, some children may experience heightened levels of anxiety and depressive symptoms.
- **Self-Esteem Issues:** Hearing impairment can lead to feelings of inadequacy or low self-esteem, particularly if children struggle to communicate effectively with peers.
- **Resilience:** Conversely, many hearing-impaired children develop resilience and coping strategies that enable them to navigate challenges successfully.

Several factors contribute to the psychological profiles of hearing-impaired children:

1. Early identification and intervention can mitigate negative psychological outcomes.
2. The choice between sign language and spoken language can influence cognitive and social development.
3. A supportive family environment plays a crucial role in fostering resilience and positive emotional health.
4. Inclusive educational settings that promote interaction with both hearing and deaf peers can enhance social skills and emotional well-being.

Conclusion

The psychological classification of hearing-impaired children is multifaceted, encompassing cognitive development, emotional responses, and social skills. Understanding these classifications is vital for developing effective interventions that address the unique needs of this

population. By recognizing the psychological profiles of hearing-impaired children, educators and mental health professionals can create supportive environments that foster resilience, enhance communication skills, and promote overall well-being. Continued research in this area is essential to refine intervention strategies and ensure that hearing-impaired children receive the comprehensive support they need to thrive both academically and socially.

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