

The Role of Hearing in Children and the Psychological Conditions that Cause Disorders

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Abstract: The article deals with the role of hearing in children and mental conditions caused by its impairment, the mechanism of the psychocorrection process, the condition, the mitigating factor, the specifics of braking and prevention, diagnostics and correction. Information is given.

Keywords: ontogenetic development, specific gender and age characteristics, cognitive, cognitive and affective aspects, genetic, social and personal factors, cognitive processes, excitation and inhibition processes, diagnostic and correction processes.

Introduction.

During the years of independence, the Republic of Uzbekistan has done a number of positive things to build a democratic, humane and legal society, to create a healthy environment in society, to form and improve the morale of citizens.

Article 3 of Chapter I of the Law on Education, adopted by the Legislative Chamber of the Republic of Uzbekistan on May 19, 2020, approved by the Senate on August 7, 2020 - state educational requirements - to the structure, content, and implementation of the mandatory requirements for the conditions of education, as well as the physical, personal, intellectual, scientific and professional qualities of students;

- Education - a systematic process aimed at the comprehensive development of the younger generation, the formation of their consciousness, spiritual and moral values and worldview on the basis of a clear purpose and socio-historical experience;

- education - deep theoretical knowledge, skills and practice for students a systemic process aimed at imparting skills, as well as developing their general and professional knowledge, skills and abilities.

Article 5 guarantees equal rights to education for all, regardless of gender, race, nationality, language, religion, social origin, creed, personal or social status.

Article 9 of Chapter II of the Law on Education states that children with physical, mental, sensory (sensory) or mental disabilities, as well as children in need of long-term treatment in state specialized educational institutions, in general secondary and secondary special education institutions in an inclusive form or individually at home educated in order [1].

Therefore, labor education in special schools today identifying effective ways to improve is one of the most pressing issues.

The great work on building an independent, democratic state and a free civil society in our country is aimed at rediscovering the essence of man, realizing his potential in self-realization and training spiritually mature, intellectually and intellectually mature personnel. creating conditions.

It is well-known that as long as a healthy environment prevails, our children will grow up harmoniously, and a society with harmoniously developed citizens will never fail. During the years of independence, our country has done a lot of positive work in this direction, adopted state programs and special government decisions.

As a country that has ratified the International Convention on the Rights of the Child and adopted a National Action Plan to implement the recommendations of the UN Committee on the Rights of the Child, Uzbekistan has been attaching great importance to ensuring in practice that the creation of all conditions for this is a matter of national importance. In this sense, the adoption of the Law of the Republic of Uzbekistan "On guarantees of the rights of the child" is another practical manifestation of this attention and care [2].

In modern psychology, different stages of ontogenetic development, different cognitive, cognitive and affective aspects, reflecting specific gender and age characteristics, occur in the interaction of a number of genetic, social and personal factors. The individual-psychological, individual-dynamic features of the subject

in the mechanism of behavior, its worldview, value system, causal, socio-psychological environment, which existed before the case, play an important role in the development and formation of personality. 'kidlandi. After all, a person and his ability to know the outside world are explained by cognitive processes, that is, mental processes. Perception and the effectiveness of memory processes and their management is directly related to attention, which is a mental process. Studying and diagnosing hearing-impaired people can help a psychologist practice. At the same time, the early implementation of psychological diagnostics provides a basis for the intervention of negative speech-related conditions. Thus, a number of data reflecting the peculiarities of the mental development of children with hearing impairments were collected. In recent years, scientists studying hearing impairments have studied the mechanisms of attention and ways to overcome it. The study of the mental development of children with hearing impairments has received little attention. In recent years, there has been a growing interest in the problems of special psychology. The specific features of the mental development of children with hearing impairments are related to the study of mental processes and features that are unique to each hearing impairment during correctional work with children with various hearing impairments. Also, correctional work in special educational institutions for children with hearing impairments, special groups, their role in the public education system, describe the methods and forms of psychological work with them individually in kindergarten and school.

In the last years of the twentieth century, there has been an increasing number of parental consultations with psychologists, psychiatrists and neurologists about hearing loss and the resulting high levels of social maladaptation. That's what most parents and educators do.

Because they do not have a clear and complete picture of the pathology, these children are often treated as "deaf," "disobedient," "bully," and "incompetent." Studies show that there is a hearing impairment at the root of the behavioral disorder in individuals lies a decrease in the braking control of motor activity provided by the cerebral cortex and caudal nucleus.

The human mind is a whole at a glance, in fact it is made up of some separate processes. Therefore, in order to study the environment, the consciousness that allows us to know ourselves, we begin to study it in separate mental processes. These processes are perceptions, perception, memory, attention, thinking, speech, and so on. These processes are so interconnected that it is difficult to imagine one without the other. Scientific research on children with hearing impairments was carried out by a number of scientists, such as NV Dobrinin, NV Kuzminina, IV Strakhov, MV Gamezo, FN Gonobolin. The importance of the work of Russian physiologists I. P. Pavlov, AA Ukhtomsky in explaining the physiological basis of hearing organs is distinguished by. According to their teachings, the states, qualities, and characteristics of speech are consistent, firstly, with the interaction of excitation and inhibition processes, and secondly, with the excitability that dominates the brain structure [3].

The educational conditions of the child, the time and degree of hearing impairment, the cause of hearing impairment, the degree of mastery of existing speech forms (oral, written, dactyl, sign), the type of family are taken into account. For the comparative study of healthy and deaf children is taken according to the principle of age, the examiners must be one year old. This helps them to make a comparative study of their mental development. All types of psychological experimentation are used in teaching the psychological characteristics of deaf students. This laboratory combines experimental and natural experiment types. In a laboratory experiment, the phenomenon being studied is strictly controlled. The positive aspects of medical experimental observation and the experimental aspects are combined and will appear. Recently, the educational experiment in deaf psychology has also had a positive effect on the study of children with ENB. This method is used to study not only the knowledge and skills of the examinee, but also the state of its formation. Combined defects (hearing impairment, mental retardation and mental retardation) are also important in the study and detection. Educational experiment is widely used in special psychology. Using this method, T.V. Rozonova and L.I. Tignonova examined the mental characteristics of healthy children with ENB. The analysis of performance results through auxiliary tasks plays an important role. The analysis of the results of children's activities plays an important role in the stage of mental development [7].

Hearing impairment occurs in children as a result of various infectious diseases. Meningitis, scurvy, otitis, influenza can be included in the list of infectious diseases. Hearing impairment occurs as a result of damage to the inner, middle, and outer ears. If the inner ear and ear nerve are damaged, deafness is often observed, and hearing loss is observed if the middle ear is damaged.

In summary, behavioral disorders in hearing-impaired individuals include a decrease in motor activity that is inhibited by the cortex of the forehead and the caudal nucleus. The human mind is a whole at a glance, in fact it is made up of some separate processes.

Therefore, in order to study the environment, the consciousness that allows us to know ourselves, we begin to study it in separate mental processes. These processes are perceptions, perception, memory, attention, thinking, speech, and so on. These processes are so interconnected that it is difficult to imagine one without the other.

The study and analysis of research shows that the problem of formation of knowledge, skills and abilities in the process of teaching students with hearing impairments to work is a very complex, multifaceted pedagogical and psychological problem that requires a systematic approach.

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