

FEATURES OF DIAGNOSING THE LEVEL OF SENSORY DEVELOPMENT OF PRESCHOOL CHILDREN WITH HEARING IMPAIRMENT

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ABSTRACT

This article reveals the features of sensory development in children with preschool hearing impairment. Methods are provided for examining the level of sensory development of children with hearing impairment in preschool age.

Keywords: Preschool period, sensory development, perception, sensation, diagnostic techniques, hearing impairment, psychology, perceptual area.

INTRODUCTION

The preschool development period is the most intense period of the formation of all mental as well as sensory abilities of children. The development of sensory abilities is carried out by developing ideas about the properties of objects, their color, size, shape, location in space, smell, and taste.

Normally, a child's sensory development occurs during the formation of ideas about the world around him. We all know from how the child thinks, sees, perceives the world around him in many respects depends on its further development.

Outstanding scientists in the field of preschool pedagogy and psychology, such as A.V.Zaporozhets, A.P.Usova, E.I.Tikheeva, N.P.Sakulina, highlighted the provision of full-fledged sensory development as the main component of preschool education. For this reason, the study of the characteristics of the sensory development of preschool children is of particular relevance for the further development of the sensory education of children. [1]

Analyze of referenced literatures and discassion

Hearing impairment, according to the studies of L.A.Golovchits, T.G.Bogdanova, I.M.Solovieva, J.I.Shif, E.F.Rau, leave an imprint on the sensory development of the child. Cognitive activity and speech development of the child develop in an interconnected and interdependent form and are closely related to the state of hearing.

As a result of hearing loss, not hearing the surrounding sounds to the fullest extent, they are worse oriented in space, children do not fix attention on the distinctive properties of objects, later they begin to carry out any actions with them. Children also have limited full communication with others, difficulties in manipulating with various objects. [3]

All these shortcomings delay the sensory development of the preschooler and lead to difficulties in independently determining the properties and relations of objects. In this regard,

the problem of sensory development of preschool children with hearing impairment currently remains relevant for study.

R.S. Nemov, in his works, notes that external phenomena, acting on the senses, cause a certain sensation, that is, a feeling, while as a result of perception an image is formed that includes a complex of various interconnected sensations.

Thus, the author points out that perception is a meaningful and conscious synthesis of various sensations received from integral objects or complex phenomena perceived as a whole. [2]

Sensation and perception are the fundamental conditions of a child's life, his cognitive activity and, most importantly, his success in it. Timely sensory development, at each age stage, largely depends on the full development of the child. But in early childhood, sensory development has not yet reached its full formation, and in the research of T.S. Budko it was revealed that children at 3-5 years of age can, when comparing some geometric shapes with other objects, highlight certain characteristic properties. At the same time, children find it difficult to distinguish objects that are close in any property. According to A. The. Petrovsky and MG Yaroshevsky the improvement of any activity depends on the level of formation of sensory abilities.

Consequently, sensory development already begins from infancy, when the process of perception begins to be based on acquaintance with various objects. As a result of this, the child actively masters images and forms visual representations.

E.G. Rechitskaya, I.M. Solovieva, A.A. Wenger, and G.L. Vygotskaya argued that in a child with a hearing impairment, the process of forming sensations and perceptions follows the same paths and patterns as a normally developing child. But there are certain features in the development of the sensory - perceptual area.

The main distinguishing component of the sensory organization of a hearing impaired child, according to scientists, is the loss of an auditory analyzer from one of the analyzer systems, one of the most important sources of information. Due to the loss of auditory function, visual sensations and images acquire special significance. As a result, children with auditory analyzer impairments are often very observant and even notice details that children do not notice without any impairment.

Analyze and results

Studies by A.A. Wenger, A.A. Kataeva indicate that many children with hearing impairment of preschool age have greater difficulties in forming reference images compared with hearing children. They noted the delayed formation of the whole image, the fuzziness of representations, the lack of fixations in the word.

In connection with the aforementioned shortcomings in the sensory development of children with hearing impairments, we carried out an analysis of methods for studying the sensory development of children, in the form of a selection of games and exercises aimed at mastering the representations of the shape, color and size of objects in preschool children with hearing impairments.

In diagnostic techniques for studying the sensory development of normally developing preschoolers and preschoolers with impaired auditory analyzer, general assessment criteria and the progress of the methods. When carrying out these methods, one should take into account

the adoption of tasks by the child, methods of completing tasks, activity and the possibility of learning the child. We have selected the following techniques for examining sensory development:

- "Cut pictures" technique, the purpose of which is to study the formation of a holistic image in preschool children. Folding split picture in two parts designed for children of three years.

Progress: It is proposed to fold a picture of split elements. Preliminarily given. First, a split-picture of two parts is given. If the child copes with this task, he is given a split picture of three elements, then an image cut into five parts. It should not name the objects that the child should collect, but only with a gesture suggests that this be done.

Indiscriminate actions are considered inadequate. Basically, children act by attaching, and some part by visual correlation. Children over 4 years of age act by visual correlation.

- The Postman methodology, which is aimed at studying the child's ability to correlate objects in form. (a plastic box with five slots - semicircular, triangular, rectangular, square and hexagonal).

Progress: we show the child in advance, take one of the figures and throw it into the corresponding slot. If the child cannot find the correct slot, pushes the figure into the first one by force, he should indicate, showing what you can try by applying the figure to different slots until you find the right one.

In children older than 3 years of 6 months, targeted tests are used; children over 4 years old go on to try on; after 5 years to visual correlation. However, the preservation of samples in children 4 years old and trying on children 5 years old is acceptable. Children over 6 years old should use visual correlation.

In the process of applying the above methods, in parallel with the examination of the level of sensory development, diagnostics of intellectual development is also carried out. The simplest way is to use force without taking into account the properties of objects; the most difficult is the visual correlation of objects by color, shape, size, spatial location. Intermediate are targeted tests and practical testing, attachment of objects. Using these methods, it is possible to determine the correspondence of sensory development with age norms, the child's ability to focus on the main features of the subject, as well as the formation of a holistic image. These methods are convenient for examining the sensory development of children with hearing impairment, since they do not require verbal instruction. The data obtained help to determine the further direction of training and education of a child with hearing impairment, which will help their successful sensory development.

CONCLUSION

Thus, in accordance with the obtained theoretical data, we have analyzed and identified several diagnostic methods that allow us to study the level of sensory development of children with hearing impairments of preschool age, which take into account the characteristics of this category of children.

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