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CAUSES OF HEARING DEFECTS AND DESCRIPTION

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ABSTRACT

This article describes the causes of deafness and hearing loss, as well as the opinions of foreign scientists.

Keywords: db, frequency, speech, tempo, rhythm, gesture, advanced speech, deafness, hearing impairment, congenital deafness, increased deafness, threshold, otitis media, purulent inflammation of the ear.

In the process of developing the cognitive and speech skills of hard-of-hearing students, studying the causes of hearing-impaired children in this category is considered an important factor. In particular, among the causes of poor hearing in children with hearing impairment, middle ear infections and their consequences occupy one of the main places. Often, these changes are caused by improper and excessive use of antibiotics, as well as unreasonably refusing treatment for otitis media. In recent years, the group of hearing-impaired people characterized by catarrhal and serous diseases of the middle ear without purulent ear diseases is increasing.

On the other hand, in the classification of persistent hearing impairment, not only the degree of damage to the hearing function, but also the state of speech should be taken into account. The nature and extent of the lack of speech function of children with hearing impairment depends on the interaction of 3 main factors: the degree of hearing damage, the time of the injury and the conditions after the injury. This can generally look like this:

1. The worse a child hears, the worse he speaks;
2. The earlier the defect occurs, the more difficult the conditions;
3. The earlier the measures to educate or develop normal speech in a child are started, the better, in other similar situations, the child's speech is preserved or developed.

During the audiometric examination of deaf children, it was found that the residual hearing in different children is not the same. Some children perceive only low sounds, others perceive medium-high sounds in addition to low ones, and still others perceive high sounds. Even if the hearing loss at the intensity of received sounds is high (hearing loss exceeds 80-85 db during speech), the threshold of perception and discomfort is not so great (does not exceed 25-30 db) and therefore the difference between some deaf people is relatively mild in this respect. On the other hand, deaf people's ability to distinguish the sounds of the environment, as well as to distinguish some elements of speech, mainly depends on the range of perceived frequencies, accordingly, the hearing loss of the deaf is classified based on this sign. Deaf children with residual hearing can be divided into the following 4 hearing groups according to our recommended classification of perceptual frequencies.

Group I - children who perceive the lowest frequencies (125-250 Hz);

Group II - children who perceive low frequencies (up to 500 Hz);
Group III - children who perceive low and medium frequencies (up to 1000 gs)
Group IV - children who perceive a wide range of frequencies (more than 2000 Hz).
The definition of the boundaries of the hearing range is based on the following considerations: Limiting the range of hearing perception to the lowest frequencies, not exceeding 250 Hz, does not allow to distinguish one or another speech sounds. A frequency of 500 Hz hearing width allows to understand some speech sounds, for example, "O", "U". The expansion of hearing width up to 1000 Hz makes it possible to distinguish speech sounds, mainly vowels "A", "O", "U". Further expansion ensures further expansion of the separation of speech sounds. There is a connection between the frequency range on the one hand and the separation of speech sounds on the other hand, and accordingly, it is of practical importance to include children in one or another frequency range group.
None of the children belonging to the first group can distinguish speech sounds. Most of the children belonging to the second group distinguish some vowels. All children belonging to the third group distinguish 3-4 vowels, familiar words and phrases. Children belonging to the fourth group distinguish all vowels, as well as familiar words and phrases. Thus, as the frequency width increases, the ability to separate speech sounds clearly increases. Children who are hard of hearing include children whose hearing impairment prevents them from fully acquiring independent speech, but who can still have at least a limited range of speech with the help of a hearing aid. Difficulties in fully mastering independent speech can be observed in a child with a 15-20 db hearing loss. This level of hearing impairment can be tentatively taken as the boundary between normal and impaired hearing. The threshold between hearing loss and deafness is also relative, it is considered to be at the level of 75-80 db; hearing impairment exceeding this level does not allow the child to have independent speech. Hearing impairment can manifest itself in different degrees - from impaired perception of whispering to a sudden limitation of the ability to understand speech at a conversational level. According to the width of the hearing loss within the speech range (from 500 to 4000 Hz), hearing-impaired children can belong to one of the following levels.
Level I - hearing loss does not exceed 59 db;
II degree - hearing loss from 50 to 70 db;
Level III - hearing loss exceeds 70 db.
The following points are stated as the reason for limiting the hearing loss in this way: with a hearing loss not exceeding 50 db, it is possible to clearly separate speech at a conversational level at a distance of 1 m, that is, there is a possibility of speech communication; With a hearing loss of 50 db to 70 db, it is possible to separate speech at a conversational level at a distance of less than 1 m, that is, speech communication becomes more or less difficult; with a hearing loss of more than 70 db, speech at the level of communication is incomprehensible even in front of the auricle, and communication can be established only with a raised voice. It does not make sense to group hearing-impaired children based on the same frequency range as deaf children, because the majority of hearing-impaired people perceive a wide range of 4000 Hz and above (L.W. Neumann classification). Pedagogical classification of hearing-impaired children by R.M. Boskis as a theoretical basis for studying the psychological relationship of hearing and speech is a classification that determines the uniqueness in the development of children with hearing

impairment. A comprehensive study of the development characteristics of children with hearing impairments, improving the pedagogical classification will provide an opportunity to increase the level of correctional and educational work and to select the appropriate classes of schools for deaf and hard of hearing children based on specific criteria (classes of children with complex disabilities) . In the early detection of developmental defects, as well as hearing defects, parents should focus on the child's hearing and speech development. The main task of preschool education is to prepare children for school education, as well as to form a child's personality, to develop his interest in knowledge, cultural and moral needs, basic work skills, to educate the feeling of love for science, to form in them the first ideas about the world. , is to strengthen health. Formation and activation of cognitive activities of hearing impaired children in preparing children for school education is an important factor in preparing them for school education. The modern requirements for the preschool education system require updating its pedagogical aspects, updating and improving the educational work of preschool children based on the changes taking place in the society and social demands.

In this, first of all, the logical connection of the theoretical and practical foundations of the process, the provision of pedagogical conditions and educational content for the young generation to become intellectually, spiritually-morally, physically and aesthetically ready for life are important conditions for the development of society. is one. In order to ensure the effective functioning of the system of preparing children for school education, it is necessary to create a pedagogical environment that ensures the formation and activation of cognitive activities of children with hearing impairment in preschool educational institutions and families. This means that children will be ready for school education by developing the skills of understanding the world around them and the events and phenomena in it, the stability, idealism necessary in this process, friendly attitude towards their comrades, peers, understanding them helps to develop spiritual and moral qualities such as hard work.

There are different views of specialists regarding the formation and activation of the cognitive activities of children with hearing impairments, as well as their acquisition of theoretical and practical knowledge bases. E. Eisner (USA), S. Sezo, S. Tada (Japan), R. Shokar (France) and others emphasize that special recognition should be given to this field regarding the aspects of formation and activation of cognitive activity of children with hearing impairment. . It is worth noting that the art education of Japanese scientists, in particular, the teaching of visual activities in pre-school and educational institutions and schools. All children, from a very young age, if a pencil or pen falls into their hands, they will certainly draw on the places they come across. They have a natural need and interest in creativity. Development and formation of this quality is the duty of pedagogues and parents. Every child has 100 different edges, they are not born without abilities. It is possible to reveal their abilities or not.

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