



# E Conference World

**International Conference on Interdisciplinary Studies and Scientific Research**

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## **PEDAGOGICAL-PSYCHOLOGICAL EXAMINATION METHODS OF HEARING-IMPAIRED CHILDREN OF SCHOOL AGE**

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### **Abstract:**

In this article, information is given about the methods of pedagogical and psychological examination of children with hearing impairment, the causes of the defect, and the methods developed by deaf pedagogues to accurately diagnose them.

**Keywords:** auditory pathology, disease, effect, hearing loss, deafness, psychology, method, statistics, secondary defect, correction, compensation.

Everyone knows that every year thousands of people suffering from pathology of the hearing organ are identified throughout the country, and the number is not decreasing, but increasing (not only in our country, but also abroad). These data are associated with the gradual increase in the frequency of hearing impairment



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and the occurrence of acquired hearing loss in the future. In recent years, there have been significant changes in the structure of the causes of the occurrence and development of hearing loss. Among the causes of hearing loss in children, diseases of the middle ear and their results still occupy one of the main places. Often, these changes are caused by wrong, excessive use of antibiotics, as well as unreasonably refusing to treat 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. The number of such patients among children under 3 years of age is more than 5.3 per 1000 examinees (Y.M. Nikitina, 1972). According to H.Anderson, (1970), in a public examination of Swedish schoolchildren, obvious hearing loss with genetics was observed in 2.9% of children. In England, children under 3 years of age have a neurosensory hearing impairment in 1 in 500 examiners (FraserG.R, 1971). In order to understand the defects associated with hearing pathologies, it is necessary to rely not only on the results of psychological and pedagogical examination, but also on the information of otolaryngologists who provide diagnostics of hearing pathology 139 and treatment measures for diseases of the hearing organs. Mental development, as mentioned above, includes a number of periods. It is very important to know the characteristics of the development of age periods, because the whole process of the formation of psychological qualities of a person is interconnected in the development of each age period. Each previous stage of development prepares for the next one and is the beginning of the child's psychological development. The occurrence of a defect in the development of one or another age period does not affect the subsequent stages of development. The development process of the child at each young age includes not only quantitative changes, but also changes



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in personality qualities and characteristics. Based on psychological experience and psychological-physiological research, the following age periods of children's psychological development are distinguished: Early childhood period from 1 to 3 years old, Preschool period - from 3 to 7 years old, Primary school period - from 7 to 11 years old, Adolescence period - from 11 years old Up to 15 years, Adolescence period - from 15 to 17 years The development of all aspects of the psyche affects the child's critical assessment of his own activities and the behavior of others. This is the basis and center of forming a child's personality. The level of development of personal qualities, in turn, affects the formation of various forms of independent activity. The emotional-volitional sphere controls not only behavior, experience, attitude to the surrounding existence, justification of activity, but also all intellectual activities of the subject.

L.S. Vygotsky is considered to be the first scientist and psychologist who approached the characteristics of the child's personality from the point of view of scientific materialism. Based on the theory of conditioned reflexes of I.P. Pavlov, as well as the state of the organism's compensatory capabilities, L.S. Vygotsky strongly recommended studying the child with a dynamic approach. In his opinion, it is necessary to determine the possibilities of the child in the near future, "not only the completed development process of today, not only the past, not only the observed process, but also the emerging, It is also important to take into account the growing and developing process under observation.



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