



## **DEVELOPING HEARING PERCEPTION IN HEARING-IMPAIRED CHILDREN OF PRESCHOOL AGE**

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### **Abstract:**

Man, and the environment are in constant contact, and this is done through vision, hearing, skin and tactile cognition, and motion analyzers. The auditory analyzer is one of the most important of all human organs and its main function is to understand speech. When a child is born, his parents want him to grow up to be a healthy and well-rounded person. Parents of children with disabilities need to think more seriously about their child's place in life. A positive result can be achieved only in a properly and effectively organized educational process.

**Keywords:** Hearing, noise, health, sound

### **INTRODUCTION**

Man, and the environment are in constant contact, and this is done through vision, hearing, skin and tactile cognition, and motion analyzers. The auditory analyzer is one of the most important of all human organs and its main function is to understand speech. When a child is born, his parents want him to grow up to be a healthy and well-rounded person. Parents of children with disabilities need to think more seriously about their child's place in life. A positive result can be achieved only in a properly and effectively organized educational process. Today, more than 21,000 children with hearing impairments study in Uzbekistan. According to statistics, there are seventeen special institutions and six special kindergartens for children with hearing impairments. In these preschools, children with hearing impairments are first taught to hear. That is, children are taught to hear and distinguish between spoken and non-spoken sounds.

Kids need to hear it all day, not just in class: at home, on the street. It is quicker and easier for a child to distinguish between speech and non-speech sounds that surround him. This skill develops the child's auditory attention, the ability to target and hold in the situation that surrounds him, prepares him to hear and accept speech. **Most importantly, it develops the ability to listen in a free and unorganized environment, that is, to organize the hearing, and then to understand the speech not only in the classroom but also in the classroom.** Therefore, it is always necessary to draw the child's attention to the sounds that surround him, to explain their importance, to teach the child to recognize them in real life and in purposeful activities. The inability of a person to control speech due to hearing impairment, and therefore the isolation of society from its members, creates a number of problems in finding its place in social life. These are due to a variety of interrelated factors, including LS Vygosky: Social education impedes the development of speech, the lack of speech leads to isolation from the community, and separation from the community, in turn, inhibits the development of social education and speech. This is primarily due to hearing impairment.

**Sounds In the classification of sounds,** not all of the surrounding sounds are given, but the most common ones. They are:

#### **Domestic noises and sounds:**

1. The ringing of the doorbell, the knocking;
2. Phone ringing (cell phone music) and phone ringing (intermittent and continuous ringing)
3. The sound of something falling to the floor;
4. The sound of water dripping and flowing;
5. Foot (step) sound. .

### Voices in the street:

- 1.The roar of an airplane;
- 2.The sound of a car engine running, the sound of a siren;
- 3.The sound of the wind;
- 4.The sound of rain;
- 5.The rustling of the leaves;
- 6.The sound of a stream flowing in a stream;

### Animal voice:

- 1.Cat meowing and snoring;
- 2.The barking of a dog;
- 3.Cow marashi;
- 4.The horse's lips twitching, grunting, and hoof tapping;
- 5.The roar of a lion and a dog;
- 6.The chirping of birds, the chirping of pigeons;

### People's non-verbal voices:

- 1.Cough, sneeze;
- 2.Laughter;

Distinguish the perception of a nonverbal sound and can tell the source of its origin, i.e. the child clearly pronounces a circle sound or a ringing sound. It is necessary to use an amplifier. In the first lessons, sound sources that differ sharply from each other are used, such as a circle or a flute. The student must be able to distinguish the sound of a circle from the sound of a flute through auditory perception, and must be able to express the pattern given by the teacher through speech. Initially, the teacher finds out if the students do not know this toy. For example, pointing to a toy is what it says. If the student finds it difficult to say, then the student says the name of the bear less. A picture (representing something) is hung on the board and a table with what is written under it, for example, After this drum is hung on the board, the teacher instructs the students to listen to the sound coming from this toy and asks a question. What did you hear (questions should be written on the board in advance). The reader replies: I heard the sound of a flute. Once this task has been completed, the instructor will only work with the hand resting on the sound. Gradually new noises are added. It is not recommended to use more than 4 to 5 sounds in a lesson. Of the 4 5 sounds used, 3 must be new.

### CONCLUSION

Distinguishing the perception of a nonverbal sound, it can tell the source of its origin, i.e. the child clearly pronounces the circle sound or the ringing sound. It is necessary to use an amplifier. In the first lessons, sound sources with sharply different sounds, such as a circle or a flute, are used. The student must be able to distinguish the sound of a circle from the sound of a flute through auditory perception, and be able to express the pattern given by the teacher through speech.

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