

## SYSTEM OF DEVELOPMENT OF AUDITORY PERCEPTION

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### ABSTRACT

In this article, the task of forming speech hearing in the hearing is to intensively develop the residual hearing in the deaf, the reasons for the emergence of the basis of hearing - vision or oral speech perception, and the stages of the development of speech hearing in the deaf are described.

**Keywords:** oral speech, auditory perception, sound amplification device, initial period, main period, hearing reserve, frontal training, individual training.

One of the conditions for the formation of oral speech is the development of the ability to hear the speech of deaf people and the development of speech hearing. This ability develops from the high sensitivity and receptivity of the central nervous system in the process of education. Many deaf children have preserved hearing, which is further developed in special training with the help of sound amplification devices.

The task of forming speech hearing is to intensively develop the residual hearing in deaf people, on the basis of which the basis of auditory-visual or oral speech perception is formed, and the skill of speech communication is formed. At the same time, it is necessary to provide information about non-speech sounds in order to teach deaf children to find meaning in the environment.

One of the main conditions for the development of speech hearing is the creation of a speech hearing environment, which ensures continuous perception of various types of speech by the deaf with the help of sound amplification devices (stationary sound amplification devices, individual hearing devices).

The formation of speech hearing in deaf people develops in the process of long-term listening exercises. It is divided into two stages.

At the 1st stage, the deaf learn to separate and receive various phrases, words, and speech signals with the help of a pedagogue, and special exercises are conducted.

The better the auditory residuals are preserved in students, the higher the acquisition results will be (especially 250Gs - 500Gs).

In the 2nd stage, deaf people learn to hear and perceive the phonetic structure of speech with the help of a sound amplifying device. At this stage, special connections between hearing and vision grow under the influence of learning to receive words by hearing.

According to the methods and content of the process of development of speech hearing in deaf people, it is divided into three periods: the initial period (preparation - 1st grade); the main period (grades 2-5) and the period of active use of individual devices (grades 6-7) are divided.

In the initial period, conditions are created for the development of speech hearing in the deaf, and the hearing reserve is determined.

The main period is characterized by the intensive development of hearing, the reception of speech by the deaf, the development of skills in the active use of the developing auditory perception in the formation of oral speech. During this period, long-term training of hearing perception, use of sound amplification devices will help to compensate hearing perception in a certain amount.

During this period, the success of the development of speech hearing in deaf people depends on the formation of oral speech, the level of mental and speech development of children, the acquisition of words and pronunciation skills, the grammatical system of the language, the development of the cognitive activity of deaf people, how all work is organized in school. .

In order for the hearing perception of the deaf to remain the main independent initiative, he should be able to not only understand the speech addressed to him, but also to be able to speak with average fluency, to separate accents, to form word-sound combinations as clearly or accurately as possible.

It is important for the teacher to use the dactyl form of the student's speech in the organization of the speech listening mode at school.

During the 1st half of the year, students of the 1st grade master the technique of speaking in dactyl, hand movements, clearly showing the composition of letters, speed, the structure and characteristics of oral and dactyl speaking.

In rhythmic music lessons, individual lessons, lessons in auditory development rooms, the material is mainly spoken orally - in dactyl.

From the 2nd to the 12th grade, students communicate with adults only orally, and use oral dactyl form of speech only if they have difficulty saying certain words.

The oral dactyl form of speech is used when students answer the teacher's questions. In musical and rhythmic classes, they use the dactyl form of speech only when they have difficulty pronouncing the letter and sound of the word. The word is spoken both orally and in dactyl, and then it is definitely spoken without dactyl. In the development of the speech sound, the exercises of hearing and understanding the properly organized speech occupy the main place. These exercises are common in all years of education

### **Frontal Exercises**

Frontal training (lessons, extracurricular activities). Hearing and sight are the main ways of perception by students. Exercises for listening to spoken material begin in 1st grade, when words are repeated no more than twice from behind the screen. If they cannot understand the material by hearing, then it is received by sight and hearing, the teacher writes it on the board (or shows it on the board), the students read it, and again it is perceived only by hearing. Starting from the 3rd grade, students not only understand the student's speech, but also understand each other's speech.

In the course of the lesson, students are continuously trained to perceive new and unfamiliar sound material when they hear it. This is announcing the topic of the lesson, saying individual words, phrases and phrases.

To help comprehension, writing on the board from various didactic aids (pictures, tabs, cut-out texts) is used, which helps to understand the material by listening and distinguishing it, as well as mastering the main content of the lesson.

Depending on the level of development of students' auditory perception, the teacher not only teaches them to listen and understand words and phrases, but also pays special attention to teaching syllables and individual sounds. This work is carried out in the correction of pronunciation skills and correction of errors in the task of auditory perception in automation. In this way, deaf students are given the opportunity to actively practice their hearing perception, and it is possible to completely increase the effectiveness of education in frontal training.

### **Individual Training**

Individual classes (preparation 5 - classes). The main method of perceiving speech material is through hearing. During the lesson, if they cannot understand the speech material even after repeating it 5 times, then the students are offered listening and seeing, and then they are given only listening comprehension, so hearing and visual perception are used as an auxiliary guide. In individual lessons, the dactyl form of speech is used only when the student cannot say the word structure.

From the 6th grade, listening and visual perception of oral speech is practiced. This then teaches the auditory perception of the speech material. During the lesson, students will learn to understand, distinguish, and compare speech material, as in the previous year.

In grades 6-11, texts are the main work that develops listening skills. It is perceived by students through hearing and sight, and later they learn to perceive speech materials only by listening. The dactyl form of speech is not used at all in these classes in individual classes. Written speech is used when they have difficulty understanding spoken material. In the first quarter of preparatory classes, all individual classes are focused on the formation of pronunciation skills in children. During this period of training, they will learn to use sound amplification equipment. Work on RSV will begin in the second quarter. each individual training time is divided in all classes: one part of the lesson is dedicated to RSV, the other to teaching pronunciation. In the educational process of teaching pronunciation, exercises are also carried out to teach speech material to be perceived only by listening: students are able to distinguish between correct and incorrect what they hear, sounds in words and syllables. they learn to correctly describe the sample based on attention and hearing.

Starting from the 3rd grade, individual lessons are conducted simultaneously with a group (2-3) of students. During the course of the lesson, students perform tasks that are perceived only by hearing or hearing and sight, answer questions, study texts by hearing, sight or hearing, and learn to write dictation by hearing.

From the beginning to the end of school education (grades 1-11), students are always taught to listen and perceive new and unfamiliar speech material by pronunciation.

Work on RSV with deaf children is organized in a properly selected environment that enhances speech with the help of various sound amplification devices. Stationary devices for group use are used in classes during all years of education. Stationary sound amplification devices are used in individual lessons in grades 1-3. From the 2nd and half year of the 3rd grade, along with stationary sound amplification devices, individual hearing devices are provided. Starting from the 5th grade, students use only individual hearing aids.

In grades 1 - 3, there must be headphones on the teacher's desk, c

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