

# Proceedings of International Congress on “Multidisciplinary Studies in Education and Applied Sciences”

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## ESHITISHIDA NUQSONI BO'LGAN BOLALARNING TASNIFI VA TIPOLOGIK XUSUSIYATLARI

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Eshitish qobiliyati buzilgan shaxslarni sifatli o'qitish, tarbiyalash, rivojlantirish va rehabilitatsiya qilishning shartlaridan biri bu mutaxassislarning har birining eshitish funksiyasi holatining xususiyatlarini to'g'ri tushunish va ularni barcha turdagi psixologik va ruhiy kasalliklar tizimida hisobga olishdir. Eshitish holatiga ko'ra, eshitish qobiliyati zaif (eshitadigan) va karlar farqlanadi. Eshitish qobiliyatining yo'qolishi - bu doimiy eshitish qobiliyatining yo'qolishi, bunda hech bo'lmaganda minimal miqdorda, lekin og'zaki nutqni mustaqil ravishda o'zlashtirish mumkin.

Eshitish qobiliyatining yo'qolishi turli darajada namoyon bo'lishi mumkin - shivirlangan nutqni idrok etishning engil buzilishidan so'zlashuv nutqining hajmini idrok etishning keskin cheklanishigacha. Eshitish qobiliyatini yo'qotish bilan odam nutqni idrok etish va mustaqil ravishda o'zlashtirishda qiyinchiliklarga duch keladi. Biroq, hech bo'lmaganda cheklangan va buzilgan so'z tarkibini eshitish yordamida o'zlashtirish imkoniyati mavjud. Eshitish qobiliyati zaiflashgan odamlarga eshitish qobiliyati zaif bolalar deyiladi.

Karlik - bu chuqur, doimiy eshitish qobiliyatini yo'qotish bo'lib, unda eshitish vositasiz nutqni idrok etish imkonsiz bo'ladi. Karlik bilan bolalar va kattalar tomonidan nutqni mustaqil ravishda egallash (nutqning o'z-o'zidan shakllanishi) mumkin emas.

Ushbu guruhlarning har birida turli xil eshitish halokati mavjud. Odologiyada turli omillarga asoslangan eshitish qobiliyati zaif odamlarning bir qator tasniflari

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ishlab chiqilgan. L.V Neyman Eshitish funksiyasining shikastlanish darajasini va nutqni quloq bilan idrok etish qobiliyatini hisobga oladi.

Eshitish qobiliyatini yo'qotish darajasini aniqlashning asosiy mezoni sifatida L.V. Neumann sub'ektiv ohang chegarasi audiometriyasiga muvofiq nutq chastotasi diapazonida eshitish qobiliyatini yo'qotish darajasini qo'llaydi.

Belgilangan diapazondagi o'rtacha eshitish qobiliyatiga qarab, eshitish qobiliyatining uch darajasi ajratiladi:

- 1-darajali - 50 dB gacha eshitish qobiliyatini yo'qotish;
- 2-darajali - o'rtacha eshitish halokati 50 dan 70 dB gacha;
- 3-darajali – 70 dB dan ortiq eshitish qobiliyatining yo'qolishi.

Eshitish qobiliyati 15-20 dB bo'lgan bolada nutqni o'zlashtirishda qiyinchiliklar paydo bo'lishi mumkin. Bu oddiy eshitish va eshitish qobiliyati o'rtasidagi chegarani ko'rib chiqishni taklif qiladi. L.V Neyman tasnifiga ko'ra, karlik va eshitish qobiliyatini yo'qotish o'rtasidagi shartli chegara , 80 dB.

Eshitish qobiliyatini yo'qotishning 1-darajasi bilan, o'rtacha eshitish qobiliyati 50 dB dan oshmasa, nutq aloqasi mavjud bo'lib qoladi: odam 1 m dan ortiq masofadagi suhbat hajmida nutqni, quloqqa yaqin pichirlashni aniq idrok etishi mumkin. Eshitish qobiliyatining 2-darajali, ya'ni 50 dan 70 dB gacha bo'lgan eshitish qobiliyatining yo'qolishi bilan nutq aloqasi qiyin, chunki og'zaki nutq 1 m gacha bo'lgan masofada idrok etiladi, shivirlash idrok etilmaydi. Eshitish qobiliyatining 3-darajali, ya'ni eshitish qobiliyatining 70 dB dan yuqori bo'lishi bilan aloqa buziladi, chunki nutqning baland ovozi har doim ham quloqda ham aniq sezilmaydi.

Kar bolalarning atrofdagi dunyo tovushlarini farqlash qobiliyati asosan idrok etilgan chastotalar diapazoniga bog'liq.

Qabul qilingan chastotalar diapazoniga qarab, L.V. Neumann karlarning to'rtta guruhini aniqladi:

- 1-guruh - 250 Gts gacha bo'lgan tovushlarni idrok etuvchi bolalar;
  - 2-guruh - 500 Gts gacha bo'lgan tovushlarni idrok etuvchi bolalar;
  - 3-guruh - 1000 Gts gacha bo'lgan tovushlarni idrok etuvchi bolalar;
  - 4-guruh - tovushlarni keng idrok eta oladigan bolalar
- chastota diapazoni, ya'ni 2000 Gts gacha va undan yuqori.

Eshitish qoldiqlari (karlikning 1 va 2-guruhlari) faqat quloqdagi yoki juda qisqa masofadagi baland tovushlarni, ortib borayotgan va so'zlashuv ovozi, baraban urishi va boshqalarni idrok eta oladi, shuningdek, tanish so'zlarni farqlaydi.

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Kengroq chastota diapazonini (3 va 4-guruhlar) idrok etuvchi kar bolalar quloqqa yoki qisqa masofaga (15-20 sm gacha) - chastota ta'sirida turlicha bo'lgan tovushlarga (so'zlashuv balandligi ovozi, ba'zilar) reaksiyaga kirishishi mumkin. musiqa o'yinchoqlari va asboblari va boshqalar), shuningdek, ovoz namunasini takroran taqdim etgandan so'ng cheklangan tanlov sharoitida ovozga yaqinroq bo'lgan (bir xil bo'g'in tuzilishiga ega, ammo stressning boshqa joyi bilan) tanish so'zlarni quloq bilan farqlash; Eshitish qobiliyatining sezilarli qoldiqlari bo'lgan kar bolalar quloqqa so'zning konturini idrok etishlari mumkin. Hozirgi vaqtda bolalik davridagi eshitish holatini baholashda Eshitish buzilishining xalqaro tasnifi keng qo'llaniladi.

Xalqaro tasnifga muvofiq, eshitish qobiliyatining o'rtacha yo'qolishi 500, 1000 va 2000 Gts chastota diapazonida aniqlanadi.

- eshitish qobiliyatining 1-darajasi - eshitish qobiliyatining yo'qolishi 25-40 dB;
- 2-darajali - 40-55 dB;
- 3-darajali - 55-70 dB;
- 4 daraja - 70-90 dB.
- 90 dB dan ortiq eshitish qobiliyatining yo'qolishi karlik deb ta'riflanadi.

Differentsial ta'limni tashkil etishga katta ta'sir ko'rsatadi. turli eshitish sharoitlari bo'lgan odamlarni o'qitish usullarini ishlab chiqish pedagogik tasnifi P.M. Boschlar. L.S.Vygotskiyning eshitishida nuqsoni bo'lgan bola psixikasi rivojlanishidagi birlamchi va ikkilamchi og'ishlar haqidagi nazariyasiga asoslanib, R.M. Boschis asosiy mezonlarni aniqladi.

Uning fikriga ko'ra, bolada eshitish qobiliyatining buzilishi uning kattalardagi o'xshash etishmovchilikdan tub farqida ko'rib chiqilishi kerak. Voyaga etgan odamda eshitish analizatori faoliyatining buzilishi og'zaki muloqotda muammolarga olib keladi. Erta yoshda eshitish qobiliyatining buzilishi bolaning aqliy rivojlanishiga ta'sir qiladi, birinchi navbatda nutqning shakllanishida bir qator og'ir ikkilamchi rivojlanish anomaliyalarini keltirib chiqaradi.

Eshitish va nutq bir-biri bilan chambarchas bog'liq. Bir tomondan, eshitishning buzilishi nutqning tabiiy rivojlanishiga to'sqinlik qiladi; boshqa tomondan, eshitishning normal ishlatilishi nutqning rivojlanish darajasiga bog'liq. Eshitish idroki nutqning shakllanishi uchun hal qiluvchi ahamiyatga ega: to'liq eshitish idrokining mavjud emasligi nutqni o'zlashtirishga to'sqinlik qiladi va nutq aloqasining buzilishiga olib keladi.

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