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ПРИМЕНЕНИЕ В АРМЕНИИ ABC BOOK КАК ИННОВАЦИОННОЙ ТЕХНОЛОГИИ ДЛЯ ДЕТЕЙ С НАРУШЕНИЕМ СЛУХА

ABC BOOK IS AN INNOVATIVE TECHNOLOGY FOR CHILDREN WITH HEARING DISORDERS IN ARMENIA

Аннотация. У каждого ребенка есть большой интеллектуальный потенциал с рождения, и даже если он не слышит, не видит или страдает от какой-либо болезни, он тем не менее обращается к знанию, потому что это естественная, инстинктивная человеческая потребность. Существуют различные методы и системы обучения и развития детей с нарушениями слуха (устный метод, системы с новейшим использованием различных речевых инструментов, двуязычная система и т. д.). Но каждый из методов учитывает особенности слухового развития ребенка и обеспечивает обязательное использование визуального дидактического материала. Поскольку у ребенка с нарушениями слуха преобладает зрительное восприятие, ему нужно иметь огромное количество изображений для составления своего словаря. В этой связи мы разработали и предложили специальную азбуку для детей с нарушением слуха.

Abstract. Each child has a great intellectual potential from his/her birth, and even if they do not hear, see or suffer from any illness, they are nevertheless drawn to knowledge, because it is a natural, instinctive human need. There are various methods and systems for teaching and developing children with hearing impairment. But each of the methods, is taken into account by the developmental peculiarities of the hearing child and provides obligatory use of visual didactic material. Since a child with hearing impairments is dominated by visual perception, he needs to have a huge number of pictures for the development of his vocabulary (in order to repeat and fix new knowledge, he must constantly see them before his eyes). In this regard, we developed and proposed a special alphabet for children with hearing impairment.

Ключевые слова: дети с нарушениями слуха, специальная азбука, словесная речь, произношение, развивающие методы.

Keywords: children with hearing disorders, special ABC – book, verbal speech, pronunciation, developing methods.

Previously, doctors often thought that a child could not hear badly, only when he was already 2–3 years old. Now this pathology can be established already in the hospital, which means it's very early to help the baby! As with any disease, the earlier assistance is provided, the higher its effectiveness. Now we know: it's scary not that fact that the child does not hear,

it's scary is that there is no speech in his brain. To hear speech is necessary to perceive information, to talk, to communicate with surrounding people, to learn in order to develop thinking. Speech is also important for the upbringing of the child: it helps him learn to understand what is good, what is bad, what is possible and what is not. Therefore, even a small decrease in hearing in a baby leads to a delay and a violation of its speech and intellectual development. Early onset of special education for the child of verbal speech (with the use and development of residual hearing) contributes to a smaller deviation from the norm of mental development.

In modern pedagogy, two systems are used to teach children with hearing disorders: based on the bilingual approach, based on verbal speech. The essence of the bilingual approach is that equal means of a special educational process are: verbal speech, callous speech. Cruel speech is a method of interpersonal communication of people deprived of hearing through a system of gestures [5, p. 183–202].

The bilingual system for teaching the deaf is functioning in many countries of Scandinavia, in Great Britain, Switzerland, Canada, the USA and also in Armenia. The above problems are closely linked to each other. And with pain it is necessary to note the fact that in Armenia there is a set of didactic materials, special textbooks, alphabet for teaching preschool children with hearing impairment [4, p. 3–6].

In order to determine the effectiveness of the special ABC – book developed by us, we organized an experimental research. In addition, to conduct this work, we studied the various existing special ABC – books for children with hearing disorders [1, 6, 9].

The present experimental research was carried out on the basis of the rehabilitation center for children with hearing impairment at the Medical Complex “Arabkir” – the Institute of Children’s Health and Adolescents in Yerevan. In a six-month pedagogical formative experiment, took part 27 children with hearing impairment aged 4–6 years: 14 in the experimental and 13 in the control group. The subjects of the two study groups were approximately the same (by age, sex, level of development of hearing, speech and general psychophysical development).

According to the questionnaire data and the conclusion of the specialists, 17 (62.9 %) children had bilateral hearing loss of III – IV degree, and 19 (37.0 %) of them had deafness of the third degree. In the vast majority of subjects, the main cause of hearing impairment was flu, angina, or mothers’ flu during pregnancy. In 21 (77.7 %) of the examined children, the time of occurrence of hearing loss was noted in the postnatal period, and only 6 (22.2 %) had a perinatal period of child development.

The results of experimental researchers showed that at the beginning of the surdo pedagogical work with the subjects only two (7.4 %) of them had a relatively correct pronunciation, while in 25 (92.6 %) children it was violated.

It is clearly visible that at the end of the teaching pedagogical experiment all the studied indices of pronunciation were significantly improved in the subjects of the experimental group. Moreover, these changes were observed both in comparison with before the experimental data, and in comparison with the results of the control group tested.

The lack of specialized didactic material in Armenia are necessary for teaching and development, as well as the absence of bright, colorful books for children with hearing impairment, analysis of special textbooks abroad [1; 2, p. 144; 3, p. 127; 6; 8] provided us with the idea of creating the first book – the alphabet of our preschoolers. This is an attempt to gather together all the material that was used in the process of studying with a deaf child from

a very young age, for studying at home (including visual material, exercises for developing attention, memory, thinking, logic, motor skills, visual activity, coordination of movements).

For a deaf toddler exercises – games for the development of attention, memory, thinking, logic, motor skills, coordination of movement, visual and musical exercises are no less important than speech development exercises. All the components of child development are interrelated, and if one element is excluded, the system will considerably more likely to fail working work. To start talking, it is not enough just to “put sounds”, it is necessary to give an idea of the color, shape, size of surrounding objects. It is our book that solves similar problems, as it is separated by a variety of colors, drawings and etc.

In the book any actions, objects, their qualities, study the surrounding world are printed, which must be spoken and explained in words. But it is not necessary to bring down on him a stream of words, speak only those words, the concepts of which we want to form, and so that the child perceives them visually and by ear. It is necessary to explain everything in a form accessible to the child using the words already familiar to him. Thanks to this, the child’s vocabulary is enriched, and the baby begins to orient in the objective actions.

As a result of our research, we came to the conclusion that the alphabet developed by us will bring many benefits to both parents and professionals who work with children with hearing disorders. The development of all aspects of the psyche of the preschool child fundamentally depends on the process of speech development and on the content of activities assigned by children, on the very nature of the requirements that are being presented in the course of the planned education. At the same time, we must always remember that each child has his own individual path of development, because the causes, time, degree of hearing impairment in children are different, yet the general age features of children at any stage of development can be distinguished. Without this it would be impossible to organize not only their collective (collective), but also individual training [5, p. 344].

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