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Research Article

THE POSITIVE EFFECT OF ACCOUNTING THE CHARACTERISTICS OF THE COGNITIVE DEVELOPMENT OF CHILDREN WITH HEARING DEFECTS IN THE PROCESS OF ADAPTIVE PHYSICAL EDUCATION IN A SPECIAL SCHOOL

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ABSTRACT

The description of adaptive sexual education in a special school is highlighted. The positive effect of taking into account the characteristics of the cognitive development of children with hearing impairment in the process of adaptive physical education in special schools is analyzed.

KEYWORDS

Deaf pedagogue, adaptive physical education, students with hearing impairment, physical qualities, technologies, person-oriented approach, physical rehabilitation, basic movements, walking, running, jumping, throwing a ball, hanging.

INTRODUCTION

The positive effect of cognitive development of hearing impaired children during adaptive physical education in special schools has been studied by a number of scientists. According to I.G. Bagrova, N.S. Bessarabov, mental development of hearing impaired children is a unique way of development that occurs in special conditions of interaction with the outside world [1]. One of the main reasons behind the emotional development of deaf children is the lack of verbal communication and the presence of non-verbal means of communication (gestures, facial expressions, etc.).

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M.D. Vinogradova, K.A. Volkova, in her scientific works, it is shown that with this defective type of development, the primary defect in the auditory analyzer leads to the underdevelopment of the functions most closely related to it, as well as to the slowing down of the development of a number of other functions indirectly related to hearing[2].

THE MAIN RESULTS AND FINDINGS

Disruption of the development of individual mental functions, in turn, hinders the mental development of a deaf child. In the deficient type, such features are observed as complex interfunctional relationships and a violation of hierarchical coordination. This is manifested, in particular, in the fact that some perceptual systems are underdeveloped to different degrees, while others are relatively intact[5].

The mental development of deaf children is characterized by the general laws that exist in the development of normal hearing children:

1) the rule on the interdependence of biological and social factors in the process of mental development of a child;
2) the process of transition from one stage of the psyche to another includes a deep change of all components of the psyche;
3) uneven mental development of children;
4) metamorphoses in child development;
5) development of higher mental functions.

In the mental development of children with hearing impairment, specific laws are distinguished that are characteristic of this type of disorder.:

1) the components of the psyche in a hearing-impaired child develop in different proportions than those of hearing children;

2) differences in the pace of mental development in hearing impaired children.

General and specific laws of mental development of children with hearing impairments are manifested in the process of formation of specific cognitive processes. Yu.R. Sapojnikov, B.V. According to Sermeyev, hearing-impaired children have specific characteristics in the development of all types of intuition and perception. L.V. Zaikov, and V.V. Zenkovskiy stated that the visual perception of hearing-impaired children develops according to the same laws as the perception of hearing people according to the specific characteristics of hearing[4], which is due to interfunctional interactions (perception and speech between) leads to not being formed in time, and this, in turn, negatively affects the development of meaningfulness, one of the most complex features of perception.

Hearing-impaired children perceive objects more slowly than their peers. They need more time to

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emphasize the informative features of the subject. V.P. In the experiment organized by Kashchenko, it was studied that less detailed analysis and synthesis of objects is associated with the slow formation of the process of perception in deaf children[4]. There is a big difference between hearing and deaf children in the development of perception of the shapes of objects . Thus, in a study of children's recognition of flat images with contours of well-known objects, it was found that junior schoolchildren did not recognize less than a third of the presented objects, and deaf peers did not recognize more than half.

E.P. According to Kuzmicheva, the impossibility of visual-auditory orientation in space, visual search for invisible sound objects, localization of sounds in space based on binaural hearing negatively affects the development of perception in deaf children [1]. In the perception of pictures, deaf children have difficulty in perceiving and understanding images, space-time relations between depicted objects, they have difficulty in perceiving objects in motion, in perceiving contour images from an unusual point of view, children, if it is partially hidden by another ', they do not recognize the object. For a child with hearing impairment, visual perception is the main source of ideas about the surrounding world and a channel that allows him to communicate with other people and perceive spoken speech.

P.Ya. Galperin, A.V. Gogoleva show that the efficiency of attention of deaf students depends on the visual expressiveness of the perceived material more than their hearing peers [3]. With the increase in expressiveness, deaf students establish informational properties of objects more accurately, make fewer mistakes. The attention of children with hearing loss depends more on the expressiveness of the material than the hearing ones - they distinguish the figurative material more easily and therefore work best with it, which is the best way to develop attention. P.L.Fomina, M.I.Chistyakova recognize that physical education classes develop voluntary attention, create a motivational atmosphere for the formation of its main features. Also, when working with deaf children, it is important to use different types of sensitivity, especially tactile and vibration, to attract and regulate attention[2].

In deaf children, as well as in hearing children, metaphorical insomnia is characterized by meaning. In them, the process of remembering is carried out through the activity of analyzing the perceived objects by connecting the newly perceived with the previously preserved ones. At the same time, deaf children recognize uniqueness in objects before special and general things, pay attention to insignificant details to basic, but not so noticeable things. The properties of the resulting image of the object depend on perception and affect subsequent recall and

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reproduction. With voluntary memorization of visual material, deaf children are better than their normally hearing peers on all indicators of the development of figurative memory. fall behind: at the age of elementary school, they do not have clear images in memory, so they confuse the location of objects and the image or real functional goals. Deaf children themselves incorrectly remember images of objects, at the age of primary school they lag behind their normally hearing peers - they mix images of similar objects more easily, making it difficult to switch to corresponding images of objects.

T.V. Based on Rozanova's scientific work, it can be concluded that deaf children's voluntary memorization of visual material shows that the images of objects in their memory are less systematically organized than hearing children's [5]. The specific difficulties of deaf children are related to the need to mentally combine the image of the figure, recreate it, work with images, without relying on the direct perception of the whole figure.

Hearing-impaired children have great difficulties in the development of verbal memory, because the delay in the development of oral speech, even in special educational conditions, leads to a delay in the development of verbal memory. Difficulties faced by deaf children in memorizing words are related to the specific characteristics of their acquisition of oral speech. The characteristics of the development of verbal memory of deaf children are directly related to the slow pace of speech development and incomplete understanding of the text.

M.M. Nudelman, E.G. Pilyugina claims that the essence of imagination is to change ideas as a cognitive process, to create new images based on existing ones. Imagination is expressed when creating an image of the means and final result of an activity, when the situation is uncertain, when creating a behavioral program, when re-creating images that correspond to the description of the object [2,3].

G.A. Shkuro, E.Z. Almost. In ontogenesis, the main functions of imagination are formed gradually. Its cognitive function is realized by separating the object from the image and marking it with words, as a result, the child develops the ability to plan future actions. O.L. Stepanova, K.V. In Tarasova's works, by creating an imaginary situation, it is possible to relieve tension and solve conflicts that are difficult to remove in other ways [4,3].

Active imagination can be recreational and creative. Re-imagining consists of creating images that match the description. Creative imagination includes the creation of images that are realized in the original product of activity. Distinctive features of imagination in children with hearing impairment are the slow formation of their speech, in particular, the specific development of word meanings, role-playing games

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and is associated with retardation of the development of thinking. Their story plays are monotonous and stereotypical compared to those of hearing children, and they are more prone to simple imitation. The imagination of deaf children of primary school age seems to be more distantly connected first with perception and then with memory. Deaf children often cannot use substitute objects, they have difficulties in forming the cognitive function of imagination, later than hearing children, separation occurs in the "object-image-word" chain. Thus, in the early stages of ontogenesis, deaf children begin to lag behind their hearing peers in the development of imagination. And even if their memory images are very vivid. II vividness, the delay in the development of conceptual thinking prevents abstraction from the concrete meaning of the word. The ego makes it difficult both to recreate images from verbal description and to create new images.

G.G. Rechitskaya, who found that there is a delay in the development of creative imagination at primary school age, Deaf first-grade students show insufficient flexibility in the application of ideas [4,3]. Compositions created by deaf children turn out to be less original than those of hearing children, more stereotyped and stereotyped, children are more dependent on given models, patterns of actions. The lagging behind in the development of creative imagination of deaf junior schoolchildren is explained by their insufficient emotional experience, its low variety, and most importantly, the unformed combinatory mechanisms of imagination, which leads to difficulties in the reconstruction of past experience. In deaf children, who learn much later than children and on a different sensory basis, the development of thinking has significantly more specific features than the development of other cognitive processes.

O.K. Tikhomirov Visual effective thinking includes external actions with the object, while the child uses various objects as a means to achieve the goal. I.V. Yashkova, O.S. In their final academic work, it is common for deaf children of elementary school age to use more elementary methods of movement, for example, imitating and copying the model of adult movement. Deaf children do not have a generalized movement pattern, so they need four times more time and three times more exposure to learn how to solve visual-efficient tasks [1,2,4,5].

In hearing impaired children, there is also a delay in the development of analysis and synthesis, because their life experience is less diverse, and later the ability to distinguish general and specific properties of objects is formed, which are characterized by long-term common use. The analysis remains less detailed than defining terms.

A mental operation such as abstraction is formed in the process of role-playing and educational activities. One

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of the characteristic features of the role-playing game is the use of objects - substitutes, i.e. use according to the game! the state of objects that have a different purpose in life. Deaf children have difficulty using substitutes. J.I. According to Schiff, it's easier for young deaf students to use unfamiliar things as substitutes than familiar things. The delay in the development of abstraction is also manifested in learning activities and in the specific features of assimilation of words by deaf children. 'slowing down of information processing occurs under difficult conditions associated with poorer and less diverse experiences and limited opportunities for self-assimilation. social experience. In the early stages of mental development, a child's self-esteem depends on the evaluations of parents, and he uses his own standards to evaluate the people around him. In hearing impaired children, separating themselves from the people around them, choosing their own qualities and the qualities of another person occurs at an older age than children with normal hearing. Later, they start referring to themselves.

V.G. Petrova, in connection with the slow formation of leading activities, such as objective activity, in children with hearing impairment, later transitions to self-awareness as an active person. The delay in the development of the cognitive sphere, the specificity in the formation of feelings leads to a delay in the transition to the ability to understand and voluntarily control one's own mental processes, and also leads to a delay. to know moral standards, moral rules and the values corresponding to them.

The evaluation of others and the self-esteem of hearing impaired children, especially of primary school age, are significantly influenced by teachers' opinions.

Deaf children have more problems adapting to the world around them than hearing children. Ego leads to the appearance of personal characteristics such as rigidity, egocentrism, lack of internal control, impulsivity, suggestibility, high level of aggressiveness in behavior, less cooperation than those who listen, emotional immaturity (M.Ye. Khvatsev, 1961).

P. Giberina, and A.P. The problem of forming interpersonal relationships among hearing impaired children is of particular importance. The uniqueness of the development of the child's personality is determined by hearing impairment and its relative isolation from society.

A.P. In Zimina's research, the interpersonal relations of hearing-impaired schoolchildren revealed that communication between children mainly takes place in a narrow formal group (within the classroom). The main factors that determine the sociometric status are academic indicators, the level of speech development, the level of hearing preservation and discipline.

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V.V. An important aspect of Lebedinsky's interpersonal relationships is their perception and evaluation (social perception and reflection), the ability to adequately perceive, know and evaluate another person, the main parameters of one's relationship with other members of the group, the interaction of group members explores relationships. E.I. Leongard, VL. According to the scientific works of Lifanov, according to the nature of perception and understanding of interpersonal relationships, hearing schoolchildren identify similar connections to those of hearing children, but it was observed that interpersonal perception is formed more slowly in hearing-impaired children than in hearing children[2 ,4]. This is manifested in the tendency of hearing-impaired children to define their attitude by his attitude towards himself, to attribute their attitude to others. Many children expect choices from the people they prefer.

L.K. Makarova, .A. According to Menchinskaya, incomplete perception of verbal speech, delay in the development of speech makes it difficult to communicate with a partner, forces a person with hearing impairment to intensively use non-verbal means of communication, introduces unique features in understanding and understanding relationships [5]. In addition, hearing-impaired children cannot always adequately assess their place in the general system of personal relationships in the group. N.D. In Schmatko's scientific work, comparing expected assessment with self-assessment, it was found that self-assessment in deaf junior high school students was in full agreement with expected assessment[2].

CONCLUSION

Thus, in a number of cases, the expected grades for deaf schoolchildren of elementary grades fully correspond to the grades characteristic of an ideal person. Deaf students often feel that many of their personality traits are most valued by their classmates. A comparison of the expected and actual grades shows that the adequacy of the expected grades for deaf students is slightly higher than for general school students. V.S. Mukhina, T.N. Obukhova, at the same time, they are not critical enough about the personal characteristics of some students. noted [4]. Deaf children are highly sensitive to the evaluations of others - most of them always follow the opinions of others, and young students with hearing impairment are mainly interested in high evaluation of such qualities as hard work, accuracy, knowledge and sports success. The analysis of these scientific works, it was proved that there is a positive effect of the development of the characteristics of the cognitive development of children with hearing impairment in the process of adaptive physical education in a special school.

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