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SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS FOR ORGANIZING CORRECTIVE AND DEVELOPMENTAL WORK WITH CHILDREN WITH HEARING IMPAIRMENTS

Ключевые слова: коррекционно-развивающая работа, развитие слухового восприятия, коррекция произношения, этапы формирования слуховых представлений, смена видов работ и видов речевой деятельности, отбор речевого материала для коррекционных занятий.

Резюме. Рассматриваются научно-методические основы организации коррекционной работы по развитию слухового восприятия и коррекции произношения детей с нарушением слуха. Анализируются существующие в практике работы трудности в организации и планировании коррекционно- развивающих занятий. Характеризуются современные методические требования к организации фронтальных уроков и индивидуальных занятий по развитию слухового восприятия и коррекции произношения.

Keywords: corrective and developmental work, development of auditory perception, pronunciation correction, stages of forming auditory representations, variation of work types and speech activities, selection of speech material for corrective sessions.

Abstract: The article examines the scientific and methodological foundations for organizing corrective work aimed at developing auditory perception and correcting pronunciation in children with hearing impairments. It analyzes the challenges encountered in practice when organizing and planning corrective and developmental sessions. The article also describes modern methodological requirements for conducting frontal (group) lessons and individual sessions focused on developing auditory perception and pronunciation correction.

At the current stage of development in corrective pedagogy, one of the priority issues is the socialization of children with hearing impairments [1, 2, 5, 7]. According to many domestic and foreign researchers, a key factor in the socialization of children with hearing impairments is teaching them oral speech while actively developing their impaired auditory function [1, 2, 4, 6]. These areas should form the core of corrective and developmental work with children who have hearing impairments.

An analysis of frontal (group) lessons and individual sessions focused on developing auditory perception and correcting pronunciation, conducted by special education teachers in schools for children with hearing impairments in our republic, allowed us to identify the most common challenges faced by specialists:

1. Formulating clear objectives for the development of auditory perception and pronunciation correction;
2. Implementing a phased approach to forming auditory representations in students with hearing impairments and determining the balance of different types of speech perception;

3. Ensuring variation in types of activities and speech exercises;
4. Selecting appropriate speech material for corrective sessions;
5. Ensuring the interconnection between auditory perception development and pronunciation correction during lessons.

As is well known, proper goal-setting is one of the key factors in the effectiveness of corrective work. As I.N. Loginova and V.V. Gladkaya emphasize, “the clarity of task formulation determines the content of the teacher-defectologist’s activities and, consequently, its results. The nature of the tasks set determines the content and structure of a lesson” [3, p. 14].

At the same time, our analysis shows that in practice, the objectives of corrective sessions are often formulated too generally or formally. For example, a commonly stated goal in auditory perception development is simply “develop auditory perception.”

Therefore, we consider it necessary to outline the main requirements for formulating objectives in corrective work. When setting objectives for the development of auditory perception, it is essential to specify:

- The stage of forming auditory representations (perception, differentiation, recognition, identification);
- The mode of perception (auditory-visual, auditory);
- The speech material to be practiced [8].

For example: “Develop the ability to perceive conversational material by ear,” “Develop the ability to differentiate three-syllable words based on auditory perception,” “Develop the ability to recognize phrases from a text on the lesson topic by ear.”

Formulating objectives for pronunciation correction is also multi-component and should include:

- The stage of forming the pronunciation skill (positioning, automatization, differentiation);
- The target sound(s) to be practiced;
- The phonetic position (for vowels – beginning, middle, end of a word or syllable; for consonants – direct, reverse (for voiceless sounds only), intervocalic, combination with other consonants);
- The speech material (sound – syllable – word – phrase – sentence) [9].

Examples include: “Automatize the sound [L] in combination with vowels using words, phrases, and sentences,” “Differentiate the sounds [S] and [Z] in the intervocalic position in syllables, words, and phrases.”

According to the program “Pronunciation Correction” for special schools for children with hearing impairments, besides working on pronunciation, the curriculum also includes sections such as “Speech Breathing,” “Voice,” “Word,” and “Phrase.” Objectives for work on these components must also be formulated very concretely.

We consider formulations such as “develop speech breathing” or “work on voice” unacceptable, as they are too vague and do not provide clear guidance for corrective work.

Let us provide examples of correctly formulated objectives: “Develop the ability to pronounce up to … (5) syllables on exhalation,” “Develop the ability to reproduce phrases,

varying voice intensity," "Develop the ability to pronounce words with consonant clusters smoothly, without extra sounds, observing word stress and norms of orthoepy," "Develop the ability to highlight word stress in phrases by voice based on auditory perception of the model."

In the studies of L.V. Neiman, L.P. Nazarova, and E.P. Kuzmicheva, attention is drawn to the fact that the formation of speech hearing is closely linked to the development of auditory representations [1, 5, 6]. While in hearing children auditory representations develop involuntarily, in children with hearing impairments they are either absent or schematic and unstable. Researchers emphasize that even involuntary representations of hard-of-hearing students, including those with mild hearing loss, are often distorted.

The following stages are distinguished in the formation of auditory representations in students with hearing impairments: perception, differentiation, recognition, and identification of speech material [1, 5, 6]. Let us describe each stage.

Stage I – Perception of speech material.

The goal is to form (or refine) the child's auditory representations, creating an accurate auditory image of a specific speech unit (word, phrase). The perception stage requires the mandatory use of visual support (charts, pictures, real objects) and a clearly defined sequence for presenting speech material (the child knows what they will listen to and in what order).

Example:

Objective: Develop the ability to perceive phrases by ear.

Method: The teacher places charts with written phrases in front of the student and gives the instruction: "Listen in order." Pointing to each chart, the teacher presents the phrase orally. The student reproduces the phrase. The same process is repeated with the remaining material.

The perception stage is planned only for children with significant hearing loss (over 70 dB). In other cases, work should begin at Stage II.

Stage II – Differentiation of speech material.

Goal: Develop the ability to differentiate familiar speech material by sound in a situation of limited visual choice (the child knows they will listen but not the order). At this stage, connections between visual, kinesthetic, and auditory analyzers begin to form.

Example:

Objective: Develop the ability to differentiate phrases by ear.

Method: The teacher places charts with written phrases before the student, gives the instruction: "Listen out of order," and presents the phrases orally in a random sequence. The student must identify which phrase the teacher-defectologist said.

It should be emphasized that the child's reaction to the perceived speech stimulus must be natural: upon receiving a task, the child should perform it and respond to a question fully or briefly, depending on the communication situation. The difficulty of such tasks in individual work is determined by the number of speech units offered to the child (2–3, 4–5, 8–10 phrases). Differentiation work is conducted at a "comfortable" distance for the child, i.e., a distance at which the student can distinguish words (or phrases). Gradually, the distance is increased.

Stage III – Recognition of speech material.

The goal is to develop the ability to differentiate familiar speech material by ear without visual cues. Progress to this stage is possible once the child's "auditory vocabulary" has expanded; i.e., at the recognition stage, material is presented that the child could differentiate at the differentiation stage. This material should be diverse in topic and semantics.

Example:

Objective: Develop the ability to recognize phrases by ear.

Method: The teacher gives the instruction: "Listen" and presents phrases previously practiced during auditory perception development sessions. The student must reproduce them.

Stage IV – Identification of speech material by ear.

This stage involves perceiving speech material that has not been used during auditory training, i.e., unfamiliar sounds. Identification is carried out without visual cues.

During targeted auditory training, a kind of "material transfer" occurs: material practiced at the differentiation stage is offered for recognition, while new material (from the perception stage) is planned for differentiation. This continuity in developing auditory representations in hard-of-hearing children helps develop their auditory-speech abilities. For each individual session, speech material is planned for differentiation, recognition, and identification.

An important aspect of planning both group lessons and individual sessions for developing auditory perception and correcting pronunciation is ensuring a variation of work types and speech activities. As F.F. Rau and N.F. Slezina rightly noted, "The types of work … are very diverse. It is impossible to provide an exhaustive list of all types of work" [4, p. 187]. However, analysis of corrective lesson content shows that often, changing the type of work does not lead to a change in the type of speech activity.

For example, a quite common sequence for sound automation work is: reading syllables, reading words, reading word combinations, reading phrases. However, all these types of work represent a single type of speech activity—reading—and such an approach is methodically incorrect.

N.F. Slezina identifies the following types of speech activity: imitation, reading, answering questions, naming pictures, routine speech (fixed word combinations like "Monday," "Tuesday"), and independent utterances.

One of the key factors for the effectiveness of corrective and developmental lessons in developing auditory perception and correcting pronunciation is the selection of speech material and the order of its presentation. The accuracy and durability of both auditory representations and pronunciation skills in students with hearing impairments depend on the correct selection of speech material. The main requirements for selecting speech material are:

1. Content accessibility. The meaning of all words and their combinations in phrases should be known to the children. The speech therapist should not engage in defining words during corrective sessions, as the sessions have other objectives.
2. Grammatical accessibility. The grammatical structures of the phrases must correspond to the student's level of speech development.
3. Correspondence to the children's auditory capabilities, i.e., their frequency and dynamic hearing ranges. Children with hearing impairments have varying degrees of hearing loss and different frequency ranges. The speech therapist must consider these features when selecting speech material.

For example, it is impractical to rely on the residual hearing of a child with Group I or II deafness (according to L.V. Neiman's classification) when working on the pronunciation of sibilant or hissing sounds, since these sounds contain very high formants, which the child cannot perceive auditorily. In this case, the focus should be on the child's imitative abilities. A reference for the speech therapist can be the following classification of sounds by frequency:

- Low-frequency sounds: у, о, р, м, н, л, д, г, б
- Mid-frequency sounds: а, ы, х, т, ц, в, к
- High-frequency sounds: и, э, ш, с, ф, ж, з, ч, щ [10]

4. Implementation of the phonetic principle. Use speech material corresponding to the phonetic objectives of the session.

For example, if the objective is the automation of the sound S in the direct position, it is inappropriate to practice this sound within the word “нос” (“nose”) because in this case it is in the final (reverse) position.

The implementation of this principle in constructing dialogues involves using speech material that consists of sounds the student pronounces correctly (or with regulated substitutions), as well as sounds that are being automated in speech during this period [1]. Methodically incorrect would be including words in the dialogue that contain sounds the student pronounces incorrectly, as this would reinforce improper pronunciation.

1. Communicative orientation of speech material. Since the primary goal of corrective work is to create conditions for the successful socialization of children with hearing impairments, it is advisable to select speech material necessary for children to organize future communication.
2. Gradual increase in material complexity.

A specific feature of corrective sessions with children with hearing impairments, which underlies their effectiveness, is ensuring the interconnection of work on auditory perception development and pronunciation correction during lessons [1, 2, 5, 6].

Analysis of the research by V.I. Beltyukov, E.P. Kuzmicheva, L.P. Nazarova, F.F. Rau, N.F. Slezina, and E.Z. Yakhina highlights the following characteristics of the two-way connection between pronunciation and hearing development, which the speech therapist must consider:

- The better the hearing development, the fewer pronunciation defects;
- The worse the student pronounces a sound, the worse they distinguish it auditorily.

Thus, as L.P. Nazarova emphasizes, on one hand, “as speech develops, auditory ability to perceive it increases; mastering speech promotes more productive development of auditory perception both through specialized exercises and without them,” and, on the other hand, “the development of auditory perception of speech becomes a source for building vocabulary and increasing overall speech development” [5, p. 52].

How should these connections be implemented during corrective sessions? The main conditions, in our view, are:

- All material presented to the student for auditory perception must be clearly pronounced;
- During work on auditory perception development, rapid pronunciation correction is carried out. However, it should be noted that it is impossible to correct all pronunciation errors of a hearing-impaired student. Therefore, only errors relevant to the topic of the lesson, as well as slips into defective pronunciation of sounds already automated in the student’s speech, are subject to correction;
- Types of work for perception (differentiation, recognition) of the material practiced in pronunciation must be planned. For example, the speech therapist first asks the student to read words containing a specific sound and then presents them for auditory differentiation. Such work strengthens the connection between the auditory and motor representations of the speech units reproduced by the child.

Thus, the effectiveness of corrective lessons for developing auditory perception and correcting pronunciation in students with hearing impairments depends on the methodological competence of the speech therapist. The main factors determining the effectiveness of corrective work include:

- Correct goal-setting, which determines the content, structure, and outcomes of the corrective session;
- Implementation of a phased approach to developing auditory perception in students with hearing impairments, ensuring the durability of auditory representations;
- Compliance with methodological requirements for determining types of work and activities, and selecting speech material for corrective sessions;
- Proper integration of work on auditory perception development and pronunciation correction during lessons.

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