

**Difficulties in organizing the education and upbringing of visually impaired children of preschool age.**

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**Abstract:** Blindness and low vision from the point of view of special pedagogy is a category of psychophysical disorders, manifested in the limitation of visual perception or its absence, which affects the entire process of formation and development of personality. In persons with visual impairments arise specific features of activity, communication and psychophysical development.

**Key words:** Tiflopedagogy, upbringing, training, development, formation, socialization, preschool education, sources of preschool pedagogy, subject of preschool pedagogy, object of preschool pedagogy.

Typhlopedagogy (from Greek typhlos - blind) - the science of education and education of persons with visual impairments. Depending on the degree of visual impairment, they are divided into blind and visually impaired. Blindness and low vision from the point of view of special pedagogy is a category of psychophysical disorders, manifested in the limitation of visual perception or its absence, which affects the entire process of formation and development of personality. In persons with visual impairments arise specific features of activity, communication and psychophysical development. They are manifested in the lag, violation and originality of the development of motor activity, spatial orientation, the formation of ideas and concepts, in the methods of subject-practical activity, in the features of the emotional-volitional sphere, social communication, integration into society, adaptation to work. Blind (blind) - a subcategory of persons with visual impairments, in which are completely absent visual sensations, there is

light perception or residual vision (up to 0.04 on a better seeing eye with corrective glasses), as well as faces with progressive pain and narrowing of the visual field (up to 10-15°) with visual acuity up to 0.08.

According to the degree of visual impairment, persons with absolute

(total) blindness in both eyes, in which visual perception is completely lost, and persons who are practically blind, in which have light perception or residual vision, allowing you to perceive light, color, contours (silhouettes) of objects. Visually impaired - a subcategory of persons with visual impairments, having a visual acuity of 0.05 to 0.2 in the better seeing eye with correction with ordinary glasses. In addition to reduced visual acuity visually impaired may have deviations in the state of other visual functions (color and light perception, peripheral and binocular vision).

Tiflopedagogy is a part of special pedagogy. How section of special pedagogy, it develops on the basis of the principles of humanistic education and taking into account the originality of development children and adults with visual impairments. The task of typhlopedagogy as a science is the development of the following main problems: psychological, pedagogical and clinical study of vision and anomalies mental and physical development in these disorders; way and

conditions for compensation, correction and restoration of disturbed and

underdeveloped functions in blindness and low vision; study of the conditions for the formation and comprehensive development of personality under different

forms of visual impairment. An important place is occupied by: the development of content, methods and organization of teaching the basics of science, polytechnic, labor and vocational training the blind and visually impaired; determination of the types and structure of special institutions for their training and education; development of scientific foundations for the construction of curricula, programs, textbooks, private methods. Much attention is paid to the creation of special

technical means that contribute to the expansion of the cognitive capabilities of persons with visual impairments, increase the effectiveness of their education and preparation for work in modern society; development of a system of hygienic measures for the protection and development of defective vision, illumination standards, visual load mode, etc.); designing special buildings for education, upbringing and labor training. Deaf pedagogy (from lat. surdus - deaf) - an integral part special pedagogy, which is a system of scientific knowledge about the education of persons with hearing impairments. The normal function of the auditory analyzer has a special importance for the overall development of the child.

The state of hearing has a decisive influence on his speech and psychological development. With violations of the auditory analyzer, speech suffers first of all and to the greatest extent, and there is a general underdevelopment of cognitive activity. The primary defect of the analyzer gives rise to secondary deviations in development, which, in turn, cause other deviations. Interaction of various manifestations of a hearing impairment third, fourth, etc. order more and more distort and impoverish the structure of the development of the cognitive activity of a deaf child. Both domestic and foreign statistics show that that the number of children with no or reduced organ function hearing is constantly increasing. The percentage of persons with impaired hearing in the population group after fifty years is increasing. Conducted mass studies of hearing in various countries have shown that approximately 4 -6% of the total population of the globe have hearing impairment to a degree that makes social communication difficult.

At the same time, about 2% of the population has bilateral significantly severe hearing loss and perceives colloquial speech in distance less than 3 m, and up to 4% suffer from severe unilateral hearing loss. In the education system, the number of children with along with hearing loss and other developmental disabilities. In this regard, the need for the existence and development of the scientific and pedagogical field, the subject of which is theory and the practice of educating people with hearing disabilities is evident.

The tasks of deaf pedagogy are: pedagogical study of persons with hearing impairments and the patterns of mastering their education, depending on the individual characteristics and characteristics of hearing impairment and

speech; development, scientific justification and practical implementation

special education for different categories of people with hearing impairment;

development of scientific foundations for the content of education, didactics and special methods of teaching people with hearing impairments; development of various subsystems of special education persons with impaired hearing, special educational technologies for the development of residual hearing, teaching sign, Russian (native) language, oral speech, pedagogical rehabilitation in the postoperative period (with cochlear implantation), etc.; improvement of technical means of correction and compensation of violations of the auditory analyzer;

improvement of the system of pedagogical work aimed at social adaptation and socio-professional rehabilitation of persons with hearing impairment; interaction and cooperation with general pedagogy for the dissemination of special pedagogical knowledge, the development of integration ideas and their implementation. Medical studies of the causes of hearing impairment indicate infectious diseases, toxic lesions, vascular disorders, mechanical, acoustic or contusion injuries, etc. For its reason, hearing loss and deafness are divided into hereditary, congenital and acquired. Hearing loss results from diseases that affect outer, middle or inner ear, auditory nerve. In list causes a significant place is occupied by the consequences of acute inflammation of the middle ear. Persistent hearing loss often occurs in as a result of inflammatory and non-inflammatory diseases of the nose and nasopharynx (chronic runny nose, adenoid growths and

etc.) and the obstruction of the Eustachian tube associated with these diseases. These diseases most seriously affect hearing when they occur at an early age.

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With meningitis, hearing impairment occurs due to damage to the sound-perceiving apparatus, with other childhood infections, auditory function may suffer both as a result of damage to the middle ear and as a result of a disease of the nervous perceiving apparatus. Sound-receiving disease apparatus leads, as a rule, to more severe impairment of auditory function than diseases of the middle and outer ear. Among the relatively rare causes of violation hearing can be attributed to the defeat of the central parts of the auditory analyzer resulting from damage or diseases of the brain (encephalitis, traumatic brain injury, hemorrhage, swelling). With such lesions, there is either a slight decrease in hearing, or the so-called cortical deafness, when the ability to analyze, synthesize, and, therefore, understand what a person hears is lost. Specialists draw attention to the pronounced dependence of the prevalence and causes of various types of hearing loss on the belonging of children to a particular age group. So, if in the first year of life hereditary and congenital nature of deafness or hearing loss, then in the future the role of acquired hearing loss factors increases.

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