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**CORRECTION AND DEVELOPMENT PROGRAM FOR CHILDREN  
WITH HEARING IMPAIRMENTS**

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In the process of physical culture and health-improving work with children with hearing and speech impairments, the main attention should be focused on revealing the child's originality, on creating an individual correctional and developmental program for him, based on a comprehensive study of the characteristics of his development. This requires knowledge of the general theoretical patterns of a child with a developmental disorder in order to be guided by them in pedagogical work[1].

The main goal of early diagnosis and assistance to the child is to ensure social, emotional, intellectual and physical growth and achieve maximum success in the development of his abilities. But, as you know, the study of a child with developmental disabilities cannot be limited only to establishing the degree and severity of the defect, but also includes a compensatory process[2].

All the variety of disorders in the development of a deaf child is not the result of only a limited access to sound stimuli. Here, as a direct consequence, only disturbances in speech development follow. Speech acts as a means of interconnecting people with the outside world. Violation of such a connection leads to a decrease in the information received, which affects the development of all cognitive processes and, thus, affects, first of all, the process of mastering all types of motor skills[3].

The main pathology can cause a chain of consequences, which, having arisen, become the causes of new disorders and are concomitant. It was found that hearing loss in children is accompanied by disharmonious physical development in 62% of cases, defects in the musculoskeletal system (scoliosis, flat feet, etc.) in 43.6% of cases, and motor development delay in 80% of cases. Concomitant diseases are observed in 70% of deaf children. In children with hearing impairment, there is a delay in the development of locomotor static functions, which, in turn, affects the formation of interanalyzer connections, narrows the "near" space. A delay in the development of

"upright standing" (mastery of sitting, walking, etc.) leads to a violation of orientation in space and in the objective world[4-5].

Deaf preschoolers differ from their hearing peers in somatic weakness, insufficient motor mobility. It has been established that deaf children of preschool age lag behind their peers in psychophysical development by 1-3 years.

The peculiarity of the development of attention, perception of children with hearing impairments, significantly affects the activity of memory. In children, visual perception dominates, so the entire memorization process is mainly based on visual images, while for those who hear this process, it is auditory-visual and relies on active sound speech.

The lag in the sensory development of deaf children is associated with secondary defects: underdevelopment of objective activity, lag in the development of communication with adults, both verbal and non-verbal. These children are incapable of an independent analysis of the situation, the selection of properties and relations of objects that are essential for the performance of this activity. Only in the third year of life in the activities of children begins to take shape practical orientation in the properties of objects, which is mainly manifested in actions with didactic toys. Objective activity does not become leading in children at an early age.

The lag in the development of objective and instrumental activity not only affects the formation of a sensory basis, but is also reflected in the level of development of visual thinking in children with hearing impairments. The study of the state of visual forms of thinking in children indicates a lag not only in the development of visual-figurative, but also visual-effective thinking. The formation of visual-effective, practical thinking proceeds in them with a significant lag in time and with some quantitative and qualitative differences from its formation in normally developing children, despite the presence of general developmental trends.

**Conclusion.** Thus, the features of the development of visual thinking, as well as the development of perception, in children with hearing impairment testify to the originality of the development of sensory cognition, practical orientation,

understanding the patterns that exist in the objective world. An organized movement sharpens the child's sense of different degrees of tension, duration, speed, emphasis and develops a sense of one's own body, which can then be more easily controlled in macro movements, moving on to control micro movements of the articulatory muscles.

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