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PROBLEMS AMONG CHILDRENS WITH IMPAIRED HEARING. THE IMPACT OF NOISE ON THE WORK OF TEACHERS

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Abstract

Introduction and Aim

In the life of every human senses, including the sense of hearing, they play an important role in the harmonious development. Each hearing loss in childhood influences, depending on the depth, nature and time of its inception, in a negative way on the development of many mental activities, intellectual, behavior, cognitive, causing significant impairment in the child's position the hearing impaired, deaf and especially in the world of the hearing.

The aim of this study is to assess the parents' awareness of hearing loss in children with hearing loss as a result of a survey of parents of children from the first classes of primary schools in the Lublin province.

Material and Methods

Analysis was performed on 31 results of parents of children with hearing impairment made in children aged 6 and 7 years, pupils and primary schools in the Lublin province.

Parents were asked the question: 'Do you think your child has hearing problems?' The analysis indicated the assessment of awareness of parents of children with hearing disorders.

Results

In the study group, as many as 77% of parents stated that the child does not have problems with hearing, only 3% of parents noted the problem, while 20% of parents did not answer the question.

Conclusions

Based on the research it can be stated with a high percentage of parents still do not notice hearing loss in their children. Early notice of the problem, the correct procedure and the cooperation with the parent group of specialists are often the way to success. It is crucial to support the child in difficult situations, which often is exposed to contact with all sorts of obstacles. An important issue is the numerous health programs, shaping the attitude of parents and society as a whole.

Keywords: survey, school childrens, audiometric screening, hearing disorder

PROBLEMY WŚRÓD DZIECI Z ZABURZENIAMI SŁUCHU. WPŁYW HAŁASU NA PRACĘ NAUCZYCIELI.

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Streszczenie

Wprowadzenie i cel pracy

W życiu każdego człowieka zmysły, w tym zmysł słuchu, pełnią istotną rolę w harmonijnym rozwoju. Każdy ubytek słuchu w wieku dziecięcym wpływa, w zależności od głębokości, charakteru i czasu jego powstania, w sposób negatywny na rozwój wielu czynności psychicznych, intelektualnych, zachowania, poznawczych, powodując znaczne upośledzenie pozycji dziecka niedosłyszącego, a szczególnie głuchego, w świecie słyszących.

Celem niniejszej pracy jest ocena świadomości rodziców na temat zaburzeń słuchu u dzieci z ubytkiem słuchu, w wyniku przeprowadzenia badania ankietowego rodziców dzieci z i klas Szkół Podstawowych na terenie województwa lubelskiego.

Material i metoda

Analizie poddano 31 wyników badań ankietowych rodziców dzieci z zaburzeniami słuchu. Badanie zostało wykonane u dzieci z I klas Szkół Podstawowych, w wieku 6 i 7 lat, na terenie województwa lubelskiego, na początku roku szkolnego 2016/2017.

Rodzice odpowiadali na pytanie: ' Czy Państwa zdaniem u dziecka występują problemy ze słuchem?' Celem analizy statystycznej było, pozyskanie jak największej wiedzy o uzyskanych danych oraz ocena świadomości rodziców o zaburzeniach słuchu wśród dzieci.

Wyniki

W grupie, w której analizie poddano 31 wyników badań ankietowych, adresowanych do rodziców dzieci z zaburzeniami słuchu, aż 77 % rodziców stwierdziło, iż nie zauważyli u dziecka problemów ze słuchem, tylko 3 % rodziców, zauważyło problem, natomiast 20 % rodziców nie udzieliło odpowiedzi na pytanie.

Wnioski

Niestety jak wynika z badań wciąż bardzo duży odsetek rodziców nie zauważa u swoich dzieci problemu, jakim jest zaburzenie słuchu. Wczesne zauważenie problemu, prawidłowe postępowanie oraz współpraca rodzica z gronem specjalistów (nauczycielem, pedagogiem, audiologiem, logopedą), są często drogą do sukcesu. Niezwykle istotne jest także wsparcie dziecka w sytuacjach trudnych. Ważną kwestię stanowią programy profilaktyczne, kształtujące i uwrażliwiające postawę rodziców, na temat niedosłuchu, a także całego społeczeństwa.

Słowa kluczowe: badania, dzieci szkolne, audiometryczne badanie przesiewowe, zaburzenia słuchu

Introduction

In human life the senses, including the sense of hearing, are full of substance in harmony development. Deprivation of own heritage measures interruptions and recognition problems organism with the world, omitting the process of segregating behaviors and Interpretation by brain or billions of impulses. Hearing aid receiver hearing stimuli with all directions and different conditions. Thanks to hearing perception they are informed about phenomena, objects, events taking place in the near and further distances us, also when, we do not see them, we do not touch, eg in the dark, during the fog. In such a reception, only one-person information is taken [1].

Every hearing loss in childhood is opposed, depending on the depth, character and this

time of rising, in an unusual way on the development of many different psychic, intellectual, behavioral, cognitive, causing significant impairment of the child's position hearing impaired, deaf, in the hearing world [2].

Early detection and implementation of appropriate treatment for hearing impairment at an age neonatal as well as school, gives the child a chance to normal and normal functioning in society. Weighting of screening programs targeted these groups of villages confirm, among others. the fact of signing a consensus agreement screening of hearing, vision and speech by European audiovisual societies, ophthalmic and speech therapy [3]. An important list of all other prevention programs on Hearing disorders, shaping the attitude of society.

CHILDREN'S PROBLEMS WITH THE DEFENSE

In the child's consciousness with a damaged hearing, the environment is not fully reflected; for this child either does not exist at all, or there are only partially, sound components that they are a conceptual element of concepts, being their essence or just an ancillary component.

Thus, the concept that creates a child with a damaged hearing is usually incomplete if It's about their content. A child with a hearing impairment also encounters special difficulties purely language. Inability to receive the emotional components of the expression, directly resonating in it, causes - in terms of understanding and using the language, many troubles, amplified by ambiguity of words.

A child with a damaged hearing will master the lower plane of thinking (ie, practical thinking) In so far as the material on which the mental operations are carried out exists directly in the environment and if possible through simple thought operations such as comparing, analyzing, or synthesizing, comparing it with specific imagery. If however, it is necessary to break away from the concrete or from the practical action, ie the transition to The plane of abstract-logical thinking, the child with hearing impairment faces huge difficulties that sometimes can not overcome at all, for development The thinking and development of language are intertwined and interrelated. Child with the damaged I also hear about the special difficulties involved in social life [4]. Man develops as a result of mutual interaction of endogenous factors and exogenous. For man as far as its exogenous environment is concerned, it is of greatest importance to him social environment. The special characteristic of this environment is that interactions on the Its

components are made exclusively through language. In a child with a damaged hearing Speech contact is excluded or at least severely impeded. Therefore The child's contacts with the social environment are also limited. Also professional work and Action for the sake of society is closely related to speech [5].

Contacting a person hearing normally with a child who is misbehaving is difficult from two reasons. Firstly, a child with a damaged hearing does not receive acoustic signs linguistic, or only partially received, secondly - it understands the language only in the state limited. Especially this second reason makes it difficult to use another way of transmitting information (eg letters, or reading from the mouth). Mastering the language by reading from the mouth requires special effort, because articulation movements, or not at all visible, or this The movement itself may correspond to several different voices. From this basic impediment are the result a child with a hearing impairment behavior disorder, because without language mediation does not It can understand the need for specific behavior in certain situations. Beige Language mediation can not convince a child with a hearing impairment of the need for some actions. Switching from thinking 'I' to thinking in terms of 'we' is only possible the principle of linguistic abstraction. Hence, children with hearing impairment are limited the possibility of proper behavior, because it depends on the degree of language acquisition. Down The most commonly observed social disorder in children with hearing impairment You have to give up or rebellion [6].

A person with a hearing impairment who wants to establish contact with a hearing person must use it to speak However, due to speech impediments, agramatisms, syntax errors, limited vocabulary and not fully understood concepts, it is usually not understood properly. The person who hears does not often take the trouble to understand the person with the disorder hearing. The bad hearing person can not make the contact he needs and realizes it.

The child with hearing loss is somewhat isolated from the hearing society; So it closes within its own "self" and concentrates on its own experiences, for it is they are available. The consequence of social isolation is, often found in people with damaged I hear, an egocentric attitude that leads to selfish behavior, to He overestimates himself, to the need to impress others. That is why it is essential element The social education of children with hearing loss should be as early as possible Equip them with a functional system that enables them to communicate using the language.

It is also difficult for people with hearing difficulties to communicate with their

surroundings resulting from erroneous hearings, wrong reading from the mouth, ambiguity of words, their meanings portable and pictorial expression (metaphor) [7]. Difficulties and delays in development Speech, speech communication disorders interfere with the process of obtaining information about Surrounding the environment, and consequently may cause difficulties in maintenance

The balance of the organism, the source of adaptive disorders or harmonious disorders personality development. These are secondary disorders conditioned by neglect by the environment Family or inadequate methods and forms of early intervention or education.

U. Eckert (1986) has shown that deaf students are well prepared for co-existence and social interaction and self-service activities. In children Most of the time, starting school at school was the difficulty in mastering the skills Requires active participation in lessons, correct behavior during lessons. Symptoms of these Difficulties are: attention deficit disorder, distraction, hyperactivity, or inhibition psychomotor. In terms of adaptation to the requirements of the teacher was observed difficulties in adequate response to penalties and rewards, and on the assessment and in interpersonal contacts with Contemporaries were reluctant to cooperate and cooperate in shared play, games, science. In turn the separation from the family environment and staying in a boarding house manifested itself as a disorder sleep and hunger and soaking up. Research by J. Baran (1980) on social maladjustment Young people have shown that the level of social adaptation depends to a great extent on the system family relations in the family. Social maladjustment concerns every third student, It is characterized by: lack of trust, anxiety and uncertainty, tendencies of depression and depression, with draw from reality. Behavioral and antisocial behavior are also observed. S. Prillwitz (1996) notes the considerable aggressiveness and excitement of deaf teenagers, and Their cause is the tension and mental instability accompanying being disabled person aurally. Research (Gunia 2006) on self-assessment of adolescents has shown that it is inadequate. This youth is characterized by inflated self-esteem, which consists in prescribing oneself Higher competencies and more positive qualities than they actually have. This opinion The conclusions of K.P. Meadow (for Perier 1992), according to which "children deaf in Compared to hearing people tend to prescribe themselves larger than others ability ... "These children are less likely to criticize their own abilities and accomplishments. Variety The justifications oblige the following findings:

- As a result of lack of or difficulty in auditing contacts, the deaf child is present In a

situation of isolation and solitude, which inhibits the emotional bond with the closest people, mainly mother at the level of primary trust

- A child whose parents can not cope with the shock stage and his weight rehabilitation, stay suspended - feeling unacceptable, rejection

- Difficulties in verbal communication with the environment cause children not to be understood by an environment that triggers anger in them, outbursts of anger or inhibition, closure in Give up and give up on making contacts

- As a result, the child has a disturbed process of imitation, assimilation, beliefs, courts and other cultural characteristics of everyday life and difficulty in expressing in the words of his wishes, needs, sufferings and the whole range of experiences

Hearing impairment is a major obstacle to overall harmony personal personality [1].

FACTORS CONCERNING PROBLEMS WITH PROBLEMS

The family, as the primary, plays a decisive role in preventing social maladjustment source of patterns of conduct. In the family environment a selection is made and Processing of information affecting the child from different sides. This exchange of experience in Interpersonal contacts are especially needed during adolescence, ie during the period reconstruction and restructure of hitherto experience [1]. There are many today Pedagogical centers and support for parents with children with hearing loss. Parents just after To hear the diagnosis of the sensory disability of their child, receive support pedagogical and psychological. They are therefore more aware of the direction of the development process own child. As research shows, the most important factors for school success Students with hearing impairment include the level of parental education, interest Parents have a child's revalidation status, parental disability knowledge child, material status of the family, educational atmosphere in the family home.

An important element is also good teacher-parent cooperation and ownership specialist knowledge of surdopedagogical teachers. [8].

Hearing education plays a big part. Living in society and working for Society contributes to the fact that a person acquires certainty in his contacts with natural social environment. Stages for hearing aids are special tasks:

- Put a child with a damaged hearing into his or her acoustic environment and equipment

- The child's ability and knowledge, which for normal hearing is obvious [9].

Contemporary, dynamic development of science makes the child with hearing loss wider Opportunities for care and rehabilitation. Numerous hearing aids hearing aids, cochlear implants, FM system and others, contribute to the reception of more sounds by a child with a hearing impairment and, consequently, an increased chance of normal development speech [8]. The environment of the child (school, special), and peer group.

NOISE IN SCHOOLS

One of the most annoying factors in a school environment that interfere with teaching and learning is noise. Noise in school can come from external and internal sources. First of all, street, air and rail traffic, playgrounds, playgrounds and other sources of environmental noise can be used for external sources of noise. Internal sources include student and teacher activity and equipment in the building. The external noise permeating the building and the internal noise from the devices form the so- Background noise in school. Noise in classrooms can interfere with the reception of speech signals, resulting in a reduction in the effectiveness of instruction that is based on the correct word received by pupils. Noise can also adversely affect the health and well-being of students and teachers [13]. School noise can also contribute to the development of occupational diseases of teachers (permanent hearing loss and chronic speech organ diseases). According to the study, the designated noise exposure levels in relation to the weekly working time on the majority of teacher workstations range between 66-78 dB and do not exceed the permissible noise level (85 dB). The permissible values of peak sound pressure levels are also not exceeded. In this case, the risk of permanent hearing loss should be assessed as low. However, with high levels of school noise above 80 dB in corridors during breaks or in gymnasiums, the risk of hearing damage can not be ruled out, for example in PE teachers and people who are sensitive to sounds. High background noise levels in the classroom force teachers to raise their voice and may be one of the causes of occupational disease - chronic voice disease caused by excessive vocal effort lasting at least 15 years (in the Education section of 785 cases in 2008) [14].

When there is a lot of noise, high intensity and long time of occurrence we talk about noise. It is also any sound that can lead to hearing loss, be harmful to health or dangerous in any other way. Passing the sound into the noise is subjective, depends on individual sensitivity, distance from the source and location in the room or outside [15]. The most visible and fastest

symptoms associated with exposure to noise are fatigue, irritability, decreased concentration and learning ability, orientation disorder, irritability, headache, tinnitus. Children may experience anxiety, confusion, crying.

Sounds below 35 dB are mostly harmless to health but can be annoying and distracting.

35-70 dB - nervous system fatigue, speech impediment, falling asleep, resting

75-85 dB- performance is reduced, hearing problems may occur

90-130 dB- can cause various types of diseases from different organs, prevent speech intelligibility even from close range

above 130 dB - cause permanent damage to the hearing, internal organs [15]

According to the PZH survey (822 schools covered), corridors are the loudest rooms in schools. Particularly unfavorable acoustic conditions occur in primary school corridors during breaks. Equivalent sound levels range between 66-98 dB and the most commonly observed level is 86 dB (mean value is 83 dB). In secondary schools, the noise in the corridors during breaks is about 6 dB lower, equivalent to an average of 77 dB. During the lessons, the noise in the corridors is much smaller. The average equivalent level of sound A in the primary school corridors is 65 dB, in secondary schools 60 dB. The difference may be due to the fact that some gymnasiums or art classes are carried out in the corridors of some elementary schools.

Relatively high sound levels are also found in classrooms during class. These levels range from 53 to 75 dB. Noise depends on the number and age of the students, the type of activities and the duration of the lessons. Favorable acoustic conditions occur in classes with the number of students not exceeding 20 [13].

Aim

The aim of this study is to assess parents' awareness of hearing impairment in children with autism loss of hearing, as a result of the survey of parents of children in the first grade of the school Basic in the Lublin Region.

Material and methods

1. Material: Children from primary school I participated in the study Lubelskie Province
2. Methods: A survey for parents 31 results of questionnaire survey of parents of children with hearing impairment were analyzed. Study it was performed in children from the first year of

primary school, aged 6 and 7, in the voivodship Lublin, at the beginning of the 2016/2017 school year. Parents answered the question, 'Do you think your child has problems with hearing?'

Objectives of statistical analysis:

- Get the most out of your data
- Assessment of parental awareness of hearing impairment among children

In the presentation of the data a graphic form - pie chart was used. On a pie chart

The parents' awareness of hearing impairment in children with hearing loss was illustrated.

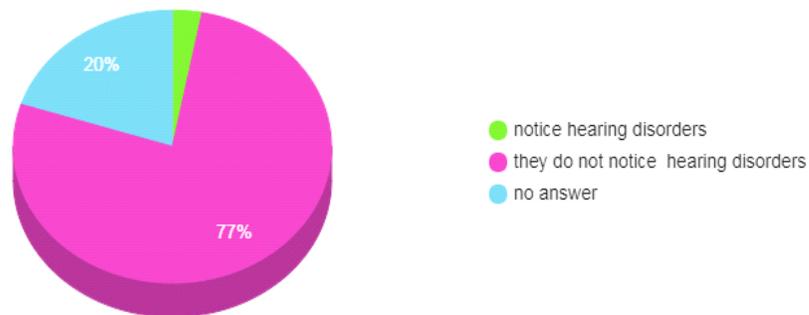
Results

In the group that analyzed 31 results of questionnaire surveys addressed to parents

Children with hearing impairment, as many as 77% of parents stated that they did not notice problems in their child

I heard only 3% of parents noticed the problem, while 20% of parents did not answer the question.

Parents awareness of hearing impairment in children



Discussion

According to the results of the Hearing Screening Programs, conducted in 2008, 2010, 2011, by the Institute of Physiology and Pathology of Hearing, the results of the survey survey translates into The following way: 59.6% of parents of children with hearing impairment, did not pay attention to the problem hearing disorders in their children.

In the group of children qualified by doctors for control tests only 28% of parents He

pointed to hearing problems in his children, as many as 72% of parents did not indicate problem. Only half of parents of children who had a screening result indicated Significant hearing loss (requiring hearing aid) has seen problems with their children

I hear, but in cases of double-blind hearing two times more parents

He had trouble hearing his ears than with one-sided disorders. FROM

Studies show that still a large percentage of parents are unaware of hearing disorders in their own

Children at the same time seeing the causes of hearing loss elsewhere. And that's just about any problems with education, communication, relationships with peers, or even apparent disinterest

Learning can cause hearing impairment.

Conclusions

Children with hearing impairment are often exposed to many problems, both in the school and often in the peer group, among colleagues or in the family. Extremely

An important issue is the early identification of the problem and the immediate implementation of therapy, Children with hearing impairment who enter school walls may have equal chances with children well heard. The leading factor that has a huge impact on your child's development is closest environment-parents / guardians. Early notice of problem, correct

Conduct and cooperation of the parent with a group of specialists (teacher, pedagogue, audiologist, speech therapist) are often the way to success. It is also important to support the child

In difficult situations, notice the good sides of the child, nurturing them, and awakening self-esteem; Consistently creating the situation to feel that hearing loss is normal phenomenon, not a derogation. Every man has his faults, whether or not

Also other imperfections. Unfortunately, according to research still very large percentage of parents do not She notes in her children the problem of hearing impairment. Often children with hearing loss They may be mistakenly treated as uninterested in science, which may have negative effects on the whole life of the child. For this purpose prevention, shaping and sensory programs are needed the attitude of parents, about hearing loss, and also of society as a whole.

There is also a need to carry out numerous hearing screening programs, which in

Recent years have been implemented on the initiative of the Institute of Physiology and

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