



Project No. 2020-1-RS01-KA201-065366

Project: deAfDigitAIPlaTform - ADAPT

IO.5-36 Manual activities videos creation

O5.7- writing of 35 manual activity texts

History of Deaf Education

1. EDUCATION OF CHILDREN WITH HEARING IMPAIRMENT

Education of children with hearing impairment is performed according to a regular or special plan and program.

ACCORDING TO THE REGULAR PLAN AND PROGRAM

Children whose impairment occurred after the formation of speech, regardless of the degree of impairment, children with hearing impairment less than 60 Db and can attend classes with a hearing aid, and all other children with hearing impairment who developed and formed their speech through early rehabilitation and can attend regular classes with the help of a hearing aid or lip reading are educated according to the REGULAR PLAN AND PROGRAM.

ACCORDING TO THE ADAPTED OR CHANGED PLAN AND PROGRAM

Children with hearing impairments who have not fully developed verbal communication and who therefore cannot attend regular classes are educated according to the ADAPTED OR CHANGED PLAN AND PROGRAM. There are special preschools, eight-year and professional special schools.

2. BASIS FOR EDUCATION OF DEAF PERSONS

Education, upbringing and work with hearing-impaired children have long been neglected or have been a rare privilege of the privileged class.

The physiological foundations of deaf pedagogy have been laid in the works of many physicians, some of whom we will mention:

- Dr. Casserius in his book "De vocis auditusque organis" (On the organs of hearing and voice) in 1601 laid the foundations of articulation;

- Dr. Fabricius ab Aquapendente with his book "De locutione et eius instrumentis" (Speech and his instruments) in 1601;



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- Dr. Jan Baptist van Helmont with his work "ArsMedicinae" (Medical Science) in 1652, where he laid the foundation for reading speech from the mouth when he says "sight in the deaf complements hearing", which is the basis of reading speech from the mouth, as a physiological path of speech by articulatory movements;

- Dr. Johann Konrad Amman (1669 - 1724) in his book "SurdusLoquens" (Deaf who speaks) in 1692 laid the foundation of deaf pedagogy, giving thirteen rules on how deaf people can learn to speak and says:

"The student should let out a voice, and in order to feel it, he should put his hand on his throat in order to feel whether it is moving or not; the deaf-mute should have a natural voice, and after the formation and determination of the general voice, move on to the development of vocals. In order for a student to be able to compare the position of his mouth with the teacher's, he should use a mirror, and in order for speech to be confident and good, you need to practice for a long time. Students should write what they say and read what is written, in order to better consolidate their speech. If the student utters a voice, it should be strengthened immediately. If the deaf person speaks through the nose, the nose should be squeezed. After the vocals develop consonants. Words must not be spelled but read, and words that mean something should be used for practice."

3. FIRST TEACHERS OF THE DEAF

The first known teacher of the deaf was Pedro Ponce de León (Father Ponce of Leon), who in 1526, in the Sahagun monastery in Spain, trained several deaf-mute boys of Spanish princes and kings.

Don Manuel Ramírez de Carrión, who taught a deaf child, is also known in Spain from that time.

Pablo Bonet (1579 - 1633) observed how these two teachers did it, so he wrote a book in 1620 "On the nature of voices and the skill of teaching the deaf and mute" (Reeducation de lasletras), and it was the world's first deaf pedagogy.

The period from the 15th to the 18th century gave a large number of teachers who dealt with the education of the deaf. Education first began in the royal countries of Europe - Spain, France, Germany, Italy, and the Netherlands. This period is characterized by work on mastering speech in order to communicate with the environment, and two forms of communication originate from that period. One is verbal, which went from writing through learning certain words and their meanings and using the alphabet. The second form was gestural-mimic speech with which cognitive process and logical thinking could not be developed.

4. FIRST SCHOOLS FOR THE DEAF

From individual work with an individual, special schools for the deaf began to be formed, as follows:

- First one in Paris in 1770, founded by Charles-Michel de l'Épée, he was a supporter of sign language.
- The second in Leipzig in 1778 by Samuel Heinicke, who was a supporter of oral speech.



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From those two centers, schools began to be established all over Europe during the 18th century.

The schools were mostly boarding schools, privately owned, but then the state supported them until the end of the 19th century when they began to enter the state system, and the education of deaf children was proclaimed an obligation.

Thus, one after the other, schools for the deaf sprang up in Vac (Hungary) in 1779, Prague in 1786, Berlin in 1788, London in 1778, Genoa in 1778, and at the end of the 17th century there were 58 schools for deaf and mute children in Europe, in the first half of the 19th century 243 schools, and at the beginning of the twentieth century over 400 schools. Each of these schools wrote its own history, and all together the general history of deaf pedagogy in Europe.

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