

DEVELOPING SPEECH ABILITIES IN CHILDREN WITH HEARING IMPAIRMENTS IN THE EDUCATIONAL PROCESS AS AN IMPORTANT FACTOR IN PREPARING THEM FOR SOCIAL LIFE

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Abstract

This article discusses the fact that in recent years the socialization of children with hearing impairments has become one of the most pressing issues in pedagogy, psychology, and sociology both in the Republic of Uzbekistan and abroad. The paper emphasizes that expanding the speech and sensory capabilities of children with hearing impairments contributes to the formation and development of their thinking. Since cognitive processes are closely interconnected with speech, their development simultaneously creates opportunities to enhance children's speech, enrich their imagination, and familiarize them with the surrounding environment. As a result, the process of socialization of children with hearing impairments becomes easier and more effective.

Keywords: Children with hearing impairments, speech, sensory development, thinking, cognitive processes, imagination, socialization, adaptation.

Introduction

In recent years, the issue of providing comprehensive and holistic development for preschool-aged children has become one of the priority directions of state policy in our country. All necessary conditions are being created to ensure that children receive effective education and upbringing and are able to demonstrate their knowledge and talents. As a result, today's young generation is achieving high results by utilizing their intellectual and physical potential, winning prestigious Olympiads, competitions, and contests.

State policy pays considerable attention not only to typically developing children but also to children with developmental difficulties. In accordance with the requirements of the Law of the Republic of Uzbekistan "On Education," the main goal of providing education and upbringing to preschool-aged children is to raise a

healthy, well-rounded individual and to prepare them for school education. To achieve this goal, various activities are carried out with preschool-aged children. It is emphasized in all specialized literature that the elimination of deficiencies in children's cognitive activity and speech development should be implemented on the basis of a systematic approach to corrective work.

In this context, cooperation with the family is of great importance in the upbringing of children with developmental disorders, particularly children with hearing impairments, in preschool educational institutions. A defectologist should not limit their work only to educating a child with developmental difficulties within a specialized institution, but should also collaborate closely with the child's family. The defectologist is required to provide psychological support to the family and offer guidance on methods and approaches for organizing the child's upbringing. A specialist involved in working with a child with hearing impairment must have a thorough understanding of the family environment in order to provide effective and individualized assistance.

In recent years, the issues of socialization of children with hearing impairments have become one of the pressing problems in pedagogy, psychology, and sociology both in our republic and abroad. The position of the child within the structure of interpersonal relationships in the family plays a significant role in their psychological development. However, in recent times, attention has been focused not only on the problem of social adaptation of children with various disabilities, but also on the difficulties faced by the families in which they are raised.

Teachers in special education institutions often consider it sufficient to provide parents with certain recommendations regarding the psychological and physical development of their children, as well as guidance on conducting corrective work in the family environment. However, such recommendations and explanations are not adequate, as they fail to meet the parents' need for qualified assistance from specialists in various fields when raising a child with developmental difficulties. Moreover, many parents do not follow these recommendations. This is due to specific changes in parents' personalities, which prevent them from adequately assessing the situation related to their child's disability and from establishing necessary and constructive relationships with the child and the teacher.

In everyday life, parents of children with developmental disorders face numerous challenges. On the one hand, they experience difficulties in selecting appropriate

educational and upbringing tools for their children; on the other hand, the birth of a child with developmental impairments gives rise to profound psychological problems within the family [2;12].

Many parents do not take their children with disabilities to specialists because they feel ashamed to take their children with disabilities outside. Limited interaction with the external environment seriously hinders the speech development of children with hearing impairments. In some children with hearing impairments, insufficient development of higher forms of cognitive activity is observed, which manifests in superficial thinking, delayed speech development and its qualitative peculiarities, impaired verbal regulation of behavior, and incomplete development of the emotional-volitional sphere.

Delayed speech development is a characteristic feature of children with hearing impairments. Significant delays are observed already at the pre-speech stage. While babbling in typically developing infants normally appears between 4 and 8 months of age, in children with hearing impairments this phenomenon is observed between 12 and 24 months (I. V. Karlin, M. Strazulla).

According to Kassel, Schlesinger, and M. Zeeman, the first words in children with hearing impairments appear around the age of three. Studies conducted by I. V. Karlin and M. Strazulla show that in such children the first words emerge between the ages of 2.5 and 5 years (whereas in typically developing children the normative age for the appearance of first words ranges from 10 to 18 months) [3;74].

A significant delay in speech development in children with hearing impairments is also evident in the emergence of phrasal speech. In such cases, the time interval between the appearance of the first words and the development of phrasal (combined) speech is considerably longer than in children with typical development.

The specific features of speech development in children with hearing impairments have been examined from a psychological perspective by numerous scholars (V. Petrova, M. Pevzner, I. Karlin, M. Strazulla, S. Borel, Mezonni, Schlesinger, M. Zeeman, and others).

Speech disorders in children with hearing impairments have been studied within the field of speech therapy by M. Khvatsev, R. E. Levina, G. A. Kashe, D. I. Orlova, M. A. Savchenko, E. F. Sobottovich, R. I. Lalaeva, and K. K. Karlep. According to the results of these studies, distinct speech disorders are observed in 40–60% of

children in the primary grades of auxiliary schools. Data provided by M. E. Khvatsev and G. A. Kashe indicate that the number of children with speech impairments is particularly high in the first grades of auxiliary schools [4;102].

At present, numerous studies are being conducted to determine what should be done to ensure effective speech development in children and to provide comprehensive support for their social development, as well as how to organize speech development activities for preschool children with hearing impairments.

In this regard, the following recommendations for developing speech in children with hearing impairments can be proposed:

- during speech development sessions, teaching methods should be selected that promote a deeper understanding of the surrounding world and effectively support the development of speech and thinking in children with hearing impairments;
- all available opportunities should be utilized to activate children's speech skills;
- children's vocabulary should be expanded by fostering their interest in surrounding objects and phenomena;
- when using visual aids in the educational process, it is advisable to adhere to the following requirements: the selected images should be understandable, engaging, colorful, and sufficiently large for all children.

In conclusion, it can be stated that by expanding the speech capabilities of children with hearing impairments, their thinking is gradually formed, since cognitive processes are closely interconnected with speech. This, in turn, makes it possible to simultaneously address the tasks of speech development, enhancement of imagination, and familiarization with the surrounding environment. As a result, the integration of children with hearing impairments into society becomes easier.

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