

CORRECTIONAL WORK CARRIED OUT WITH EDUCATIONAL EDUCATION OF CHILDREN WITH HEARING IMPAIRMENTS*Norova Iqbol Ilxom kizi**Student of Defectology, University of Information Technology and Management,**Karshi city, Kashkadarya, Uzbekistan*

Abstract: This article provides information on the education and upbringing of children with hearing impairments in special conditions using special methods and the referral of children with mild hearing impairments to inclusive education in kindergartens and schools.

Keywords: Surdo pedagogy, ear supra, Grammar, component, defectology, differential analyzer embryonic period, meningoencephalitis heredity, genetics.

Speech is a complex mental activity. It has a great influence on the formation of mental processes and the overall harmonious growth of children. Speech is based on perception through the auditory organs and develops through imitation of those around it.

The auditory analyzer, the speech-motivating analyzer, participate in the formation of oral speech.

The level of development of the speech-motivating analyzer and the auditory analyzer largely depends on pronunciation. The growth of a child's speech, the pronunciation of sounds, the level of maturation of physiological and phonemic hearing are characterized not only by the child's ability to distinguish between the structure and sound composition of words in his own speech and the speech of others. This ability, which consists in understanding the structure of words, is also important in the development of grammatical and lexical components. Both signal systems, as well as the interaction of perception and speech, form the basis of mental development.

In surdopedagogy, children with hearing impairments are divided into groups of deaf-mute, hard of hearing, and children who later become hard of hearing. Complete deafness in both ears during infancy, when the native language has not yet developed, leads to deaf-muteness. Children who have speech impairments as a result of partial hearing impairment are included in the group of children with hearing impairment. Children who do not hear well after speech has developed and formed are included in the group of children who later become hard of hearing. Although this defect occurs after speech has been acquired, due to a defect in the ear, there are specific hearing defects.

Permanent hearing defects can be congenital and acquired according to the causes of their occurrence.

25-30% of deaf children have congenital hearing defects. This can be caused by various diseases of the mother during pregnancy, such as influenza, alcoholism of the parents, unknowing use of drugs by the mother during pregnancy, especially drugs such as streptomycin, quinine, etc., fetal damage, hereditary genetic factors, pathological changes in the structure of the ear, such as atresia of the auditory canal, acquired hearing defects, defects in the structure of the ear or auditory analyzer.

This is caused by changes in the conduction pathways of the higher nervous center or in the ear itself. In some cases, a child's early illness with otitis media, parasites, mumps meningitis, meningoencephalitis, measles, rubella, influenza can lead to deafness, that is, hearing impairment of varying degrees. Nowadays, extensive study of environmental issues is also of great importance in the prevention of hearing impairments. Various harmful chemicals have a very strong effect on the auditory analyzer, especially disabling the conducting nerves of the analyzer, as a result of which the child cannot hear well. Children with hearing impairments are included in the category of abnormal children, since this defect has a negative effect on the overall development and maturation of children and the assimilation of program materials. Children with hearing impairments should be educated and raised in special conditions using special methods.

Even mild levels of hearing loss affect the overall development of children, causing a number of unique difficulties in mastering kindergarten and school programs.

Even after the development of hearing speech in young children, for example, when it is lost at the age of two, as a result of deafness, the child cannot hear the speech of those around him and gradually forgets even what he knows. The deafness in a child is combined with dumbness, and he becomes deaf-mute. If the child is not provided with special assistance in a timely manner, signs of mental retardation also appear. However, special correctional conditions that compensate for the defect and activate the control processes, eliminating the defects in the child, ensure both their speech development and general mental development.

There are all the necessary conditions in a specially organized preschool educational institution and boarding school for children with hearing impairment. Educators and teachers in special institutions should help such children receive appropriate education.

As mentioned above, in surdopedagogy, children with hearing impairment include deaf-mute, congenital and later hearing impaired children.

Children with hearing loss, in turn, depending on the degree of hearing loss, can hear a spoken word aloud from a distance of 6-8 m, a whispered word silently from 3-6 m above the ear. Children with moderate hearing loss can hear a spoken word aloud from a distance of 4-6 m, a whispered word silently from 1-3 m. With severe hearing loss, a child can hear a spoken word spoken with a medium degree of sound only from a distance of 2 m above the ear, and a whispered word silently from 0.5 m above the ear. As a result of hearing loss, a number of defects are observed in the child's speech. Poor vocabulary, undeveloped grammatical components, omission of words in sentences, incorrect use of words, inability to connect them, inability to use consonants, word-forming, word-modifying suffixes, incorrect pronunciation of

sounds, confusion of similar consonants with unvoiced consonants with each other, dropping, etc.

Surdopedagogy is a branch of defectology and is a science that deals with the issues and problems of education of people with hearing impairments.

During the development of surdopedagogy, a system of educational institutions for people with hearing impairments was formed.

In the 1950s-1960s, special schools began to be established that provided incomplete secondary and secondary education to deaf and hard-of-hearing children.

Since the 1980s and 1990s, the field of surdopedagogy has been studying the abilities of each student, the possibilities of creating differentiated special institutions that create conditions for the development of hearing.

Biological factors affect human development in various ways. Several reasons affect the development of hearing in the fetus during the embryonic period and after birth.

1. Infectious diseases of the mother: rubella, influenza, measles, mumps.
2. Poisoning of the mother under the influence of antibiotics and alcohol. Incompatibility of the blood resource factor of the mother and the fetus.
3. Birth with hemolytic diseases during the birth process.
4. Trauma during the birth process.
5. Infection with infectious diseases after birth.
6. Foreign bodies entering the ear canal as a result of negligence.

According to defectologists, the level of development of children with hearing impairment depends on the period of the child's life when this defect appeared and its severity. For example, even if it disappears at the age of 2-4, as a result of deafness, the child does not hear the speech of those around him and gradually forgets even what he knows.

Deafness in a child is combined with dumbness, and he becomes a deaf-mute. If the child is not provided with special assistance in a timely manner, signs of mental retardation also appear.

According to data, the hereditary form of deafness and hearing loss is 30-30%, and in 80% of families, deafness and hearing loss are recessive. 19% are dominant, transmitted from ancestors to younger generations from one parent to their children. 1% are mixed.

In surdopedagogy, children with hearing impairments are divided into groups of deaf-mute, mute, hard of hearing, and later deaf-mute children.

Children with hearing impairments are divided into groups. Comprehensive development of the child in preschool institutions for children with hearing impairments prepares him for school education.

In working with children with hearing impairment, deaf-mute teachers are achieving great success. After receiving education in special schools, children of this category of anomalous children successfully graduate from higher educational institutions. They work on an equal footing with everyone else in various enterprises of our country. So, complete elimination of hearing impairments can be fully compensated. The main task of educators and teachers is to separate healthy children from children with hearing impairments and, if necessary, to provide them with a separate approach to education in special institutions.

Conclusion

Correctional work with children with hearing impairments is important in developing their speech, hearing, communication and social skills. In this process, an individual approach is necessary, using special pedagogical methods, technical means and psychological and pedagogical support.

Cooperation between the family, school and specialists is important for the education of such children and their successful integration into society. When corrective work is properly organized, children with hearing impairments can also develop as full-fledged individuals and find their place in life.

Corrective work with children with hearing impairments is a comprehensive approach aimed at ensuring their physical, mental and social development.

Since these children belong to a category with special needs, the education and upbringing provided to them should be individual and systematic. Modern technologies, speech therapy classes, hearing aids and cooperation with parents can fully realize the potential of these children. Most importantly, love, patience and the right approach will help such children find their place in society.

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