



**PROVIDING PSYCHOLOGICAL-PEDAGOGICAL SUPPORT TO  
HEARING IMPAIRED CHILDREN**

Rakhimova Khurshidakhon Sadikovna  
Kokan State Pedagogical Institute

Assistant Professor of Special Pedagogy Department PhD.  
hurshidahon1991rahimova@mail.ru

Bakirova Muhlisakhan  
Kokan State Pedagogical Institute  
Special Pedagogy Sign Language Pedagogy 3rd Level Student

**Annotation**

In this article, the methods of providing psychological and pedagogical support to children with hearing impairment and the joint activities of families and professionals in raising deaf and hard-of-hearing children, as a result of the proper education and upbringing of children with hearing impairment, making them as individuals problems of formation, raising the position in society are highlighted.

**Keywords:** Psychological-pedagogical, Memory, observation, family, deaf child, hard of hearing child, behavior, rehabilitation, speech, factor, Speech activity, hearing impairment

Family is a link of society. Children who are born and grow up in it have their place in the country and contribute to the development of the country based on their capabilities. Education, education, and health of these children are controlled by the state. In particular, one of the main and urgent issues of the country is to strengthen the position of children with hearing impairment in society, to eliminate their existing disability or to carry out correction work to a certain extent, to bring them into the ranks of other members of society.

In our country, special educational processes have been established for such children, and special schools for children with severe hearing impairment have been introduced. ENB children receive education in 2 different types of schools: special schools for hard-of-hearing and late-deaf children and schools for deaf children. Preschool educational institutions of the same name have been introduced for children of preschool age. Experience and observations show that joint education of children with different hearing impairments does not show a sufficiently positive result. Accordingly, in the process of education, it is appropriate to divide such





children into groups, taking into account their general condition, levels and mental state, and introduce educational methods based on this. Hearing-impaired children are also included in the group of anomalous children, and hearing impairment has a sufficient impact on other characteristics of the child (general development, speech, acquisition of program materials). For this reason, the educational process given to them requires a unique organization. It is necessary to work together with a speech therapist, a psychologist, an otolaryngologist and, of course, family members in the education of children with hearing impairment, and each of them has a special importance in the education process. Hearing plays an important role in the development of a child as a person, it affects his psychological and speech activity. Therefore, the specialist should pay attention to the following: at what age the defect occurred in the child - before the formation of speech or after the formation of speech in the child, because the development of speech is directly related to hearing, therefore, the earlier the pathological condition in the child is detected, the earlier rehabilitation works are carried out, as a result of which hearing impairment does not affect the general development of the child. When examining the child, it is necessary to take into account the extent of the defect. The help of an otolaryngologist or an audiologist is used to conduct this examination. During this test, the child is first listened to in a whisper, followed by normal conversational speech and loud speech. The child's reaction to any situation is carefully noted and determined. In addition, it should be taken into account that a child with a hearing impairment has certain difficulties in clearly distinguishing sounds, therefore, when examining them, it is necessary to examine sounds that are similar to each other the use of oral materials is also recommended.

When working with each child, the pedagogue should be able to take into account the child's learning ability and level of thinking, while fully feeling his hearing potential. In this:

1. Learning and learning characteristics of the child
2. General potential
3. Speech activity
4. Ability to science
5. It is very important to take into account the features of memory, observation, and thinking, because children with such defects, unlike healthy children, have certain deficiencies and difficulties in learning. Perfection in the process of pedagogical education, that is, an approach with a clear idea of the child's situation, has a positive effect on the child's attitude towards the educational process. In the process of education, the pedagogue should avoid giving the child tasks that are mainly related





to complex speech activities, because a child with a hearing impairment in such a situation may face difficulties in completing tasks and make mistakes due to poor understanding of speech. This also affects his psychological state and, in turn, leads to the fading of the child's ability to the process of education. Taking into account these features, the educational process of hearing-impaired children requires a psychological approach as well as a pedagogical process. Psychologist's help takes equal place with pedagogic help in training and education of a child with a hearing impairment.

Psychological education is an important tool in the process of realizing a child's identity, forming an approach to education, forming relationships with peers and others, and understanding the world around him. It should be taken into account that certain important tasks are assigned to a psychologist, and how deep an approach to them is a necessity in the educational process. When a psychologist works with a child, his mental state:

- Participation in labor activities
- Game features
- Interests of the child
- Ability to work
- Relationship with others
- Behavior
- Activities among friends
- Relation to nature
- A characteristic that is clearly distinguished from others

Having complete information about the child allows to understand the general mental situation of the child. In addition, there are issues that should be given special attention when making a psychological diagnosis, which include:

- family conditions of the child (composition, mutual relations of family members, educational environment in the family, presence or absence of genetic and hereditary diseases)
- pregnancy period of the mother (number of children, age during pregnancy, infectious, viral, chronic or infectious disease or not, blood composition, how the delivery process went, how long the pregnancy lasted, the weight of the child at the time of birth, etc. 'yi, whether he cried at birth or not).
- general health of the child (what diseases he had and what treatments were done)
- general activities in the educational institution
- when the child's defect was detected (at birth, at a young age, during school)
- initial medical examination and diagnosis results



As a result of receiving such observations and data, the psychologist will have the opportunity to clearly imagine the results of the factors that cause the child's psyche. In this case, the psychologist needs the support of the child's family and an otolaryngologist. The psychologist starts working with the child based on the information he needs. In this, he can play different games with the child, do different activities (make toys, communicate with the help of pictures) mainly based on the child's interests. For example, a psychologist puts several types of pictures or various toys in front of a child and asks him to choose the one he likes, and then try to communicate briefly about the chosen object. will be done. In this, the child tries to express his interests and attitude to the world around him. In such activities, it is necessary to pay special attention to upliftment of mood, positive and sincere attitude towards the child. If the training is carried out with the participation of an audiologist and a speech therapist, the scope of the positive result will increase even more. In addition, the participation of the child's parents or other relatives also gives a positive result, because the child feels a sense of encouragement from what he is doing, and strengthens his self-confidence. In this way, the psychologist begins to form the mental abilities of the child, besides, during such activities, the child has the opportunity to develop speech. Based on the above, it can be noted that as a result of the joint activities of families and specialists, it is possible to positively solve the problems of providing proper education to children with hearing impairment, forming them as individuals, and raising their position in society. As a result of such actions, today in our country, children with mild developmental disabilities have the opportunity to study alongside their healthy peers. Children who do not have this opportunity receive education in special institutions, and this activity is guaranteed by the state. All the created opportunities ensure that children with disabilities will be able to work in a certain direction in the future based on their capabilities. In conclusion, it can be said that helping children with developmental disabilities to determine their place in society is not only the responsibility of the responsible professionals, but also the universal duty of all of us!

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