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TECHNOLOGIES FOR DEVELOPING COMMUNICATION SKILLS IN STUDENTS WITH HEARING IMPAIRMENTS

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Abstract
Providing students with hearing impairments with effective communication skills is one of the primary objectives of the educational process. Achieving this goal requires a purposeful and systematically organized approach to teaching and learning. This article discusses educational technologies aimed at developing communication skills in students with hearing impairments and examines their content and pedagogical significance.

Keywords: Students with hearing impairments, communication skills, communicative competence, pedagogical technologies, educational technologies, deaf education, corrective and developmental education, interactive methods, information and communication technologies (ICT), inclusive education.

Introduction

Pedagogical technology is a scientifically grounded system for designing, organizing, implementing, and evaluating the educational process in a way that ensures the achievement of educational objectives. In contemporary pedagogy, the development of communication skills is regarded as one of the essential factors for the comprehensive development of an individual. For students with hearing impairments in particular, communication serves not only as a means of exchanging information but also as a fundamental prerequisite for social adaptation, access to education, and the development of interpersonal relationships.

Therefore, the application of innovative pedagogical technologies that foster communicative competence is of special importance within the system of special education. Russian pedagogue **V.P. Bespalko** defines pedagogical technology as "a project of a pedagogical system that serves to pre-design the educational process and consistently implement it in practice." According to Uzbek pedagogue **N. Saidahmedov**, pedagogical technology is "a system of pedagogical activities that organizes and manages the actions of teachers and students in a clearly goal-oriented manner, ensuring the achievement of expected learning outcomes."

Literature Review

The issue of developing communication skills has been extensively studied by both international and national scholars. **L.S. Vygotsky** considered social communication to be a fundamental factor in a child's psychological development. According to his theory, education and development are closely interconnected, and new knowledge is acquired through communicative activity [1].

J. Piaget emphasized the importance of interaction with peers in children's intellectual development. According to his constructivist theory, knowledge is formed through active social collaboration [2].

In the activity theory developed by **A.A. Leontiev** and **A.N. Leontiev**, speech and communication are interpreted as essential components of human activity. They regarded communicative activity as one of the primary mechanisms of personality development.

In the field of deaf education, **R.M. Boskis, S.A. Zikov, F.F. Rau,** and **N.F. Slezina** made significant contributions to the development of speech, preparation for communication, and the creation of specialized teaching methodologies for children with hearing impairments.

Contemporary research particularly highlights the effectiveness of developing communicative competence in inclusive educational settings, the use of information and communication technologies (ICT), and the application of multisensory approaches.

Research Methodology

This article is aimed at identifying the pedagogical potential of educational technologies designed to develop communication skills in students with hearing impairments and evaluating their effectiveness. The methodological foundation of the study is based on the concepts of learner-centered education, the competency-based approach, the communicative approach, the activity-based approach, and the principles of corrective and developmental education.

The research draws upon **L.S. Vygotsky's** sociocultural theory of development, **A.N. Leontiev's** activity theory, **J. Piaget's** constructivist perspectives, and the scientific works of **R.M. Boskis, S.A. Zikov,** and **F.F. Rau** in the field of deaf education [3].

Analysis and Results

The following educational technologies and their roles in developing communication among children with hearing impairments are discussed.

Communicative educational technology is aimed at developing speech and social activity by engaging students in real-life communication situations. Rather than teaching language elements in isolation, this approach emphasizes their practical application in authentic communication. In working with students with hearing impairments, the technology integrates oral speech, written language, sign language, and fingerspelling (dactyl speech). As a result, students develop the ability to initiate, maintain, and conclude conversations, ask questions, and express their own opinions.

Interactive educational technologies encourage active student participation and collaborative learning. These technologies include methods such as **Brainstorming**, **Cluster Mapping**, **Debates and Discussions**, **Role-Playing**, **Case Studies**, and **Small Group Work**. Interactive learning transforms communication into a natural need and enhances students' social engagement.

The digital learning environment creates new opportunities for developing communication skills. Multimedia tools, interactive whiteboards, electronic textbooks, captioned video lessons, specialized mobile applications, and online platforms strengthen the visual perception of students with hearing impairments and facilitate effective information acquisition. ICT also supports individualized instruction and promotes students' independent learning activities.

Play is one of a child's natural needs and serves as an effective pedagogical tool for developing communication skills. Through didactic, role-playing, and creative games, students participate in various communicative situations and gain practical speech experience. Game-based technologies increase motivation for communication, reduce emotional barriers, and facilitate social adaptation.

Project-based learning teaches students to work collaboratively, solve problems together, and present their results. During project implementation, students exchange ideas, distribute responsibilities, and develop teamwork skills. This process positively contributes to the formation of communicative competence.

Corrective and developmental technologies occupy a special place in special education. These approaches focus on developing auditory perception, speechreading (lip-reading), articulation exercises, phonetic rhythmics, the use of residual hearing, and the improvement of sign language and fingerspelling skills. Such technologies help overcome existing communication difficulties and foster communicative competence. The multisensory approach is based on the simultaneous use of multiple sensory channels. The integration of visual, auditory, kinesthetic, and tactile experiences enhances the effectiveness of information reception and processing. In the education of students with hearing impairments,

reliance on visual and kinesthetic resources is one of the key factors in developing communication skills.

Although the implementation of modern educational technologies for developing communication skills among students with hearing impairments has produced positive outcomes, a number of pedagogical, organizational, and methodological challenges remain. These challenges may reduce the effectiveness of educational technologies and negatively affect the full development of communicative competence.

The successful application of innovative communication-oriented technologies requires teachers to possess specialized pedagogical knowledge and practical skills. However, in some cases, educators may not have sufficient training in deaf education, communicative approaches, information and communication technologies, or interactive teaching methods. This can create difficulties in organizing the educational process in accordance with contemporary educational standards.

Conclusion

In conclusion, educational technologies aimed at developing communication skills in students with hearing impairments achieve the highest pedagogical effectiveness when they are applied in an integrated manner. Communicative, interactive, information and communication, game-based, project-based, multisensory, and corrective-developmental technologies serve as essential pedagogical conditions for enhancing students' speech activity, social adaptation, and communicative competence.

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