

METHODS OF PROVIDING SUPPORT TO PARENTS OF CHILDREN WITH COCHLEAR IMPLANTS IN THE CONTEXT OF INCLUSIVE EDUCATION

Rakhimova Khurshidakhan Sadikovna
Department of "Inclusive Education" of Kokan DPI
Head Associate Professor, PhD
surdopedagog.akbarova@mail.ru

Abdullayeva Halimakhan
Marjabova Mohirakhan
Department of Deaf Pedagogy of Kokan DPI
4th Grade Students

Abstract:

The article describes methods of providing support to parents of children with cochlear implants and the system of correctional and pedagogical work carried out by scientists with children with cochlear implants.

Keywords: speech, child with implants, L.S. Vygotsky, deaf pedagogue, speech therapist, specialist, parents, speech development

Hearing defects are common enough in children of the first years, as they are in adults. When a parent realizes that their child is not listening, they become confused and don't know what to do next. In many cases, parents get used to this problem. L.S. Vygotsky, speaking about the formation of the personality of normally developing children, explains that this process corresponds to the growth of the cultural stage of cultural and natural development. This is the gradual physiological maturation of the child during the period of learning, the acquisition of collective experiences, the influence of others around him. "This situation is not observed in disabled children" who are hearing impaired. Therefore, the incomplete development of a person without special correctional support has a negative effect on his "social adjustment" defect.

D. Lutemann shows parents of deaf children the following stages of development of their emotions: The first stage is shock. Parents are vulnerable to life's shocks. They do not understand anything. All they want is to run away and not see anyone.

The second stage is understanding. During this period, parents are frightened by the child's diagnosis, that is, his inability to hear and understand speech independently.

The third stage is "protective denial". It seems to them that the diagnosis of "deafness" given to them is wrong, as if their child is hearing. The danger of this stage is that some parents stop at one place, losing valuable time that is necessary for the development of the child.

The fourth stage is acceptance of deafness. At this stage, they begin to reason: "Well, our child is deaf, now there is nothing we can do about it. However, we must try to make him grow up as a happy and good person."

The fifth stage is actions according to need. They change the life values and lifestyles of parents. They have a new important goal - the child's full growth and formation as a person in the community.

The first three stages include weeks and months, while the fourth and fifth stages cover the whole life.

How quickly they enter the child's rehabilitation process will affect the child's future process. In her works, I.V. Koroleva repeatedly shows that it is an important component to provide timely psychological support to parents of children in this category. Helping them overcome these barriers and actively starting to develop a child's cognitive skills, especially listening and speaking, can have positive results.

The purpose of this article is to review some aspects of special support for parents of children after cochlear implantation.

The literature analysis on the problem of rehabilitation of deaf children after cochlear implantation showed that many scientists have worked on this problem: I.V. Koroleva, O.S. Zhukova, I.V. Dmitriyeva, G.V. Zontova, I.A. Valkova, Ye.P. Mikshina and others.

According to the long-term experience of specialists in the rehabilitation of children at an early age, cochlear implantation at an early age (up to two years old) is considered a highly effective method in the rehabilitation of deaf children. The effectiveness of cochlear implantation depends entirely on the organization of speech and hearing rehabilitation before and after the operation. A child with early deafness does not have adequate speech hearing, but with the help of a cochlear implant, it is observed that there is no ability to acquire speech even when hearing low sounds. It is necessary to properly organize training on the development of listening skills aimed at the development of emerging hearing and understanding the speech of the people around you, because the ability to listen and understand speech will improve over the course of a year or two. Children of this category will later have the opportunity to study in public schools, but will need additional language training.

According to I.V. Koroleva, the education of hearing-impaired children should be carried out together with their families. Specialists of the center should help parents organize rehabilitation at their place of residence, provide information about the structure, goals, tasks of work with children with cochlear implants, which require a lot of work, strength and patience from parents. It is necessary to start working with parents from the time of separation of children for cochlear implantation. At this stage, parents and relatives of the child should be given full information about the function of cochlear implantation, information about the cochlear implant device and the principle of its operation, and the fact that it is a surgical intervention. It is important to discuss the conditions of speech and hearing rehabilitation after cochlear implantation of a child:

- Can the child regularly work with a deaf pedagogue, a speech therapist, and a psychologist if necessary;
- Organization of a speech environment for the child (going to a speech therapy or mass kindergarten, integration groups in a hearing impaired kindergarten);
- Are parents able to continuously work on their child's speech and hearing development.
- Are they able to provide special support for such learning experiences.
- Parents are recommended how to deal with the child, literature that helps to deal with the child at home.

Methodological instructions emphasize that after the cochlear implant process and during the subsequent rehabilitation period, it is necessary to prepare parents and relatives for the observation of changes in the child's behavior. In the beginning, parents should be warned that the child may not pay attention to sounds, become stubborn, and get tired quickly. In some cases, the child had to be taught to communicate with his parents by relying on his hearing. During this period, I.V. Koroleva

showed that videotapes, as well as the communication of parents with children in natural and educational conditions, watching and analyzing videotapes of other parents with their children, who are the right role models, are of great help in the work.

Teaching children after cochlear implantation on the basis of a methodical program is of great importance in achieving high results in the child's intellectual and speech development. Also, I.V. Koroleva pays a lot of attention to parents' acquisition of special methods and tools for developing speech perception and teaching pronunciation in rehabilitation work.

Practice shows that many parents work well on the development of the child's auditory balance, but they have difficulties in forming the pronunciation aspect of speech. To overcome these difficulties, doctors - speech therapists, deaf pedagogues, psychologists should do the following:

- to provide parents with maximum information about means of treatment of hearing impairment, modern possibilities of compensation of lost hearing with hearing aid or cochlear implant;
- teach parents to communicate with the child, taking into account the limited ability to understand and hear the people around him;
- teaching parents to deal with the child independently and systematically;
- clarifying the importance of early hearing prostheses, strengthening cochlear implantation or social adaptation and training to control work skills;
- it is necessary to explain to the parents that the lessons of the deaf pedagogue with the child and their own lessons, the results of the use of cochlear implantation are not immediately visible, they should be patient;
- parents should be given the opportunity to communicate with other parents who have such a problem, who are actively involved with their child, and who can support them with their advice;
- it helps parents to accept a deaf child as he is, to be happy with his every achievement.

In the manuals of I.V. Koroleva, recommendations on the development of speech and hearing of children with cochlear implants are widely disclosed.

These exercises can be used by a deaf pedagogue or a speech therapist during their interaction with the child and his relatives. Experience shows that many parents need to learn by watching the simplest movements with the child. In such cases, they can turn to the deaf pedagogue, who will explain the indicated exercises and, if necessary, show them. However, it should be remembered that this problem must be solved individually for each child. All methodological recommendations consist of five points, and their structure can be briefly explained as follows:

1) Teaching the child to use hearing.

- hearing the child knock on the door and teaching it to the familiar.
- let the child hear the sound of running water and teach it to the familiar.
- hear the sound of a cough and teach it to an acquaintance.

2) Communicating with a child who does not always hear or understand you.

- How to understand what he wants to tell me?

3) Exercises, games and situations to develop the child's speech understanding, listening and speaking skills, i.e.:

- Teaching the child to listen
- Teaching to understand the first words
- Teaching to find sound

- Learning to search for sound at a distance
- To teach to recognize and differentiate environmental sounds of different pitch and speed
- Teaching listening and speaking
- Teaching voice control
- Development of speaking breath
- Teaching to imitate and perceive sounds
- Teaching to use speech in everyday situations

4) Objects around the house can be used to teach young children.

Thus, considering some aspects of special support for parents after cochlear implantation of children, we believe that the methodological recommendations indicated above will help parents to solve the problems of child-family education.

References

1. Баенская Е.Р. Помощь в воспитании детей с особым эмоциональным развитием (ранний возраст) / Е.Р. Баенская. – М.: Тенериф, 2007 – 112 с.
2. Королева И.В. Кожлеарная имплантация глухих детей и взрослых (электродное протезирование слуха). – СПб.: КАРО, 2008. – 752 с.: ил.
3. Sadikovna, Rakhimova Khurshidahon. "Objectives and tasks of cochlear implantation." *ACADEMICIA: An International Multidisciplinary Research Journal* 12.4 (2022): 671-675.
4. Sodikovna, Rakhimova Khurshidahon. "Preparation of preschool children with cochlear implants for independent learning." *European Journal of Research and Reflection in Educational Sciences* 8.8 (2020): 159-161.
5. Sodikovna, Rakhimova Khurshidahon. "Use Of Innovative Technologies In The Formation Of Speech Skills In Children With Hearing Disabilities." *Euro-Asia Conferences*. Vol. 1. No. 1. 2021.
6. Shahnigor, Rakhimova Khurshidakhon Sadikovna Khomidova. "FORMATION OF KNOWLEDGE, SKILLS AND COMPETENCES IN THE PROCESS OF TRAINING CHILDREN WITH HEARING DEFECTS TO WORK." *Confrencea* 3.03 (2023): 188-192.
7. Sadikovna, Rakhimova Khurshidakhon. "COCHLEAR IMPLANTATION: AN INNOVATION IN THE DEVELOPMENT OF TECHNOLOGY, MEDICINE, DEAF PEDAGOGY AND SPEECH THERAPY." *Open Access Repository* 4.2 (2023): 321-330.
8. Sadikovna, Rakhimova Khurshidakhon, and Rustamova Feruzabanu. "CONTRIBUTION OF CHARLES MIKHAIL EPE TO THE EDUCATION OF DEAF CHILDREN." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 563-566.
9. O'ghiloy, Rakhimova Khurshidakhon Sadikovna Kurbanuva. "CHILDREN WITH LOCAL MOVEMENT DEFECTS." *Confrencea* 3.03 (2023): 226-230.
10. Raximova, Xurshidaxon. "NATIONAL AND FOREIGN ADVANCED TRENDS IN HIGHER EDUCATION EFFICIENCY IMPROVEMENT." *JOURNAL OF NORTHEASTERN UNIVERSITY* (2022).
11. Sadikovna, PhD Rakhimova Khurshidakhan, and Nabiyeva Umidakhan. "ORGANIZING SOCIAL WORK ACTIVITIES OF STUDENTS WITH HEARING PROBLEMS." (2023).
12. Sadikovna, PhD Rakhimova Khurshidakhan, and Odilova Rislig'oy. "PROBLEMS OF PREPARING HIGH SCHOOL STUDENTS WITH HEARING DEFECTS FOR FAMILY LIFE." (2023).

13. Sadikovna, PhD Rakhimova Khurshidakhan, and Sharafuddinova Zuhra. "FORMATION OF MATHEMATICAL CONCEPTS OF CHILDREN WITH HEARING DEFECT USING INNOVATIVE TECHNOLOGIES." (2023).
14. Komiljon, Raximova Xurshidaxon Sadikovna Sattarova Kamola. "PEDAGOGICAL AND EDUCATIONAL SYSTEM OF EDWARD SEGEN IN SPECIAL PEDAGOGY." *Confrencea* 3.03 (2023): 63-67.
15. Sadikovna, Rakhimova Khurshidakhan. "CORRECTIONAL AND PEDAGOGICAL WORK SYSTEM OF AUDITORY-SPEECH REHABILITATION OF CHILDREN WITH COCHLEAR IMPLANTS." *International Journal of Early Childhood Special Education* 14.6 (2022).
16. Oppoqxo'jayev, Xojixuja, and Faxriddin To'ychiboyev. "MAXSUS EHTIYOJLI BOLALARNING TA'LIM-TARBIYASIDAGI TENG HUQUQLILIK MUAMMOSINI HAL ETISHDA INKLYUZIV TA'LIMNI AHAMIYATI." *Инновационные исследования в науке* 2.5 (2023): 27-33.
17. Madinakhan, Makhmudova, and Abdvahobova Irodakhan. "PECULIARITIES IN THE DEVELOPMENT OF PRESCHOOL CHILDREN WITH MENTAL RETARDATION." (2023).
18. Feruza, Teshabaeva, Mahmudova Madina, and Yuldasheva Dilbar. "The essence of inclusive education in developed countries." *European Journal of Research and Reflection in Educational Sciences Vol* 8.1 (2020).
19. Sobirkhanovna, Makhmudova Madinakhan, and Akhmedova Vazirakhan. "EFFECTIVE ORGANIZATION OF CORRECTIONAL-LOGOPEDIC WORK IN CHILDREN WITH CEREBRAL PALSY." *Open Access Repository* 4.3 (2023): 134-141.
20. Teshaboeva, Feruza Raximovna. "Literacy education of speech impaired children as a pedagogical psychological problem." *Confrencea* 5.05 (2023): 299-302.
21. Shukhratovich, Makhmudov Khurshid, and Isodullayeva Iqboloy. "PHYSIOLOGICAL FOUNDATIONS OF SPEECH ACTIVITY." *Open Access Repository* 4.3 (2023): 765-771.
22. Махмудова, Мадинахон Махмудов Хуршид. "Мактабгача тарбия ёшидаги болаларни ёзиш ва ўқиш кўникмаларини эгаллашга тайёрлаш." *Confrencea* 4.04 (2023): 187-192.
23. Эркабоева, Нигора, et al. "Педагогик маҳорат: схема ва расмларда." *Т.: "Наврўз"* (2012).
24. Erkaboeva, N., et al. "Pedagogical skills: in diagrams and pictures: Methodical manual." *Tashkent: TDPU named after Nizami* 14 (2012).
25. Эркабоева, Нигора Шерматовна. "ОСОБЕННОСТИ СОВРЕМЕННЫХ УЗБЕКСКИХ СЕМЕЙ." *Ученый XXI века* 4-1 (2016).
26. Xolmatova, Z. A. "Methods Of Organization Of Project Activities In Future Teachers On The Basis Of Tutoring Skills." *European Journal of Life Safety and Stability* (2660-9630) 7 (2021): 103-106.
27. Исакова, Арофат Махкамовна, and Юлдузхон Ахадовна Шакирова. "САМОПОНИМАНИЕ РЕБЕНКА В СИСТЕМЕ СЕМЕЙНЫХ ОТНОШЕНИЙ." *Интернаука* 19-2 (2020): 42-44.
28. Makhkamovna, Isaqova Arofat. "STAGES OF REJECTION OF INNOVATIVE PROCESSES IN EDUCATION." *ASIA PACIFIC JOURNAL OF MARKETING & MANAGEMENT REVIEW* ISSN: 2319-2836 Impact Factor: 7.603 11.11 (2022): 74-76.
29. То'xtasinova, Munira Ibragimovna, and Maftuna Dadajon qizi Po'latova. "XALQARO VAHOLASH DASTURLARI (PIRLS) NING O 'QUVCHILAR SAVODXONLIGINI OSHIRISHDAGI AHAMIYATI." *INTERNATIONAL CONFERENCES. Vol. 1. No. 19. 2022.*
30. Ibragimovna, Tuhtasinova Munira. "SCIENTIFIC-THEORETICAL AND PRACTICAL BASIS OF IMPROVING THE MECHANISMS OF USING INTERNATIONAL ASSESSMENT PROGRAMS FOR INCREASING EDUCATIONAL EFFICIENCY (BASED ON THE PIRLS INTERNATIONAL ASSESSMENT PROGRAM)." (2022).