

IMPROVING EDUCATIONAL WORK FOR CHILDREN WITH HEARING IMPAIRMENT

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Annotation:

This article is about the importance and relevance of educating children with hearing impairments. It is of great importance that all aspects of education and upbringing with children with hearing impairments are carried out correctly and purposefully. It is very important to diagnose them early, correctly organize Correctional-compensatory work, effectively establish Family, School, Neighborhood Cooperation. It is advisable to establish these processes in preschool age periods. Because the preschool age period is an important, decisive Blacks in human life. During this period, basic habits, skills are formed, talents and abilities appear, character is determined, that is, the basics of the whole further life are covered on the basis of specific aspects scientific approaches.

Keywords: children with hearing impairment, skills, character, abilities, upbringing.

Introduction

Today, children with hearing impairments in our country, and not only them, care for children with disabilities, social support, organization of the educational process in accordance with them, formation of a healthy lifestyle as necessary persons for society, are expressed in a number of regulatory documents, the main goal is to prepare students for an independent life and career, help them find their place in society. It also consists in ensuring full-fledged use of its capabilities and fees. In this regard, the decision of the president of the Republic of Azerbaijan dated October 12, 2022 "on state support of organizations belonging to Societies of Persons with disabilities and additional measures to promote employment of persons with disabilities" was established.

The importance of starting education early for children with hearing impairments is enormous. Because the preschool age period is important in a person's life, it can be said that it is considered to be a crucial circuit. During this period, basic habits, skills are formed, abilities and talents appear, character is determined, that is, the foundations of the whole further life are built. Preschool education is of particular importance for weak hearing children, since in the early period, up to about one year old, the discrepancy between hearing and deaf children is not so noticeable until the child's tongue has come out yet. Gradually, this difference increases as the hearing child acquires speech. The study of the laws of mental development of the hearing child, as in the brochure, is important in the effective organization of Correctional-developmental work with children with hearing impairments, in the definition of educational technologies. L.S. Of great importance are vigotsky's theories about the existence of "zones of closest development", general laws of the psychological development of children with hearing impairment. L.S. Vigotsky had acknowledged that children who could not hear from a psychological and pedagogical point of view should be treated as if they were looking at

children who could hear normally. The characteristics observed in psychic development during the first seven years of a hearing child's life can help identify specific traits associated with hearing impairment.

In such cases, an educational system suitable for children is selected by early diagnosis. Educational work with children with hearing impairment begins, first of all, with early diagnosis. Nowadays, the latest technologies are used in our country to check hearing. In addition, after numerous medical examinations, the most final conclusion is made - a diagnosis. It is allowed to carry out Correctional compensatory work with the child. Education of children with hearing impairment is carried out on the basis of programs and plans set by the Ministry of public education. The use of advanced techniques in education depends on the skill of each teacher. When working with children, it is required to work taking into account the attentive aspects. In particular, the psychology of these children is slightly different from that of healthy children. The education of children with hearing impairments is currently very advanced. We can also see this through the media as a bot-bot.

It is in the educational process that upbringing goes equally. Therefore, let's dwell on the topic of more upbringing. The child assimilates etiquette by imitating his teacher. Etiquette is a process that is considered and carried out in practice. The main place in this process is occupied by parents, teachers. Psychologists in the science of preschool surdopedagogy L.S. Vigotsky, I.M. Solov'ev, T.V. Such a child is considered anomalous if, according to the scientific theories of the rosanovas, a deficiency in the development of the psyche and physique leads to a violation of the physical and psychic development of the child. A decrease in hearing negatively affects the child's speech development: it prevents the development of speech as a means of developing communication, perception, thinking, cognitive activity. In order to properly organize the pedagogical process in an educational institution, to understand the general and private aspects associated with a decrease in hearing, it is necessary to know the features of the psychic development of preschool children.

Children are taught order from an early age, learning to do so if they grow up seeing it in practice. From experiments, we saw that an orderly child also affects his partners. Upbringing is obtained from everyone in the same way, but proper or unhealthy upbringing should be taught in this. Currently, the subject of "upbringing" in schools is also included in the program for this very purpose. When raising a child, his hearing impairment is not affected, almost. Because when the mental processes in a child are in the same norm, upbringing, etiquette are carried out as healthy children. Currently Special .in actabs, it is prescribed to take children for a walk 1-2 times a week. For example, a pharmacy, a market, a hospital, etc. In this process, we can see the complex conduct of education and upbringing. Firstly, they learn about the market, economy, money; secondly, they learn about how to walk in the market, about the culture of circulation, about what is impossible. These practices help very well to expand the children's worldview. Students interact with teachers throughout the day. Parents are also considered the main participants in this process. Because, first of all, the child does what he saw at home. Parents with constant attention to their education and upbringing are subject to recognition. The children's library, opened in Tashkent, can provide a real atmosphere for children, or museum cinemas also serve directly in the upbringing of children, expanding their worldview. In special schools, the best conditions are created for children. It is aimed at making the younger generation find their place in society, become an independent person and become a mature cadre. Among the healthy peers are opportunities such as getting quality knowledge, being able to use

medical care. In 2020, 36 surgical procedures for the installation of Cochlear and bone implants were carried out with the support of the Zamin Foundation. According to the information of the Legislative Chamber of the OECD, the scope of support for citizens with disabilities is also expanding. In particular, about 42 thousand people were brought rehabilitation and prosthetic-orthopedic devices last year. 555 children with hearing impairment were provided with a cochlear implant, and the Braille alphabet was distributed to four thousand blind children. Before the end of this year, those with hearing impairments were commissioned to install 250 cochlear implants. Of course, children who grew up in these conditions will come of age to their homeland with the necessary upbringing.

In order to achieve high results in the education and education of children with hearing impairment, it is advisable to adhere to the following criteria:

- Study of the laws of education for children with hearing impairment,
- improvement of the system for the development of auditory perception
- achieving work in the direction of the profession, improving the technical means of training,
- ensuring the continuity of kindergarten and school education, - coordination of the work of Health and public education networks in the Republic,
- early diagnosis consists in solving the problems of diagnosis.

Educational institutions for children and adults with hearing impairment are included in the basis of the unity and succession of its branches, each stage performs its functions and at the same time is associated with the next one. On the basis of the activities of all institutions, the only goal is to prevent and correct violations in the development of children, to comprehensively form a person, to prepare him for life and work. This general goal directs the work of the entire educational system and each of its branches. In our society, children with hearing impairments have the right to be raised both mentally and physically, like their normal peers, and are prepared for an independent life, as mature perfect people. As a result of the observations made, we can mention the following recommendations:

- to open kindergartens for weak eavesdroppers, children who are late deaf, and to improve their work;
- to attract children with hearing impairments in villages and cities without special kindergartens to educational and educational institutions.
- Organization of special groups for children with hearing impairment in public kindergartens. - improving the content of special education for children with hearing impairment at the level of contemporary requirements;
- development and regular improvement of practical and methodological recommendations aimed at the formation of skills for children with hearing impairments to enter into free communication with those around them and be able to freely use oral and written forms of speech without the need for surdotarjimon;
- identification, selection and implementation of appropriate shatr conditions, factors to ensure the special and inclusive education of children with hearing impairment at each stage of continuing education. In conclusion, the joint, collaborative efforts of parents, neighborhoods, communities on the issue of children's education education with hearing impairment lead to effective results.

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