

## SOCIALIZATION OF CHILDREN WITH HEARING IMPAIRMENT

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### ANNOTATION

The article describes the upbringing of hearing-impaired children, their adaptation to the external environment and social life. It has been shown that cooperation between speech therapists, audiologists, doctors, parents and teachers is important in the adaptation of such children.

**Keywords:** socialization, hearing impairment, problems of hearing impairment, adaptation, integration, learning technologies, raising children, environment.

### АННОТАЦИЯ

Мақолада эшитишда нуқсонли бор бўлган болалар таълими, уларни ташқи муҳитга, ижтимоий ҳаётга мослаштириш ёритилган. Бундай болаларда мослашувида дефектологлар, сурдапедагоглар, шифокорлар, ота-оналар ва тарбиячилар ҳамкорликда фаолият юритишлари муҳим аҳамиятга эга эканлиги кўрсатиб ўтилган.

### АННОТАЦИЯ

В статье описано воспитание слабослышащих детей, их адаптация к внешней среде и социальной жизни. Показано, что важно сотрудничество логопедов, аудиологов, врачей, родителей и педагогов в адаптации таких детей.

### INTRODUCTION

According to the World Health Organization, more than 5% of the world's population - 360 million people (328 million adults and 32 million children) - suffer from disabling hearing loss (hearing loss in the better ear exceeding 40 dB in adults and 30 dB in children). Most of these people live in low- and middle-income countries.

In Europe, approximately 71 million adults aged 18 to 80 years have hearing loss greater than 25 decibels (data from the Health Organization International, HIO). In the EU countries alone, the number of people with hearing loss is more than 55 million. "Hearing loss affects every family today.

Every sixth adult on the planet suffers from hearing loss, and only a fraction of people in need of hearing aids use hearing aids.

The main problem of a child with hearing impairment is the disruption of his connection with the environment, limited contact with peers and adults, inaccessibility, and sometimes even a basic lack of education. The role of an educational institution in the socialization of children with hearing impairment in society is of great importance.

In this regard, it is necessary to apply new technologies and improve the training and education of children with hearing impairments, set goals and objectives, content and technologies for teaching and raising children.

Socialization plays an important role in the life of children; it is associated with hearing impairment, its formation, education, development, communication skills, and the child's environment. The study of social environmental factors influencing the process of child development expands knowledge in the socialization of the individual. The process of socialization is of particular importance for children with disabilities.

In the process of socialization of children with hearing impairment, it makes it possible to identify the features of rehabilitation, adaptation to social conditions and integration of these children with hearing impairment into society.

Socialization is understood as the process of children assimilating social experience and introducing it to social relations. In the process of socialization, children with hearing loss acquire the qualities necessary for life in society and acquire certain values and forms of behavior. At the same time, children themselves actively participate in mastering the norms of social behavior and interpersonal relationships, in acquiring the skills and abilities necessary for the successful implementation of relevant social roles and functions.

Children with hearing impairment have different psychological status as well as the degree of hearing impairment. Therefore, they need assistance from specialized institutions and specialists.

For the socialization of children with hearing impairments, it is necessary to create special pedagogical conditions for them, their gradual mastery of behavioral experience, the norms of a culture of communication with others, moral and labor culture, and the development of skills. The process of socialization of children with hearing impairment in an educational institution will be more successful if:

Pedagogical conditions for social adaptation will be created;

Work on socialization and integration into society should be built taking into account the psychological characteristics of children with hearing impairment;

To do this, you need to use specially selected methods and techniques for shaping the child's personality.

The task for specialists is to ensure that a child with a hearing impairment does not consider himself superfluous, but becomes a full-fledged member of the children's team, and correctional work is also necessary to develop communication and speech skills.

Abnormal development of a child can lead to mental dysfunction and require correctional work. This process involves a speech therapist, a teacher of the deaf, and a teacher. Speech therapy classes are conducted separately, taking into account the state of the child's auditory function, level of speech development, methods of perception, and characteristics.

Compensation and correction of communication skills during play, cognitive and other types of activities of hearing-impaired children is carried out using methods of pedagogical and psychological influence. Knowledge of which is a necessary condition not only for specialists interacting with this category of children.

To socialize children with hearing impairment, it is necessary to create conditions for children to gradually acquire socially significant behavioral experience, cultural norms for communicating with people around them, and moral and work culture.

Social development is the process during which a child learns to live alongside others, taking into account their interests, rules and norms of behavior in society. He also learns the values, traditions, and culture of the society in which he will live, play, and communicate with adults and peers.

Hearing impairment complicates hearing-impaired children, which is associated with the absence or underdevelopment of speech and disruption of the child's social contacts with the outside world. Children with hearing impairments become familiar with the rules of behavior, customs, manners, and learn the language of the people around them.

Children with hearing loss are completely normal children. They also love to run, play, dance, have fun and be naughty, experiment with different objects, build, sculpt and draw.

The goal of every teacher is to help improve the child's life, protect and represent his interests. In children with hearing impairment, in the process of socialization it is necessary to form a number of personal characteristics:

- creative and cognitive activity;
- personality culture, criticality of mind;
- communication skills, the need for it;
- adequate self-esteem and level of aspirations:
- development;
- awakening activity;
- fostering a sense of responsibility;
- desire to study;

A systematic, integrated approach, a unified program of continuous education, and all participants in the socialization process, starting from the diagnostic stage.

When a child enters an educational institution, the following activities are carried out:

- psychological and pedagogical examination of the child,
- observation of behavior,
- adaptation of children in the classroom,
- observing interactions with adults,
- children during regime moments,

Question parents in advance to find out the peculiarities of interaction in the family as well as its social status;

Conversations with teachers and educators about how the child feels in the new team.

The psychological and pedagogical examination determines the level of social, physical, mental, cognitive development, play activity, hearing and speech development, since it is on them that in this case the child's development will depend.

Parents should, as early as possible, before the age of one year, when speech is not yet developed, identify the presence of hearing pathology in the child.

After consulting an ENT doctor, you should purchase two hearing aids for your child - one for each ear. The doctor must select an individual mode for using the device.

The use of hearing aids is the most important condition for the full auditory-speech development of a child. The use of a hearing aid develops auditory perception and oral speech.

Developing auditory perception helps deaf children better understand the spoken language of those around them. It is very important that parents do not hide their child's deafness in cases where others express surprise at the quality of his speech.

From time to time, demonstrating the child's success in acquiring words, writing, reading, drawing, making handicrafts, dancing or mastering physical exercises will immediately have a positive effect.

Children who are deaf or hard of hearing should participate in concerts, holiday matinees, and they can read poems, dance, or play some musical instrument.

In the socialization of children with hearing impairments, publicity teaches them to overcome shyness and fear of a large audience.

Under these conditions, he learns to act in a group, in a team; learns to subordinate his interests and desires to the desires and interests of others.

The social development of a child with hearing impairment is influenced by the following factors:

- hearing impairment,
- level of speech development,
- education,
- irresponsibility of parents.

The socialization of children with hearing impairments consists of integrating such children into society so that they can acquire and assimilate certain values and generally accepted norms of behavior necessary for life in society.

It should also be noted that the development of personality and cognitive activity of children with hearing impairment differs from the development of hearing children and have their own psychological characteristics, which also need to be taken into account during social integration into society.

Based on the above, the socialization of hearing impaired children is a very complex process in which psychologists, teachers of the deaf, speech pathologists and educators, teachers of other subjects and the child's parents should participate. Taking into account the child's character and degree of hearing impairment, use new teaching methods appropriate to the child's age.

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