

**CHILDREN WITH HEARING PROBLEMS NEW ATTITUDES TO EDUCATION**

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**ABSTRACT**

In this article, new attitudes to the education of children with hearing problems and information about modern trends in the education of children with hearing disabilities are highlighted.

**Keywords:** Correction, hearing impaired, acoustics, congenitally deaf, pre-speech, fundamental, blind.

In modern deaf pedagogy, an effective continuous education system of hearing impaired persons has been created, and such a system provides an opportunity to eliminate the consequences of the primary problem, which is considered a necessary condition for social adaptation and integration of hearing impaired persons, and to receive information on an equal basis with all healthy members of society.

The development of the system of helping children with hearing problems from the first months of their life allows the well-prepared part of hearing-impaired and hard-of-hearing children of school age to study in general-type comprehensive schools. The majority of students with congenital or acquired (before speech) deafness are educated in special (correctional) educational institutions for deaf children, where their rights to equal education with hearing ones are realized.

In the course of education in special schools, correctional direction of education is provided. The correction-restoration work covers the entire pedagogical process and is carried out in the conditions of a specially organized hearing-speech environment, which provides for the wide use of electro-acoustic equipment.

In the process of special education, the personal-active approach is the main one.

Serious importance is attached to the formation of students' oral speech and their auditory perception in the conditions of intensive development.

In this case, a special socio-cultural pedagogical environment should be created in the school. At the beginning of education, a medical-psychological-pedagogical conference is held, during which health care, education, psychological correction, and pedagogical support programs are selected for each student. Various types of differentiated educational programs are created in the school, these programs are created both in the scope of basic education - basic general education and in the classes of deaf children with special needs, auxiliary classes, and complex type for home education.

Deaf and hard-of-hearing students take exams in basic school subjects after graduating from high school. Thus, a unified educational environment will be created - preschool, preschool, students, primary and basic general education will be provided from infancy, and deaf youth will have the opportunity to study in secondary special vocational education, and then in educational centers of higher educational institutions.

In recent years, a system of general secondary education, higher technical and humanitarian education of the deaf has been formed in the world. From the academic year of 1991-92, for the first time in Russia, group training of hearing-impaired persons in the specialty "Pedagogy of the Deaf" with the additional specialty of "Special Psychology" was started at the Moscow State Pedagogical University. The leading principle of the model created for the higher professional education of the deaf was the direction of humanitarianism.

In Uzbekistan, blind students are studying at the Tashkent State Pedagogical University and regional pedagogical institutes and humanities faculties of the National University. Graduates with hearing problems are studying at vocational colleges and institutes of social education.

The system-forming factor of humanistic education is the right of everyone, including the person with hearing impairment, to discover and demonstrate their abilities, their potential. The most serious aspect of humanization is the general cultural and spiritual development of students, their broad orientation in the world of universal values. In higher educational institutions, the principle of fundamentalization of educational programs is implemented in the process of education of persons with hearing impairment, which, in necessary cases, ensures the re-adaptation of specialists, their quick response to changes in working conditions in the current society. It is also of special importance for persons with limited opportunities.

A systematic-modular approach is implemented in the development of the foundations of higher education of the hearing-impaired, in which education is carried out according to a spiral, and the introduction of knowledge from previous modules in accordance with the study of subsequent ones provides an opportunity to reflect the integrative interdependence of the educational, scientific, and professional activities of the future specialist.

In the Russian experience, the curriculum in the education of persons with hearing impairment includes the following blocks: general education-humanitarian and professional itself, which, for example, in MDPU, consists of medical, psychological-pedagogical, special pedagogical and methodical subjects. Fundamental general cultural and professional training is combined with opportunities to obtain various additional specialties and specializations (special psychology, social work, family education, etc.). University students receive fundamental general professional and special professional knowledge, which corresponds to the modern general trends of the standard of higher education.

At the same time, special classes on hearing-speech rehabilitation are included in the training system of persons with hearing impairment.

In the educational process, the personal characteristics of the development of students with hearing impairment are taken into account, which provides for the creation of conditions for independent development and the use of person-oriented technologies.

The experience of training specialists from deaf students at MDPU, N.E.Bauman and RDPU named after A.I.Gersen, MDTU, shows that the success of the activity is largely determined not

only by the high level of knowledge, acquisition of knowledge and effective methods of activity, but also by comprehensive preparation for professional work.

Successful professional activity of hearing impaired persons is determined not only by a high level of reading and learning, but also by spiritual-ethical, social-psychological, special technological information (adaptive and compensatory) and communication culture. In education, great attention is paid to the formation of the life space of persons with hearing impairment without barriers (at the level of opportunity) and to the preparation of normal hearing people around them for active partnership relations with the hearing impaired in the professional and social spheres.

Today's society supports all disabled people in every way, which allows each of them to develop their creative abilities and make a conscious choice of life paths.

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