

PEDAGOGICAL SUPPORT FOR THOSE WITH HEARING IMPAIRMENTS IN INCLUSIVE EDUCATION

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ABSTRACT

This article analyzes modern approaches to pedagogical support for children with hearing impairments in the process of inclusive education. The article outlines effective ways to ensure the academic and social development of children through the use of special technologies, individual education plans, cooperation with teachers and parents, visual and interactive educational tools. Advanced pedagogical approaches aimed at encouraging children's social integration, self-confidence and active participation in society are also considered. The article contributes to the effective teaching of children with hearing impairments in an inclusive educational environment in practical and theoretical terms

Keywords. Inclusive education, hearing loss, special pedagogy, individual education plans, pedagogical support, visual aids, parental cooperation, social integration

INTRODUCTION

Inclusive education serves as a humanistic alternative for the education of children with disabilities. This form of education can significantly reduce the risk of exclusion of children with disabilities from society and provide equal opportunities for their social, psychological and academic development. Currently, approximately 32 million children worldwide have hearing loss, and 2-3 out of every 1,000 newborns are diagnosed with severe hearing loss. At the same time, an additional 2-3 children develop various hearing problems in the first years of life. Among school-age children, hearing loss is observed in 2% of cases. Also, about 8% of boys and girls have central hearing disorders, which are manifested by hearing attention, auditory memory problems, speech disorders and learning difficulties.

The essence of inclusive education is to ensure equal and effective education for all children, including children with disabilities with special educational needs. This process aims to provide quality education to students, regardless of their ability, health or socio-economic status, which includes pedagogical support and an individualized approach.

The Decree of the President of the Republic of Uzbekistan dated October 13, 2020 No PP-4860 "On measures to further improve the educational system for children with special educational needs" serves as the main legal acts aimed at strengthening the inclusive education system and expanding the education of children with hearing impairments. In particular, through the decisions of the Cabinet of Ministers, practical measures are established to create an inclusive environment in school and preschool educational institutions, to provide special pedagogical

assistance and improve the qualifications of teachers. As a result, inclusive education not only serves children's academic and social development, but also contributes to strengthening equity and inclusive values for all members of society. In this context, the effectiveness of the system of pedagogical support for children with hearing impairments, individual approaches and modern pedagogical technologies require attention as an important object of scientific and applied research.

Inclusive education serves to break down barriers between children with disabilities and healthy children, successfully integrating them into social life. This approach emphasizes that children with special needs have access to quality education, not only in special schools, but also in secondary schools where healthy children are educated.

The main goal of inclusive education is to provide equal opportunities in education for all children and ensure that they succeed regardless of their individual needs. To achieve this goal, the following tasks will be accomplished in the educational process:

- 1. Creating an equal environment:** treating all students equally, excluding any discrimination and organizing the learning process in an open, fair environment.
- 2. Fostering a culture of inclusivity:** To strengthen inclusive values in the community and to ensure that children are educated in a spirit of mutual respect, cooperation and tolerance.
- 3. Providing an individualized approach:** adapting educational conditions for each child taking into account his or her language, culture, socio-economic situation and previous educational achievements.
- 4. Organization of pedagogical support:** creation of an adapted learning environment without hindrance through special means, methods and pedagogical assistance.
- 5. Development of social and academic potential:** increasing the intellectual, social and communicative potential of children, ensuring their full adaptation to society.

Thus, inclusive education provides an equal opportunity for all children, supports their success taking into account their individual characteristics, and serves to develop inclusive values in society. This approach has important pedagogical and social significance not only for children with special needs, but also for the overall development of society.

A number of methodological approaches and organizational measures are important in the education of children with hearing impairments in the context of inclusive education. These approaches aim to ensure the intellectual, speech and social development of children and include the following key points:

- 1. Fields of education and categories of children in grades:** Grades are formed taking into account the number of students, individual needs and abilities of children. An individual learning plan is developed for each student, focusing on his or her speech, language, social and academic needs.
- 2. Use of technical and auxiliary devices:** Hearing aids, coxlear implants, FM systems and other audiological amplifiers are used effectively. Technical means are constantly used in the learning process, ensuring the child's complete assimilation of information.
- 3. Visual and interactive teaching methods:** Drawings, diagrams, diagrams, videos and written materials are widely used in classes. Information is presented in a colorful and attractive form, which attracts the child's attention and is easier to understand. Pair and small

group exercises encourage communication and provide an opportunity to collaborate with peers.

4. Speech and Language Development: Special classes are organized to develop oral speech. Hand sign language is used in teaching, improving a child's speech comprehension and access to communication.

5. Optimizing the classroom and school environment: It is important to minimize classroom noise and ensure visual communication between students and teacher. Classrooms should be open, bright and sunny, arranged in such a way that students can talk to the teacher's face. Visual developments must be convenient for movement, distance selection and communication with the teacher.

6. Collaboration between teachers and professionals: The classroom teacher and the deafopedagogue collaborate on an ongoing basis, exchange information and identify the most effective teaching methods. The teacher monitors the child's speech face-to-face, uses visual and gesture tools if necessary.

These approaches support the intellectual, speech, and social development of children with hearing impairments, allowing them to engage them in an effectively integrated learning process with their peers. At the same time, the individual approach and interactive teaching methods serve to develop children's skills of self-expression, communication and independent learning. In the process of inclusive education, successful learning and social adaptation of children with hearing impairments is ensured by a number of comprehensive methodological measures. The effectiveness of this process depends on a combination of special technologies, pedagogical approaches, parental cooperation and interactive activities. Research shows that these approaches will be crucial in a child's intellectual, verbal, and social development.

In inclusive education, the effectiveness of teaching children with hearing impairments is enhanced through a range of advanced pedagogical approaches and technological tools. Research in recent years has shown that such approaches strengthen students' social integration as well as academic achievement.

1. Individual pedagogical support

Each child has their own unique developmental pace, abilities, and needs. Therefore, the development of an individual education plan becomes the main part of the pedagogical process. An individual plan will define not only the content and methodology of the lesson, but also the procedure for using special technologies. For example, for children with speech and language difficulties, hand sign language and visual materials are used together.

2. Special technologies and interactive tools

Special hearing aids, cochlear implants and FM systems installed in schools help children to actively participate in the learning process. At the same time, interactive educational tools — digital whiteboards, visual materials, videos, and animations — serve to focus students and consolidate knowledge. And activities done through play, music, and daily activities are effective in developing language, speech, and social skills.

3. Integrated cooperation between teachers and specialists

In the process of inclusive education, it is important that general education teachers, defectologists and speech therapists work together. Regular consultations and exchange of experiences, as well as consideration of individual needs when planning and implementing classroom lessons, will increase children's success. As a result of this collaboration, educators determine in which area the child needs additional support.

4. Cooperation with Parent and Community

The successful development of children requires active cooperation with parents. Constant involvement of parents in the educational process of their child, additional training at home and regular contact with the teacher have a positive effect on the development of language and speech of the child. At the same time, the formation of a culture of inclusion at the community and neighborhood level will enhance the social integration of children.

5. Social & Emotional Support

Social and emotional support for children with hearing impairments is an integral part of the learning process. Developing communication, encouraging collaboration with peers, and creating opportunities for self-expression will boost a child's self-confidence. For this purpose, pair and small group exercises, role plays, and interactive activities are widely used.

6. Continuous monitoring and evaluation of results

Children's development is assessed through regular monitoring. The results in speech, language, social and academic skills will be analysed and the individual education plan will be made necessary changes. This continuous approach is important in ensuring the successful development of the child.

Thus, in the process of inclusive education, support for children with hearing impairments requires an integrated, individual approach, advanced technologies and parental cooperation. These approaches serve to foster inclusive values in society while strengthening a child's academic achievement and social adaptation. Through the right pedagogical strategies and a compassionate approach, children with hearing impairments become equal and active members of society.

In the process of inclusive education, it is found that the effectiveness of teaching children with hearing impairments depends on an integrated approach and pedagogical support. Research shows that special technologies, visual aids, individual education plans, cooperation with teachers and parents, as well as interactive and social activities can significantly improve a child's academic and social development.

While specialized tools and technologies (cochlear implants, FM systems, visual models) ensure students' active participation in the learning process, integrated collaboration between educators and professionals plays an important role in meeting individual needs. And active cooperation and social support with parents will increase the child's self-confidence and accelerate his adaptation to society. At the same time, an approach that takes into account continuous monitoring and the pace of individual development allows for the consistent development of the child's knowledge and skills. In conclusion, inclusive education is not only

academic success for children with hearing impairments, but also an effective tool for social integration and preparing for an equitable life. With the right pedagogical strategies and a kind approach, such children have the opportunity to become active, responsible and independent members of society.

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