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## PROBLEMS INVOLVING CHILDREN WITH HEARING PROBLEMS IN INCLUSIVE EDUCATION

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### Abstract:

This article discusses the methods of teaching children with hearing impairments in normal grades and the work being done to ensure their place in society. The effective activity of teachers, their deep and diverse professional knowledge, methods of knowledge are given.

**Keywords:** surdopedagogy, pedagogical ability, cochlear implantation, speech deficit, mental weakness.

### Introduction

In the next school year, 24% of children with special educational needs are expected to be enrolled in regular schools, and by 2025, 40% will be enrolled in regular schools. Recently, we have often come across the concept of inclusive education, many understand it only as children with disabilities study in the same school, in the same class, and sit in the same party with healthy children. In fact, not only that. Inclusive education means that all children are educated in the same school and in the same classroom – in the same setting. That is, a child with a limited opportunity should be able to read with the same attention as healthy children. A child from a low-income family should not go to an unrenovated school because he is from a poor family," says Aibek Isokov, chairman of the Association of Disabled People of Uzbekistan. Basic: Children with hearing loss have a hearing impairment (conductive, sensory and mixed) at the time of the impairment (before the start of speech formation or if speech has already been formed) (hearing loss, to one degree or another expressed and deafness). In addition, children of this category may have additional diseases. There are three main categories of children with hearing loss: deaf, hard of hearing, and delayed hearing. Deaf children have deep, persistent bilateral hearing that can be acquired in hereditary, congenital or early childhood—before they can master speech. They don't feel the volume of speech, and without special (corrective) training, speech doesn't develop. The use of hearing aids or Cochlear implants is a prerequisite for the development of their speech. However, even when hearing aids or implants are used, they still have difficulty perceiving and understanding the speech of others. Children with hearing impairment have varying degrees of hearing impairment (mild, moderate, important and severe), meaning that whispering speech is limited from minor difficulties in understanding speech to a complete understanding of the volume of speech. They can independently, at least at a minimum, collect vocabulary and master spoken speech.

But these guys are specially organized, achieve the best result in the process of correction and development. The need and procedure for the use of hearing aids is determined by specialists (surologist and surdopedagogue). Delayed children are children who have lost their hearing due to any disease or trauma after they have mastered speech, i.e. at the age of two or three years and beyond.

Hearing loss is different—general, close to deafness, or in people with hearing loss. The main task is to preserve their speech and develop it further. Children with hearing loss in the first year of life have signs of delay in the development of hearing loss: auditory concentration is not noted or poorly expressed; No searching for sound source (after three months of life). The child does not respond to the mother's voice; after six months, she has no screaming and vocal modulation; He doesn't imitate the voice of an adult; Nine months later, the child does not understand the speech addressed to him. Children with hearing loss perceive oral speech in three ways—auditory-visual, auditory, visual. When a child sees the speaker's face and lips and "hears" it with the help of a hearing apparatus Cochlear implant, the most complete auditory-visual hearing ability inevitably leads to different features of the development of the cognitive domain: visual perception differs in less volume, at a slower pace, in uncertainty; Attention is characterized by difficulty distributing, switching; Majestic memory is better developed than verbal memory; The mental operations of analysis are superior to synthesis. Deaf and deaf preschoolers have difficulty forming basic types of activities. The most obvious features in game development. Without specials, they don't form a fully developed scenario-role-playing game. In the personal sphere, hypertrophic dependence, self-doubt, and fear are distinguished, especially to near-adults. Reacting to new circumstances (unfamiliar tasks, situations, unknown people) can take different forms: neglect, refusal to communicate with a stranger, stubbornness and aggression.

Children with hearing impairments are characterized by poverty of emotional manifestations; They don't always understand the feelings of others in certain situations, they don't know how to deal with them; It is difficult to express feelings and desires when communicating with others. These children differ in the level of speech development. Hearing impairment primarily adversely affects the condition of the auditory analyzer—the formation of distinct mental function, which depends on the formation of speech.

-Children in the first group have difficulty perceiving individual elements of speech and whispering. They have a very voluminous vocabulary, only individual sounds are mispronounced, allow for agrammatisms, have little difficulty in composing a coherent statement. They can be successfully studied and trained in general developing preschool education institutions with minimal use of special and technical resources.

-The second group includes children in need of correctional and pedagogical work from the age of seven. They are distinguished by difficulty in speech perception, the amount of vocabulary in relation to hearers decreases; they pronounce sounds distorted, do not have intonation design of speech, have constant agrammatisms; identify ambiguity in creating a coherent statement. Children of the second group have special material,

technical and correctional and developmental conditions in a preschool of general developmental type, or they can attend special (corrective) combined preschool educational institutions.

-The third group is children who are seriously systemically undeveloped in speech. They pay attention to serious difficulties in speech perception, sharply limited vocabulary, expressed agrammatisms, lack of coherent statements. They are encouraged to teach and train at SKOU; Admission to a general developmental type kindergarten is possible only if there is a full set of material and technical resources and comprehensive psychological and pedagogical support. However, the possibilities of children with hearing loss are huge. With effective hearing cochlear implantation, in the context of qualified pedagogical support established within an acceptable time (infancy and early age), even deaf preschoolers can approach their peers in the development of mental and speech. Children with low hearing at the time of entering school (general education) have, as a rule, different levels of mental and speech development. It depends on the degree of hearing loss, on the time of its onset, on the adequacy of medical rehabilitation (correction of hearing), on the timeliness, availability of systematic, competent psychological and pedagogical assistance and, of course, on the specifics of raising a child in the family. In surdopedagogy, the main features of speech development of deaf and hard-of-hearing students are emphasized: at the production level – pronunciation disorders; insufficient assimilation of the sound composition of words, which is manifested in errors in their pronunciation and writing; lexical-level limited vocabulary, misunderstanding, and misuse of words, often associated with the complete mastery of contextual meaning; at the grammatical level - errors in the grammatical structure of speech, especially errors in mastering and repeating speech structures; at the syntactic level—difficulties in perceiving words , phrases in non-traditional reverse order sentences, and limitations in comprehension of the text being read.

In order to organize the educational process, one of the most important features of the knowledge and personal development of students must show: decreased attention, its stability, low switching speed and difficulties there, the predominance of conceptual thinking forms, the dependence of verbal and logical thinking on the level of speech development; incomprehensibility and difficulty in distinguishing the emotional state of others, poverty of one's own emotional appearances; presence of a number of negative conditions—self-doubt, fear, hypertrophic dependence on near-adult, sometimes low self-esteem, and aggression; priority communication with the teacher and restrictions on interaction with classmates.

Hearing impairment leads not only to the imdevelopment of speech, but also to specific features of mental development in general. In this regard, the special educational needs of the deaf and hearing impaired are primarily related to difficulties in speech perception, comprehension, and use of verbal information, which leads to the formation of a personal sphere in interaction with others and the formation of a personal sphere. In the training and upbringing of hearing impaired children, it is necessary to take into

account their special educational needs: changing curricula and programs, increasing the time of study; in training on the basis of special methods and techniques; the development of language skills through the training of auditory-visual perception of speech and various types of communication; distinguish between speech and non-speech sounds in the development of hearing and apply these skills in a variety of everyday and communicative situations; full and accurate perception of information of educational and social importance; the need for speech communication and the need to master its various means of activity and being in a communicative environment; in the development and improvement of verbal-logical thinking and oral memory; in the development of social competencies and the emotional sphere. Within the Mass Secondary School. Successful solution of educational problems depends in large part on the creation of a system of "temporary solutions" for the student with a hearing impairment to teach him/her. To do this, the teacher chooses teaching methods, tools and forms that correspond to the tasks and capabilities of the child and applies them in the necessary combinations. Common pedagogical methods are used in conjunction with each other and using special techniques and tools that contribute to the formation of specific educational technologies. Their implementation is carried out taking into account the main difficulties in the education of hearing impaired children, such as: hearing disabilities, specificity of speech development, and cognitive and personal sphere development features.

In inclusive schools, the choice of methods and techniques for the organization of the educational process of a child with hearing impairment, the composition of which is determined by a number of factors, the most important of which are: the degree of readiness of the hearing impaired child to study in secondary school; the effectiveness of the teacher's interaction and interaction with the surrogate and the child's parent; the parents' qualifications to work regularly with the child at home and in the second half of the day; the level of adaptability of a deaf and hard of hearing student in a children's community and the ability to organize cooperation with classmates; Sufficiency of organizing the workplace of the teacher and student with hearing impairment; the need to solve some problems in the course of the lesson (stimulation of auditory and visual attention, correction of speech errors and grammatically correct speech skills; reserve and explain words and phrases; Providing special assistance . Visual methods are most needed in inclusive education with deaf and hard-of-hearing children, especially in the early stages of education

The use of traditional and innovative visual tools in the inclusive learning space activates the mental and speech activities of the student with impaired hearing, helps to increase cognitive activity in general, forms motivation to communicate with peers, and also creates favorable conditions for the organization of cooperation in the student community. Visual methods include demonstrations of everything from manuals (natural objects and their models, posters, tables, diagrams, drawings, etc.), instruments, experiments, film and video films, computer presentations, and more. The use of visual methods requires the teacher to take into account the characteristics

of schoolchildren with hearing impairments (small volume of perception, its slow pace, ambiguity, etc.) and to use existing schemes, charts, near-life, realistic images, inform the child about the theme, content and tasks of the preview, strictly dosing and compiling the recommended material. It is necessary to prepare in advance an oral review, summarize the data, highlight the main point in the content. The use of visual methods provides compulsive speech support.

Practical teaching methods (exercises, dramatization, laboratory and practical work, games, etc.) are widely used in the process of teaching hearing impaired children to expand their ability to know the truth, to form objective and universal competencies. Usually, practical, visual, and verbal methods are used in a complex setting, which allows children with hearing impairments to form a sensorimotor basis for understanding the world, more precisely, fully comprehending and understanding information, retaining and processing it. The use of practical methods requires taking into account the characteristics of schoolchildren with hearing impairments (limited life and practical experience, specifics of understanding verbal cues, predominance of visual thinking forms, etc.).

The most common practical method is to practice—to master it or to perform it systematically and repeatedly, in order to improve the quality of its implementation. Exercise A student with low hearing will learn to focus on the lesson plan; The teacher initially offers the child algorithmic instructions, focuses on the initiation of his action and encourages him to clearly perceive the instructions, analyze the actions, summarize the results of the activity and consolidate the acquired experience in words.

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