

HEARING-SPEECH REHABILITATION OF CHILDREN WITH COCHLEAR IMPLANTS AS A SOCIO-PEDAGOGICAL PROBLEM

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ABSTRACT

This article lists the socio-pedagogical problems and solutions of auditory-speech rehabilitation of children with cochlear implants. Information on the experimental work of scientists who conducted research on the education of children with hearing impairment of preschool age is presented. In the process of auditory-speech rehabilitation, the effect of correctional-pedagogical assistance with children with cochlear implants on the development of individual abilities in children has been revealed. Effective factors for the development of hearing perception in children with cochlear implants are highlighted.

KEYWORDS: *Cochlear Implant, Deafness, Hearing Impaired Child, Hearing, Auditory Perception, Method, Pronunciation, Surgical Practice, Effective Factors.*

INTRODUCTION

In Uzbekistan, the task of improving the content of preschool education as the initial link of continuous education, introducing innovative technologies into this educational practice is one of the urgent issues of pedagogy. In particular, in the effective organization of the education of children of preschool age with limited opportunities, the optimization of the principles of individual-oriented education in the content of the correctional-pedagogical process is becoming important. There are children with cochlear implants among children with disabilities, and the issue of determining effective ways of teaching, educating, and rehabilitating them during preschool education has become a research topic of preschool special pedagogy. In the above-mentioned paragraph of our research work, the research work carried out by a number of scientists on the pedagogical and psychological features of working with children with cochlear implants was described.

Healthy children of preschool age are interested in repeatedly asking questions and knowing the names of objects and events that interest them in the process of performing actions related to certain activities. Expressing their opinion and desire, they strive towards their goal (in some cases, even through stubbornness). Most of the children with cochlear implants are passive, timid, insecure and feel various complexes due to the environment in their families. Today, the optimization of pre-school and school education is the demand of the time, based on the fact that

children with cochlear implants are required to study in a general education school, it is necessary to form hearing-speech skills in these children through deaf-pedagogical work in the post-surgery period. The more children with cochlear implants are prepared for school with social and communication skills, the more successful they are in school subjects.

Y.N. Dankova explained the didactic possibilities of social influence on preschool children based on pedagogical technologies. Based on the pedagogical views of the scientist, it was determined that the creation of a cooperative environment is an important factor in the development of auditory and speech skills in children with cochlear implants of preschool age.

O.Y. Petrova studied the pedagogical conditions of preschool children's effective communication with their peers during regular play. As a result, optimal ways of organizing children's play activities have been introduced into practice.

T. A. As a result of the scientific research conducted by Vlasova, the methods of forming the independence of preschool children in the process of artistic manual work were systematized. The recommendations of these scientists were used as a methodical source in choosing the proposed methods for practice.

Y.S. The importance of creating a developmental environment is revealed based on Maslova's research on the formation of visual activity of children with hearing impairment in preschool age. V.V. Zaboltnina methodically analyzed the fact that theatrical play is an active factor in the emotional and moral education of children with hearing impairment of preschool age and listed the ways of effective use of improvisational actions of pedagogues in working with this category of children.

Y.G. Rechitsky and Y.V. Parkhalina's methodical recommendations on preparing preschool children with hearing impairment for school education have been put into practice. According to these scientists, the content of the process of readiness for school education of hearing-impaired children should be derived from the content of preschool education of healthy children. Because pedagogues should carry out their activities without forgetting that these children may go to general education schools after a certain period of time.

Since in the concept of our research work, it is defined as the task of determining the effective technologies of preparing preschool children with cochlear implants for school education while forming the speech reserve, we determined the study of the essence of the state program for preschool education of healthy children, the development of criteria and training content as important pedagogical conditions.

M.A. In her research, Povalyaeva revealed the mechanism of systematic influence of cooperation of experts on correctional work. The scientist believes that the effectiveness of education is directly related to the responsibility of families and recommends a number of ways to achieve this.

V. Petshak studied the emotional development of deaf children. The scientist proved that effective communication is an important factor in establishing the emotional relationship of deaf children towards family members.

LP Noskova managed to scientifically analyze a situation that causes many questions and disputes among practitioners today, that is, she researched the peculiarities of the development

and upbringing of deaf and mentally retarded children of preschool age. In his research, the scientist applied methodical recommendations to practice based on L.S. Vygotsky's doctrine of "Complex Structure of Defect".

N.G. Soshnikova developed recommendations on the implementation of effective ways of corrective influence in the research work on social education of deaf and hard-of-hearing children with complex disabilities.

A number of Russian scientists have studied the medical-rehabilitation aspects of studying the modern technical means of restoring the hearing of hearing-impaired children through surgery. Y.V. Sherbakova conducted a study on optimizing the medical selection of candidates for cochlear implantation, while V. Y. Kuzovkov analyzed the application of modern surgical approaches to cochlear implantation surgery. In their work, both scientists revealed mechanisms for improving surgical practice and using the necessary organizational and legal procedures for children with hearing problems and their parents.

T.D. Sharmanjinova systematized criteria for medical analysis of auditory perception dynamics of clients using cochlear implants. These criteria of the scientist make it possible to analyze the effectiveness of staged types of work on hearing perception of speech and non-speech sounds in children.

Modern models of cochlear implants provide children with good speech hearing and full social rehabilitation of children with hearing loss during speech development. After cochlear implantation, children can hear normal sounds, orient themselves in the sound environment: Only they need continuous hearing-speech rehabilitation.

Mental development of children with cochlear implants is important in preparing them for auditory and speech activities. Because any action is pre-estimated, its plan is drawn up through thinking, and the result - the goal is achieved. Therefore, preparing children with cochlear implants for speech activity is in harmony with the task of their intellectual development.

By acquiring speech, the child also acquires concepts such as objects, symbols, action and attitude. In this he not only acquires knowledge, but also learns to think, because to think is to speak inside or out, and to speak is to think.

After acquiring speech, a child with a cochlear implant begins to interact with the world around him, and his worldview expands. Now he interacts not only with the object, but also with the object that he has not seen at all or does not exist in his personal experience at the moment (travels to fairy tales, listens to how the people in the stories lived and reflects). A child with a cochlear implant uses speech to express his thoughts and feelings, that is, to influence the people around him. It is important that the speech is expressive, emotional and connected.

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