

## THE SPECIFICITY OF THE SOCIAL INTELLIGENCE OF STUDENTS WITH HEARING IMPAIRMENTS

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### ABSTRACT

*The article analyzes students with hearing impairments based on the results of research on the specificity of social intelligence. In this case, the indicators of social intelligence of students of a special (weak hearing) school with students of a secondary school on social intelligence tests were studied comparative.*

**KEYWORDS:** *Pupils with Hearing Impairment, Weak Hearing, Deaf Children, Social Intelligence, Secondary School, Special (Weak Hearing) School.*

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### INTRODUCTION

Many children with hearing impairments do not understand the speech spoken to them and manage factors such as the actions, natural gestures and emotions of adults in communication. Children with mild to moderate hearing loss could understand those around them, but often they have impaired perception of words and phrases as well as sound. And this negatively affects their socialization.

The conditions for socialization of people with disabilities, for example, deaf and hearing impaired people, are often unfavorable due to the limited possibility of establishing and supporting the necessary contacts with other people. Therefore, the issues of studying factors that contribute to the successful socio-psychological adaptation of people with impaired health remain open and require additional study.

Social intelligence is not only an indicator of the successful adaptation of a person, but also the qualities of an indicator of the socialization of the individual along with these communicative abilities of the individual.

The communicative abilities of a person, his communicative competence as components of social intelligence are formed and developed throughout his life in society, but the prerequisites for these abilities are determined biologically. The leading psychological factors of social intelligence and communication skills are Sensitivity, Sensitivity, the ability to assess the emotional state of another person, communication skills; physiological factors - reactivity and lability of the nervous system, the predominance of the main signal functions. In communicative abilities, the non - verbal parameter-mouthpiece-is also important. Using A.A.Bodalev's research and terminology, the "phase" of communication skills is "the perception and understanding of a person by a person"[3].

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Incorrect perception of other people's speech, limited vocabulary, inability to express oneself - all this disrupts communication with other children and adults, which negatively affects cognitive development and personality formation. At the same time, as they grow up, the ability to maintain verbal communication, the ability to evaluate the barking of their own actions gradually develops.

The use of interactive techniques in the process of modern special education is one of the optimal ways to ensure the effectiveness of Education. The most important aspect of the interactive learning environment is the orientation of the pedagogical process towards the personality of the child. When viewed from the point of view of its organization, interactive learning is a communication process based on the overall development opportunities and personal interests of the participants.

Speech development plays a decisive role in the development of children with hearing impairments as individuals. Hearing impairment limits social contact with those around them. The theoretical founder of the special education system L.S.Vigotsky separately notes that the dumbness caused by hearing impairment - the inability to master speech, in turn, has a huge negative impact on general cultural development, while causing the non-existence of human speech. Speech restriction in a child affects the formation of the psyche, as well as all cognitive activities, that is, the processes of perception, memory, attention, thinking. A child with impaired hearing will never be able to independently master speech on his own. If such a child is not trained in special conditions with a special approach and special techniques, he will remain dumb. According to E.E.Rau's the result of the research work carried out by Rau, there is practically no difference between a deaf and hearing healthy child in the first 2-3 months of his life. Because deaf children also have different sound and articulatory reactions without special training. These sounds are associated with the child's positive or negative emotions, which they mainly use for the purpose of attracting adult attention to themselves. At different periods of a child's life, hearing loss may occur.

Accordingly-deaf children (hearing is completely lost)

1. Deaf children who are born or who have lost hearing in their early age and are unable to master speech;
2. Deaf children with late hearing loss and preserved speech-children with weak hearing (partially impaired hearing)

## **Methodology**

In our research work, a comparative study of the social intelligence of students of a secondary school and their pupils in a special (weak hearing) boarding school was carried out. The methodologies used at this stage of our study focused on aspects that do not generate excessive differences for the national and cultural environment that has undergone psychological experiments. For this Dj.Gilford and M.Sullivan's methodology for" diagnostics of social intelligence " was used.

The first reliable test for measuring social intelligence is created by Dj.Gilford in 1960. We used in the study an adapted variant of the test battery based on the results obtained from the Paris Center for Applied Psychology.

The Dj. Gilford 's test is not only a preview of the general level of development of social intelligence, but also of the result of the hulk of people; the proportionality of the reflection of verbal and nonverbal expression; is designed to study the skills of analyzability of complex situations in interpersonal interaction.

### **RESEARCH RESULTS:**

Boarding schools have higher communicative control indicators - 18% (64% of boys, 36% of girls) than students of a general education school-16% (85% of boys, 15% of girls). Social students of boarding schools easily get into any role, react flexibly to changing situations, feel good and even know in advance what impression they make on others. It seems to us that this is due to the originality of the school - children perform a lot at concerts.

Based on the experiments, difficult results are given:

- Secondary school students have the ability to learn behavior in relation to boarding schools - they understand the relationship between the actions and consequences of people;
- Secondary school students have a higher ability to learn non-verbal behavior in relation to boarding students - they are more intuitive, able to correctly assess the State, feelings, intentions of people according to their non-verbal manifestations;
- The ability of both groups of subjects to study verbal behavior is equally high, they have developed speech expression and role plasticity;
- Secondary school students have the ability to analyze behavior in relation to boarding schools - they are sensitive to the nature and shades of human relations;
- In boarding schools, empathy is more developed than in students of secondary schools;
- Social intelligence in relation to students of secondary schools in boarding schools is poorly developed;
- In relation to students of a special (weak hearing) School of general education students on social intelligence tests, communicative control indicators are high in communication;
- The indicators of social intelligence of students of a secondary school are higher than that of students brought up in a special (weak hearing) boarding school.

The main condition for the work carried out on the development of deaf children's speech is the use of hearing aids, relying on residual hearing, and the organization of an auditory-speech environment that ensures constant communication with the child. In this case, it is important to use psycho trains that develop components of social intelligence.

The development of components of social intelligence in a child with hearing impairment depends on the following factors:

1. Timely and consistent conduct of Correctional Training
2. The use of high-quality sound-enhancing devices and hearing prostheses in the absence of medical contraindications to the health of the child
3. Organization of gaming activities by bringing the child into an atmosphere of verbal, pure and fluent communication, adding them among speaking peers.

An important factor in the fact that children with hearing impairments find their place in social life - the effectiveness of the work of teaching pronunciation depends on the fact that the educator regularly deals with family members, in particular, the child of parents. The attention directed by the parent towards the child will help to avoid developmental defects.

## CONCLUSIONS

1. In the organization of special education and upbringing aimed at eliminating the development of children with weak hearing from the norm, not only the hearing defect is considered the main one, but also the factor of the specific development of speech caused by this problem. This, in turn, necessitates the development of a language teaching system aimed at solving the task of practical mastering of speech skills. By the effectiveness of such an educational process, we mean that the active acquisition of speech by each educator as a means of communication is ensured.

2. The analysis of literature on modern surd pedagogy and our research, which studies, once again proved that the process of forming speech according to plan should take a central place in the implementation of the education and education of weak hearing primary school students, in solving the issue of its improvement. The educational and educational process of such children should be organized in the order in which a holistic speech environment is established - colloquial speech. Specially organized education the success of Serbia is inextricably linked with the extent to which surd pedagogues and parents participate in the process, to what extent they understand the work of cooperation.

3. Persistent hearing impairment negatively affects certain components of social intelligence, namely:

- Ability to predict the consequences of behavior,
- Ability to understand verbal reactions and meanings, understanding
- The logic of development of interaction States.

4. Compared to children with normal hearing, hearing impaired students have a low willingness to enter into new social contacts, the ability to carefully react to their actions in the process of social interaction and maintain monotonous connections.

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