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WORKING WITH CHILDREN WITH HEARING DEFECTS IN EDUCATION OF THE DEAF

Annotation: This article explores the educational strategies and methodologies employed in the instruction of children with hearing defects. It examines the unique challenges faced by deaf and hard-of-hearing students and highlights effective practices that can enhance their learning experiences. The article also discusses the importance of individualized education plans (IEPs), the role of assistive technology, and the necessity of fostering an inclusive environment. By addressing these aspects, the article aims to provide educators, parents, and policymakers with insights into best practices for supporting the education of deaf children.

Keywords: Deaf education, hearing defects, individualized education plans, assistive technology, inclusive education, communication strategies, sensory learning.

Introduction

Education for children with hearing defects presents distinct challenges that require specialized approaches to ensure effective learning. Deaf and hard-of-hearing students often face barriers in accessing spoken language, which can impede their academic progress and social interactions. As such, it is essential for educators to implement tailored instructional strategies that cater to the unique needs of these learners. This article discusses various methodologies and resources available for working with children with hearing defects, emphasizing the importance of creating an inclusive educational environment that promotes their academic and social development.

Main Part

Deaf pedagogy (lat. *surdus kar* and pedagogy) – defectology network; develops issues of special education and upbringing of deaf or hard-of-hearing children. Surdopedagogy includes the history of the theory of teaching deaf and hard of hearing children, psychological development of deaf and hard of hearing children, teaching academic subjects, teaching pronunciation and "lip reading", training for work, methods of educational work. Deaf pedagogy studies the development characteristics of deaf or hard of hearing children, develops the foundations of the structure of the special educational process, and the procedures for the establishment of special educational institutions. By learning the basics of science, oral speech is formed in hearing-impaired children. To teach speaking to the hearing impaired, the movements of the speech organs are shown when words are pronounced.

The formation of children's voice lasts until 6-7 years. Voice disorders occur due to the fact that the child's voice does not develop before this period. One of the main reasons why the voice does not develop is problems in the nervous system and the hearing system.

Hearing-impaired children mishear sounds, leading to such pronunciation or no pronunciation at all. This, in turn, serves as a basis for diseases such as dysarthria, dyslalia, alalia, aphasia.

Dysarthria is an organic speech disorder of a central nature. This disease is a disorder of speech by pronunciation due to an organic disorder of the innervation of the speech apparatus.

Hearing impaired children are one of the main problems of deaf pedagogy. Our nation, which has rich spiritual and cultural value, has taken a serious and responsible approach to child education for many years. It paid special attention to the rules of etiquette, that is, it did not discriminate against persons with disabilities. Parents have developed such qualities in children as helping children with special needs, not telling them too much about their physical or mental disabilities. This, in turn, undoubtedly served for the development of the science of deaf pedagogy. In the framework of national thinking, it was emphasized that education of young people is the foundation of the future.

Deaf pedagogy includes the history of the theory of teaching deaf and hard of hearing children, psychological development of deaf and hard of hearing children, teaching academic subjects, teaching pronunciation and "lip reading", training for work, educational work, etc. enters. Deaf pedagogy studies the development characteristics of deaf or hard of hearing children, develops the foundations of the structure of the special educational process, and the procedure for the organization of special educational institutions. Oral speech is formed in hearing impaired children by learning the basics of science. To teach oral speech to the hearing impaired, the movements of the speech organs are shown when words are pronounced. Depending on these actions, the hearing impaired learn to separate sounds and words, i.e. "lip reading". Hearing impaired people who learn to repeat speech movements will be able to speak. It is also possible for those with hearing problems to speak using a special learning alphabet dactylology.

The development of Uzbek surdo pedagogy as a science began in 1919 in Tashkent. The year 1922 is associated with the separation of the first special boarding school for deaf children from the school intended for all handicapped children to receive education together in Central Asia. In 1965, a special boarding school for the hard of hearing and late-deaf children, consisting of Russian and Uzbek sections number 102, began to operate in our republic.

The main goal of special boarding schools was to help children with disabilities find their place in society and educate them as necessary personnel for our country. Because studying with healthy children is somewhat complicated for them. For example, in children with hearing problems, we may encounter cases where their quick perception activity is less, their hearing ability is also impaired, and in some cases, their pronunciation is also affected.

Deaf or hard of hearing children are also perfectly normal children. They also like to run, play, dance, have fun and joke, experiment with different things, build, sculpt and draw. The older a deaf child is, the more opportunities he has to integrate into society. He becomes a library subscriber, can go to museums, theaters with comprehensible repertoires, even concerts for children. Parents should also prepare for all these activities in advance. It is necessary to explain to the child where he will go, what he will see there, get acquainted with new words; he is ready for proper behavior even in museums and theaters. Returning home, you should talk to him again, discuss your impressions of the exhibition or performance. Thus, deaf children, on the one hand, get to know the culture and, on the other hand, join the society. Full communication also clearly contributes to kindergarten attendance. A deaf child should, of course, actively participate in concerts, festive fairy tales and other similar events for parents.

Hearing defects can range from mild to profound loss of hearing, impacting a child's ability to perceive sounds in varying degrees. It is crucial for educators to understand the specific nature of each child's hearing loss, as this information informs instructional strategies. Some common types of hearing defects include:

- **Conductive Hearing Loss:** Often caused by problems in the outer or middle ear, this type can sometimes be treated medically or surgically.
- **Sensorineural Hearing Loss:** This permanent condition results from damage to the inner ear or auditory nerve and typically requires more comprehensive educational support.
- **Mixed Hearing Loss:** A combination of conductive and sensorineural hearing loss, necessitating a multifaceted approach to education.

Effective communication is fundamental in the education of deaf children. Educators should employ various strategies to enhance understanding and engagement:

- **Sign Language:** American Sign Language (ASL) or other regional sign languages can serve as a primary mode of communication, enabling students to express themselves and understand instruction fully.
- **Total Communication Approach:** This method combines sign language, spoken language, and visual cues, allowing for a more comprehensive communication experience.
- **Visual Supports:** Utilizing visual aids such as pictures, diagrams, and written instructions can reinforce concepts and aid comprehension.

Advancements in technology have significantly improved access to education for deaf students. Various tools can enhance learning experiences:

- **Hearing Aids and Cochlear Implants:** These devices amplify sound and can improve auditory perception for some children, facilitating better engagement in classroom activities.
- **FM Systems:** These assistive listening devices transmit sound directly from a teacher's microphone to a student's hearing aid or cochlear implant, minimizing background noise.
- **Captioning Services:** Real-time captioning during lectures and discussions can provide deaf students with immediate access to spoken content.

An inclusive classroom environment is vital for the success of deaf students. Strategies to promote inclusivity include:

- **Peer Support Programs:** Encouraging collaboration between deaf students and their hearing peers fosters social interactions and mutual understanding.
- **Professional Development for Educators:** Training teachers in deaf education practices ensures they are equipped to meet the diverse needs of their students.
- **Parental Involvement:** Engaging parents in the educational process enhances communication between home and school, contributing to a supportive learning atmosphere.

Conclusion

In conclusion, teaching language to children with hearing problems is a very complex problem. This is a special topic. However, without fundamental rules, we cannot give a true picture of the personality of the deaf. Oral speech in hearing-impaired children plays a decisive role in the development of his biological, mental and social nature, helps him develop in all aspects as a social person.

Educating children with hearing defects requires a multifaceted approach that encompasses individualized education plans, effective communication strategies, assistive technology, and an inclusive classroom environment. By understanding the unique challenges faced by deaf students and implementing tailored instructional practices, educators can significantly enhance their learning experiences. Continued advocacy for resources and training in deaf education is essential to ensure that all children with hearing defects receive the quality education they deserve. Ultimately, fostering an inclusive environment not only benefits deaf students but enriches the educational experience for all learners.

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