



Research Article

SPECIAL EDUCATIONAL NEEDS CHILDREN WITH HEARING IMPAIRMENTS

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ABSTRACT

A child with a hearing impairment is a child who, along with the educational needs common to all children, has special educational needs that can only be met through special education. Such training requires a special organization of space and time to achieve those educational goals that, under the conditions of the norm, are achieved by traditional methods.

KEYWORDS

Special education, hearing impairments, pedagogical sciences, children, medical surdopedagogy.

INTRODUCTION

It should include workarounds. For the first time, the concept of "special educational needs" was considered in the context of the cultural-historical theory of Lev Semyonovich Vygotsky in the work of Elena Lvovna Goncharova and Olga Ilyinichna Kukushkina in 1996. The special educational needs of children with hearing impairment are due to: firstly, the difficulties in understanding addressed speech, secondly, the nature

of interpersonal communication, and thirdly, the limitation of the amount of verbal information. The leading role in overcoming the consequences of the primary defect and ensuring the success of the education of persons with hearing impairments is played by the formation of means of speech communication and knowledge of the world around. In this regard, their special educational needs include:

- auditory-visual perception of the addressed speech of the speaking person, that is, lip reading;
- motivated use of language units; - articulate, intelligible pronunciation;
- pedagogical assistance to prevent the decay of formed speech for a deaf child;
- development of auditory perception and its use in educational, cognitive and communicative situations;
- learning orientation in space in the absence of the ability to freely perceive speech and non-speech sounds;
- enrichment of life experience and the formation of everyday concepts as the basis for mastering knowledge, skills, etc.

The implementation of the educational needs of children with hearing impairment involves the creation of special conditions for this, providing them with equal opportunities in obtaining education. These conditions include:

- creation of modern special educational programs that meet the requirements of the State Standard;
- development of technologies for educational activities using special methods, techniques that contribute to the assimilation of knowledge, skills and abilities, focused on the inclusion of all safe analyzers;
- a differentiated approach implemented in the acquisition of groups of students, taking into account the state of hearing, speech, cognitive abilities;
- an individual approach to each student, including specific dosed pedagogical assistance, special methods and means, training, compensation and correction of a defect, including deaf equipment;
- purposeful forms of training and education, providing for correctional classes, an increase in

- the amount of work of an individual and group nature, used to enhance speech cooperation;
- creation of an adequate living environment that meets the educational needs of people of this category - this is a reliance on variable forms of speech and residual hearing;
- conducting the educational process by deaf teachers and its support by special psychologists;
- provision of medical, psychological and social services.

Special educational needs are relevant and potential abilities (energetic, cognitive, motor and others) that a child manifests in the learning process (V.I. Lubovsky). “Among the features observed in all developmental deficiencies, i.e. determined by specific patterns, a set of features can be distinguished that determine the need for organizing special psychological and pedagogical assistance in the development and training of these children. This set of features is usually called special educational needs” (V.I. Lubovsky, 2013, p. 25). Special educational needs can manifest themselves in different ways and in different combinations, so it is necessary to provide children with disabilities with a variety of forms of organization of training and education, which in the future will provide them with opportunities for successful social adaptation.

The principle of accounting for the zone of proximal development. L.S. Vygotsky showed that the real ratio of mental development to learning opportunities can be identified by determining the level of the child’s actual development and the zone of his proximal development. The current level of development is determined by the degree of difficulty of the tasks that the child solves independently, without the help of an adult. The zone of proximal development is determined by the degree of difficulty of the tasks that

the child solves - at this stage - with the help of an adult, in cooperation with him, and in the future he will solve them independently. The zone of proximal development is a consequence of the formation of higher mental functions, which are first formed in joint activity, in cooperation with other people, and gradually become internal mental processes of the subject. At the same time, they acquire a number of necessary properties - mediation by various "psychological tools" (sign systems), awareness, arbitrariness, realization in the internal plan. Higher mental functions as systems have great plasticity. The ZPD of the child makes it possible to draw a conclusion about the potential development of the child, and on this basis allows you to give a reasonable forecast and practical recommendations on the optimal timing learning for each individual child. ZPD can also characterize the level of development of the child's personality, while the difference between the child's personal qualities that spontaneously develop in the process of socialization and those shifts in personality development that are formed in as a result of directed educational influences. Properly organized learning is based on the child's ZPD, on those mental processes that begin to take shape in the child in joint work with an adult, and then function in his activity, become his property.

Special educational needs are the needs in the conditions necessary for the optimal implementation of the cognitive, energy and emotional-volitional capabilities of a child with disabilities in the learning process.

The cognitive (cognitive sphere) components are the possession of mental operations, the possibilities of perception and memory (capturing and storing the perceived information), active and passive vocabulary and accumulated knowledge and ideas about the

world around. Energy components - mental activity and performance. Emotional-volitional sphere - the direction of the child's activity, his cognitive motivation, as well as the ability to concentrate and hold

attention. It is specific patterns that determine the most important feature of children with disabilities - special educational needs, which vary in nature depending on the type of dysontogenesis, the severity of the defect and individual

characteristics of the child. They are expressed in specific requirements for special educational conditions, the content and pace of pedagogical work necessary for all children with disabilities:

1. medical (therapeutic and preventive) care;
2. preparing children for mastering the school curriculum through propaedeutic classes (i.e. the formation of the necessary knowledge in them)
3. the formation of their cognitive motivation and positive relationship to teaching;
4. slow pace of presentation of new knowledge;
5. a smaller amount of "portions" of presented knowledge, as well as all instructions and statements of teachers, taking into account the fact that the law of the "magic number 7 ± 2 " does not work for children with developmental disabilities, i.e. the amount of information they remember is less.

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