

The Influence Of Corrective Pedagogy And Psychological Support On The Speech Development Of Children With Hearing Impairments

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Abstract: This article reveals the role and significance of corrective pedagogy and psychological support in the process of speech development in children with hearing impairments. Speech development is an important factor in the personal, social, and intellectual growth of children with limited hearing abilities. Therefore, along with methods of pedagogical correction, the application of psychological approaches plays a special role in expanding children's communicative potential, ensuring their social adaptation, and achieving effectiveness in learning activities. The study analyzes integrated approaches from surdopedagogy and psychology, highlighting the advantages of a comprehensive approach to speech development. The results obtained serve as a scientific and theoretical basis for developing effective teaching methods and implementing them in the practice of educating and upbringing children with hearing impairments.

Keywords: Children with hearing impairments, speech development, corrective pedagogy, psychological support, surdopedagogy, communicative potential, social adaptation, special education, pedagogical correction, cognitive development, psychological approach, inclusive education.

Introduction: In the course of the comprehensive reforms being carried out in our country, improving the education system—especially supporting children with special educational needs—has become one of the priority directions of state policy. Today, the social integration of children with hearing impairments, their development as well-rounded individuals, and securing their rightful place in society are among the urgent issues. Therefore, effectively organizing the speech development of these children through the integration of corrective pedagogy and psychological support is one of the key scientific and practical tasks of our time. Speech development in children with hearing impairments does not occur as a natural process but is formed based on special pedagogical and psychological approaches. In such children, the limited hearing perception is a primary obstacle in developing language and speech functions, directly affecting their cognitive processes, communication skills, and social adaptation. From this perspective, corrective pedagogy involves the use of specialized methods and tools in their

education and upbringing, while psychological support is regarded as a crucial factor in ensuring the child's mental state, motivation, and social adjustment.

In recent years, a series of documents adopted by the leadership of our country in the field of education have served as a solid legal foundation for scientific and practical activities in this area. In particular, the Law "On Education" (dated September 23, 2020) establishes the legal guarantees for organizing education for persons with special needs. Additionally, the Decree No. PQ-46 of the President of the Republic of Uzbekistan dated December 13, 2021, set priority tasks for the development of special and inclusive education, as well as the use of special didactic tools in the educational process. Furthermore, the Resolution No. 274 of the Cabinet of Ministers dated May 19, 2022, clearly defined the procedure for organizing special and inclusive education for children with disabilities, the training of educators, and the mechanisms for psychological and pedagogical support.

These normative legal documents create opportunities for the effective organization of the educational process for children with hearing impairments, as well as for improving their speech development based on correctional pedagogy and psychological support. Therefore, this study analyzes the interaction of pedagogical and psychological approaches in the speech development of children with hearing impairments, scientifically examining existing problems and ways to address them.

The speech development of children with hearing impairments depends on many factors, among which correctional pedagogy holds a special place. Correctional pedagogy is a specialized approach designed to organize the educational process taking into account the psychophysiological characteristics of these children. It serves to develop oral speech, enhance communicative skills, and ensure their intellectual and social adaptation. Special methods applied in practice—such as tactile-perceptual exercises, the use of visual materials, surdopedagogical sessions, and audiopedagogical technologies—help maximize the development of the child's hearing abilities.

Psychological support plays a key role in strengthening the mental stability of children with hearing impairments, boosting their self-confidence, and developing their communicative motivation. Research shows that hearing loss often leads to internal complexes, limited communication with peers, and social isolation in these children. Therefore, psychological approaches in the educational process—such as individual counseling, emotional support, and training that helps self-expression—are of great importance. Speech is not only a linguistic process but is closely connected to the child's emotional state, motivation, and social experience. For this reason, the integration of psychological and pedagogical approaches is a necessary condition for the formation of full-fledged speech activity in children.

Today, the introduction of innovative technologies in the educational process enables the effective organization of speech development for children with hearing impairments. The integration of corrective pedagogy and psychological support is reflected in the creation of individualized educational programs, the use of multimodal tools, the organization of interactive lessons, and collaborative work with parents. Additionally, the use of psychotherapeutic elements such as art therapy, music therapy, and role-playing games creates a positive emotional environment for children, encouraging them to engage in speech communication.

The results of synthesizing these approaches show that speech development in children with hearing impairments is formed not only through special pedagogical lessons but also more effectively through psychological support. A comprehensive approach facilitates the children's social adaptation, boosts their self-confidence, and activates their communicative activity. From this perspective, the integration of pedagogical and psychological approaches in the educational process is one of the most important factors that effectively influence the speech development of children with hearing impairments.

Corrective pedagogy studies children with developmental disabilities and provides information about methods for their education. It is based on individualized education systems aimed at improving the personality and individual characteristics of children with health challenges. The main goal of corrective pedagogy is to reduce the discrepancy between the normal state and the existing deficiencies. The primary task in the area of pedagogy that interests us is the development of the methodological, theoretical, and practical foundations of special education and upbringing systems.

Corrective pedagogy, as a scientific concept, has not been recognized for a very long time. In pedagogical terminology, the word "correction" is used in the sense of rectifying physical and mental developmental defects in disabled or abnormal children. Corrective pedagogy studies children with physical and psychological impairments who require individualized education; it is also related to the development of the personality and individual characteristics of children with health challenges.

There are several ways to teach and develop children with disabilities:

- identifying the correction and compensation abilities for defects in children facing developmental difficulties;
- addressing the problems of children with anomalies, including the implementation of differentiated education and upbringing mechanisms;
- identifying and taking into account children with anomalies;
- seeking methods to eliminate, reduce, and resolve developmental defects;
- forming concepts for the prevention of anomalous childhood.

The development of children with anomalies is more dependent on the education system than that of healthy children. If these children are not educated or if education starts late, it negatively affects their

development. Their mental functions develop slowly, and such children cannot be as active as their healthy peers. Therefore, establishing special schools where these children can study is very important.

Moreover, the upbringing of children with anomalies depends on the family environment, the place of education, and their efforts, with the results of these efforts reflected in the child's development.

In 1925, the Experimental Defectology Institute was established in Moscow. The institute was led by Professor Vygotsky, who studied certain characteristics of children with anomalies and gathered information about the complex nature of this disability. In his book titled "The Main Problems of Correctional Pedagogy," he emphasized the necessity of developmental education, correction, and compensation methods, as well as ways to implement them. Vygotsky studied not only the "negative" aspects but also the "socially useful" qualities of children with anomalies, calling on educators to organize teaching approaches that take into account their abilities.

The renowned psychologist L.V. Zankov began working in collaboration with Vygotsky. These scholars played a significant role in the theoretical development of Soviet psychology and defectology. They studied the psychology of mentally passive children, which led to the discovery of new scientific and reactionary theories.

I.M. Solovyev researched the development of cognitive activity in both healthy and anomalous children. He and his team, through experimental studies, aimed to demonstrate complex methods of comparison.

As a result of the development of defectology, the following specialized fields have emerged:

- Surdopedagogy – focuses on the education and upbringing of deaf children;
- Oligophrenopedagogy – studies children with intellectual disabilities;
- Typhlopädagogik – deals with children who have visual impairments;
- Logopedics – focuses on speech disorders and methods for their prevention.

In addition:

- Eight types of special schools were established (for deaf children, hard-of-hearing, blind, visually impaired, intellectually disabled, children with speech disorders, children with mental health difficulties, and those with musculoskeletal system disorders);
- Sixteen types of special education programs were developed;
- Special preschool and educational institutions

were organized.

During this period, special didactics for teaching children with developmental disorders was also developed. This didactic framework included corrective and developmental tasks that are not found in the curricula designed for typically developing children. At the end of the first year of the child's life, it is necessary to actively combine behavior - the level of management to the point of use of changing conditions. Transition to other than the preferred methods of adaptation is painful can be. This is reflected in the increase in the temporary affective unity of the child, its worries, fears. With adults with the environment with its environment in the process of continuous contact Managing and sorting affective interactions, her behavior to master the various psychotechnical methods of affective structures, They help to expleal affective processes. If some The causative to the causing childhood is primarily a quantitative If affected, others are of signal, quality significance from the beginning. Last, the child is active, it is aimed at searching for them.

The availability of general education for children with developmental anomalies and their achievements in cognitive activity and spoken language began to be recognized during this period as one of the core values of special education.

In addition to facilitating communication with deaf children, it is essential that everyone around them also develops a heightened awareness of their communication style and the communicative environment. In our century, modern technology has become an integral part of our daily life in our century. Especially the use of smartphones, tablets and social networks has become one of the most common habits before sleep and is still relevant. This article explores the impact of the use of communication tools and social networks on sleep on the quality and general health of the human sleep.

When interacting with deaf children, we must pay attention to several aspects of our own behavior, including:

- Facing the child with a hearing impairment directly during communication;
- Speaking clearly and at a moderate pace (so that they can read your lips);
- Using sign language, gestures, or visual aids when necessary.

In addition, it is important to consider the surrounding environment — for example, choosing well-lit, quiet spaces that are conducive to effective communication. The Deaf Community It is important to note that the Deaf community possesses a strong sense of personal

and cultural identity. Many Deaf individuals do not consider deafness to be a disability or impairment.

They have their own language — sign language — which is officially recognized in many countries, as well as unique social networks and a vibrant cultural life. Many people within the Deaf community view cochlear implants as ethically controversial (as mentioned in a previous section), particularly when they are implanted in young children who are not given the opportunity to choose. From this perspective, cochlear implantation can be seen as depriving the child of the chance to become a member of the Deaf community and to share in its culture and identity.

The Role of Correctional Pedagogy and Psychological Support in the Speech Development of Children with Hearing Impairments. Difficult experiences related to a person's search and recognition of himself as a person, an individual person, can turn into a depressive state, which in turn leads to the emergence of suicidal desires. In fact, most people who suffer from depression have a bad mood, but not always. For example, it is in teenagers that we often do not see subjective forgiveness of grief even in cases of strong crisis. Therefore, if the style of clothing is changed or his hair is not styled differently, a two-month-old baby may not even recognize a loved one. But after about four months, this vague image is divided, turning into a series of clear images: voices, bodies, faces (with independent gestalts: eyes, mouth, hairstyle). The work of Gestalt psychologists has created new approaches to various problems - from creative thinking to personal activity. Various studies of the psyche have made it possible to understand the laws of perception, thinking and personality development, to formulate experimental methods that are fundamentally different from previous ones.

Anyone who intends to work with children with hearing impairments must spend time within the Deaf community and strive to understand its culture and values. The analyses above indicate that the speech development of children with hearing impairments is a multifaceted process that requires not only specialized pedagogical approaches but also consistent psychological support. While correctional pedagogy provides the methodological foundation for developing children's speech and communication skills, psychological approaches play a crucial role in strengthening their emotional stability, boosting self-confidence, and facilitating adaptation to the social environment. Many signs of PSD have the appearance of neurotic symptoms, therefore, along with this term, it is used in the literature as an alternative name "school neuroses". Sometimes they appear as a symptom complex. For example, a child may have fears

about school, an acute reluctance to go to school in the morning, crying, nausea, asthmatic or skin reactions. Sometimes PSD looks like a neurotic monosymptomatic that catches everyone's eye. Several years ago, when not all Russian schools had yet switched to the 1–4 program, in one state school-gymnasium the elementary school worked on the 1–3 system. There were strict age restrictions for admitting children to this gymnasium - due to the great complexity of the programs and high requirements for school readiness, children under 7 years old were not accepted there.

But you can strive for this. Thus, it is not easy for a child to express his own feelings. This creates an inseparable connection with parents, in the presence of which it is impossible to autonomize your inner world. After all, the imaginary I of the child allows parents to gain the sense of self-confidence that they so lack, and the child, in turn, first consciously, and then unconsciously makes himself completely dependent on his parents. He cannot rely on his own feelings, he has never gained the necessary experience, does not know his true needs and is extremely alien to himself. In this situation, he cannot internally separate from his

parents and in adulthood turns out to be dependent on people who replace his parents. These people can be partners, comrades and, above all, his own children.

Inherited memories, repressed into the unconscious, force him to hide his true self from himself as carefully as possible. As a result, the feeling of loneliness experienced in childhood in the parental home and not given a proper outlet leads to the isolation of a person from himself. No matter how insignificant the reasons may seem, no matter how inappropriate the feelings may seem, the child has the right to be taken seriously by those closest to him.

Integrating these two approaches within the educational process enhances the effectiveness of speech development. Specifically, the implementation of individualized education programs, the use of multimodal teaching tools, cooperation with parents, interactive lessons, and the inclusion of psychotherapeutic elements contribute to positive developmental outcomes in children with hearing impairments. Moreover, this comprehensive approach directly influences children's intellectual growth, communicative activity, and social integration. As a result, they are better equipped to realize their potential, actively participate in society, and lead an independent life in the future. Everything else is just a way to maintain it. Sometimes parents explain their lack of communication with their child by their own busyness. This can be heard especially often from fathers. More often than not, there are other, internal

reasons behind this. The same lack of confidence in oneself as a parent, isolation, and others, which were discussed above. It is very important to remember that a child needs emotional communication with parents (and especially with mother) as a way to feel safe, as a way to form a stable positive self-attitude ("if they show me love, then I am worthy of it, I am good"). In addition, this is necessary for the development of personality: the interest of a close adult in the child's emotions helps to realize and feel their value. This is also the path to developing empathy, that is, the ability to sympathize with another, to share feelings and thoughts with another person.

According to scientific literature, such an integrated approach significantly improves the development of oral speech in children with hearing impairments. This, in turn, positively affects their overall intellectual development, communication abilities, and socialization. Practical experiences also confirm that active cooperation between parents, teachers, and psychologists ensures the stability and continuity of speech development in these children.

The impact of correctional pedagogy and psychological support on the speech development of children with hearing impairments holds both theoretical and practical significance in their education and upbringing.

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