

Technologies for The Implementation of Rehabilitation of Children with Special Needs

Salixova Gulnoza Mahmudovna

Teacher (PhD) of the Department of Speech Therapy, Faculty of Pedagogy, Psychology and Inclusive Education, Nizami National Pedagogical University of Uzbekistan

Received: 20 April 2026; **Accepted:** 16 May 2026; **Published:** 10 June 2026

Abstract: This article analyzes technologies for rehabilitation of children with special educational needs, especially deaf and hard-of-hearing children, and their adaptation to social life. Pedagogical, psychological and social mechanisms of organizing children's socialization process based on family, school and neighborhood cooperation are highlighted in the research. Also, taking into account the age, individual and psychophysiological characteristics of deaf and hard-of-hearing children, effective methods of preparing them for independent life, developing their communicative competence, forming their social skills, and fully integrating them into society have been shown. In the article, correctional-pedagogical work, pedagogical literacy of parents, competence of specialists and supporting capabilities of neighborhood institute are based as an important factor in the rehabilitation process. The results of the research allow to develop practical recommendations that serve to increase the quality of life, social activity and independence of children with special needs.

Keywords: Adaptation to social life, rehabilitation of children based on world trends.

Introduction: As is known, the cooperation of the family, school and community in the process of adapting deaf children to social life in the family is an extremely important socio-pedagogical and socio-psychological process, ensuring the unification of the requirements of cooperation by teachers, family, school and community. In general, supporting the initiatives and work related to solving the problems of adapting deaf and hard of hearing children to social life in the family, and looking with confidence at their future, abilities, attitude to life, and personal opportunities are factors that will provide the expected results. Because in the process of adapting deaf and hard of hearing children to social life in the family, the content, forms and methods, goals and tasks of education complement and improve each other in the cooperation of the family, school and community, and the knowledge, qualifications and skills on adaptation to social life given during the lesson are further improved and enriched in content in the process of educational work outside the classroom and outside

the school.

The consistency and systematization of educational and educational work carried out in cooperation between the family, school and the community in the process of adapting deaf and hard of hearing children to social life is such that each educational work is carried out in a certain sequence based on the general special educational plan of the family, school and community, uniform favorable conditions are created, it is necessary to ensure the same level of responsibility of parents, community officials, teachers-educators, and the same level of relationships, goals and objectives. In the process of adapting deaf and hard of hearing children to social life in the family, the mechanisms of cooperation between the family, school and community should be as follows. In particular, family - school - community; parents - teacher - community official. This category of children first learn the process of socialization in the family, first of all, from parents, adults in the family, and the older generation, depending on their age and

psychological characteristics. That is, at first, knowledge, skills and skills are formed from parents in terms of physical development to move the body, compliance with the rules of personal hygiene, eating, communicating, dressing, following the culture of behavior, taking over the family profession traditions, etc.

In the process of adapting children with disabilities to social life in the family, it is advisable to take into account their age and specific characteristics in ensuring the effectiveness of the mechanisms of cooperation between the family, school and community. As they grow older, harmony arises between their socio-legal awareness of life and their lifestyle, their spiritual culture, behavior towards the environment change, and their interest and love for life increase. Therefore, the content of education and upbringing in social life provided to children with disabilities is also improving depending on their age and level of development. The results of educational and educational work carried out with them show that working on their independence in preparing them for social life gives positive results. For example, the form, method and means of socialization for children of different ages, with different psychological characteristics and with different disabilities should not be the same, because it may not give positive results. In some families, deaf and hard of hearing children quickly learn and act on the virtue of rational attitude towards the environment and compliance with the laws and regulations of social life during their adaptation to social life, while others do not, and some gradually adopt such qualities. Thus, it is effective to determine the life skills, interests, knowledge, worldview and other socio-psychological and pedagogical aspects of each deaf and hard of hearing child and take them into account in the work of adaptation to social life. In addition to the above, there are a number of specific features of the adaptation of deaf and hard of hearing children to social life in cooperation with the family, school and community, which, if taken into account when organizing the process of their adaptation to social life, will give positive results. In particular, in our opinion, the gradual nature of the adaptation of deaf and hard of hearing children to social life in cooperation with the family, school and community does not occur very quickly and in a short time. On the contrary, as they grow older, they

gradually adapt to social life and understand the essence of environmental events.

Individual approach to adapting disabled adolescents to social life. Children living in a family, in a neighborhood or studying in a school have different ecological and legal awareness, culture and spirituality. Therefore, educational work with them should be carried out individually. The reason for this is that attention is paid to the specific characteristics of the relationship with them. Practical behavior, facial expressions are the strongest in adapting disabled adolescents to social life. Because for this category of adolescents, the role model of parents, adults, teachers, residents of the neighborhood, the figurative and practical state of the person in the formation of taught social rules is more influential. Thus, in adapting children to social life, taking into account the above-mentioned specific characteristics will give positive results in strengthening the cooperation of school, family and neighborhood with students, helping them to take a step towards independent life and developing work in this area in the future.

Like healthy children, children also need life skills and social skills necessary for socialization. During our research, we identified a number of qualities to achieve a targeted goal in planning socialization work for deaf and hard of hearing children. What qualities does a child with a disability have who is ready for social life:

1 Unlike healthy children, disabled adolescents, unfortunately, acquire knowledge, skills and education only in the process of specially organized lessons and classes. They do not have the opportunity to independently master theoretical information outside the educational process. As a result, the development rate of information reception skills in deaf and hard of hearing adolescents increased, and qualitative changes were observed in their mastery of subjects. The content of the specially organized correctional-pedagogical process and approaches close to the education of healthy children forms a scientific (based on the content of academic subjects), philosophical (through mastering the laws of nature and society), religious (in the process of educational activities) worldview in children with disabilities. This criterion was analyzed based on the indicators of behavior of deaf and hard-of-hearing adolescents in neighborhoods and during communication with others. Since the ability to

communicate was chosen as an important factor in the socialization of deaf and hard-of-hearing adolescents, the indicator of the richness of the vocabulary of these children is assessed by the volume and scope of their speech reserve.

2. Respects universal and national values and customs; understands and adheres to moral standards;

3. Be physically healthy. Today, one of the important factors in the readiness of children with disabilities and limited opportunities for a fully independent life is normal physical development. As is known, this category of children has a number of secondary deficiencies. In this process, the established eating habits and rations in families play a special role. During the experimental work, attention was also paid to this issue in the process of working with families.

4. Be spiritually active, mature. The impact of a differential and individual approach on the psychological development of children with disabilities is great. As is known, in the family, in the community, during lessons and educational activities, deaf and hard-of-hearing adolescents perform various tasks. Only when educational and life tasks are prepared based on children's learning and speech development opportunities, the process of education and socialization becomes a training ground. If it is the other way around, the child gets bored of the process and does not even engage in communication, cools down from studying.

First of all, it is important for parents, teachers and educators to be ready for the requirements of the criteria for mental readiness of children with disabilities for social life. After all, how much psychological knowledge, skills and abilities they have, is an important factor in turning the educational process into a comfortable environment for deaf and hard-of-hearing teenagers.

The role of important approaches is particularly reflected in the model of the process aimed at adapting deaf and hard-of-hearing teenagers to social life. In particular, the importance of basing on the teachings of scientists who contributed to the development of the field, as well as the factors of achieving them, is clearly shown. We observed that the communication skills of deaf and hard of hearing adolescents with others are formed under the influence of the following factors.

These are: the correct and timely implementation of correctional work in families and educational institutions, the professional competence of teachers and educators, and the pedagogical literacy of parents; the state of special education of parents with their children in the family, and the cooperation of school and family. All of the listed factors have a direct impact and are of decisive importance in the formation of not only communication skills in deaf and hard of hearing adolescents, but also social skills and qualifications: self-assessment, self-expression, setting short- and long-term goals, identifying values, understanding and evaluating the situation, having an image, working with the media, influencing others, and being active in various other relations in society, as well as in the development of their valueological, legal, and economic literacy.

REFERENCES

1. Пулатова Х.М. Активизация речевой деятельности детей дошкольного возраста с общим недоразвитием речи. Автореферат дисс. канд.псих.наук. – Санкт-Петербург, 1994 -22 с.
2. Рау Ф.Ф., Слезина Н.Ф. Методика обучения произношению в школе глухих. – М.: "Просвещение", 1981. 5 с..
3. Равшанов И., Иззатов Д. Шарқ мутафаккирларининг социологик қарашлари. – Тошкент: 2013. - 63 б. 28-б.
4. Рахманова В.С. Особенности обучение грамоте на родном языке учащихся узбекской вспомогательной школы: автореф. дисс. канд. пед. наук. – М.: 1985. - 20 с.
5. Рахманкулова Н.Х. Формирование нравственных взаимоотношений заикающих детей младшего возраста со сверстниками. Автореф. дисс. кан. пед. наук. – Т.: 1994. - 16 с.
6. Рахматова Х.А. Ўқувчиларни синфдан ташқари ишлар жараёнида экологик-гигиеник тарбиялашнинг педагогик шарт-шароитлари. Пед. фан. номз. дисс. - Т.: ТДПУ, 2009.