



Journal Website:
<https://theusajournals.com/index.php/ijp>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

THEORETICAL FOUNDATIONS OF THE DEVELOPMENT OF COMMUNICATION SKILLS IN PRIMARY SCHOOL CHILDREN AFTER COCHLEAR IMPLANTATION

Submission Date: Sep 30, 2024, Accepted Date: Oct 05, 2024,

Published Date: Oct 10, 2024

Crossref doi: <https://doi.org/10.37547/ijp/Volume04Issue10-09>

Rakhmonova Nilufar Zakirjanovna

Teacher of the Department of Surdopedagogy and Clinical Foundations of Special Pedagogy, Tashkent State Pedagogical Institute named after Nizomi, Uzbekistan

ABSTRACT

The article reveals the importance of developing communication skills in children after cochlear implantation. Approaches to speech rehabilitation of this contingent of children are described. The article substantiates the need to develop communication skills in younger schoolchildren after cochlear implantation.

KEYWORDS

Rehabilitation, cochlear implantation, correctional and developmental system, primary school children, communication skills.

INTRODUCTION

Every year there are more and more children with impaired auditory function. In Uzbekistan, cochlear implantation has become a common method of rehabilitation for deaf children and adults, this method is rightfully considered the most effective, contributes to successful speech development.

The main goal, according to many specialists working in this field (E.L. Goncharova, V.E.Kuzovkov, I.V.

Koroleva, E.I. Mironova, G.A.Tavartkiladze, V.I. Pudov, O.V. Zontova, N.V.Tarasov) is considered to improve the quality of life after implantation, the formation of conditions for the perception of oral speech and the organization of one's speech on this basis, used for communication and for cognition of the surrounding world. It should be known that the operation itself, as a result of which a cochlear implant is installed, unfortunately, is only 20% successful, it partially

restores hearing. And 80% is accounted for by the correctional work of sign language teachers and, of course, parents. The need for psychological and pedagogical rehabilitation of a child after surgery is substantiated. A speech therapist plays a very significant role in the rehabilitation of children after cochlear implantation. The duration of rehabilitation in children after cochlear implantation is 3 to 5 years or more. [6]

For children with a cochlear implant, the correctional and developmental system at the initial stage should be aimed at the formation of communication skills, a gradual increase in the measure of independence, subordination of their activities to the set goal with the organizing, stimulating help of an adult.

For the full use of the auditory capabilities obtained as a result of cochlear implantation, children need postoperative rehabilitation. Currently, two approaches to rehabilitation have been developed: the auditory method (I.V. Koroleva)[1] and "3P-rehabilitation" - an approach based on the traditions of the scientific school of sign language psychology and sign language pedagogy (E.L. Goncharova, O.I. Kukushkina)[2.44-51], as well as the corresponding ontogenetically oriented system of work of a sign language teacher with a child (A.I. Sataeva) as well as the corresponding ontogenetically oriented system of work of a sign language teacher with a child (A.I. Sataeva). [4] At the same time, there remains a fairly large number of implanted primary school children who have not been fully rehabilitated.[5] Such children are forced to study in schools for the hard of hearing and the late deaf. One of the central problems is the state of their communication skills.

Practice shows that there is still a fairly large number of children with cochlear implantation who, by the beginning of school education, did not have the opportunity to spontaneously master speech on an auditory-visual basis. In this case, as a rule, children are sent to a special school for hard of hearing and late-deaf children. They should not be sent to a school for deaf children, because they have been implanted and now need an environment of hearing and speaking, but they cannot study on an equal basis with hearing people due to the lag in general and speech development that developed during the previous period of deafness.

The communication skills of children with cochlear implants, who are sent to school for the hard of hearing and the late deaf, are lower than those of their hard of hearing peers. Implanted schoolchildren require their intensive development. Based on the basic provisions of the theory of sign language pedagogy, the development of communication of children with hearing impairments is carried out taking into account the peculiarities of their general and speech development. Various systems of formation of communication skills in the deaf have been developed and applied in practice (L.M. Bykova, S.A. Zykov, T.S. Zykova, A.G. Zikeev, I.V. Koltunenکو, L.P) The communication skills of children with cochlear implants, who are sent to school for the hard of hearing and the late deaf, are lower than those of their hard of hearing peers. Implanted schoolchildren require their intensive development. Based on the basic provisions of the theory of sign language pedagogy, the development of communication of children with hearing impairment is carried out taking into account the peculiarities of their general and speech development. Various systems of formation of

communication skills in the deaf have been developed and applied in prm.

In sign language pedagogy, communicative skills are traditionally considered primarily in the context of the formation and development of the communicative function of speech (R.M. Boskis, L.M. Bykova, S.A. Zykov, T.S. Zykova, K.V. Komarov, K.G. Korovin, M.I. Nikitina, etc.). Sign language teaching systems for the formation of communication in deaf, hard-of-hearing and late-deaf children have been substantiated, known and implemented. Many years of practical experience have been accumulated in the development of communication skills in children with hearing impairment in the special school education system. The necessity of developing children's communication skills in all academic subjects, both general and special, both in frontline and individual classes on the development of speech hearing and the pronunciation side of oral speech, as well as in extracurricular activities, is proved.

In sign language pedagogy, communicative skills are traditionally considered primarily in the context of the formation and development of the communicative function of speech (R.M. Boskis, L.M. Bykova, S.A. Zykov, T.S. Zykova, K.V. Komarov, K.G. Korovin, M.I. Nikitina, etc.). Sign language teaching systems for the formation of communication in deaf, hard-of-hearing and late-deaf children have been substantiated, known and implemented. Many years of practical experience have been accumulated in the development of communication skills in children with hearing impairment in the special school education system. The necessity of developing children's communication skills in all academic subjects, both general and special, both in frontline and individual classes on the development of speech hearing and the pronunciation

side of oral speech, as well as in extracurricular activities, is proved.

The direction of research and practice related to the education of children with hearing impairment in conditions of integration and inclusion is actively developing (T.S. Zykova, O.A. Krasilnikova, E.I. Leonhard, N.N. Malofeev, E.V. Mironova, T.A. Solovyova, G.N. Penin, N.D. Shmatko, etc.). Researchers convincingly prove the productivity of systematic communication with hearing peers and adults for the development of communicative skills of children with hearing impairment, and at the same time pay attention to the need to select the proportion and form of integration appropriate to the capabilities of each child.

An analysis of the literature on the problem of rehabilitation of children after cochlear implantation shows the similarity of opinions of various researchers about the group of children with CI as an extremely heterogeneous and special category of schoolchildren with hearing impairment (E.L. Goncharova, I.V. Koroleva, O.A. Krasilnikova, O.I. Kukushkina, A.S. Liukin, A.I. Sataeva, N.V. Tarasova, N.D. Shmatko et al.). The dynamic classification of children with CI, the first in sign language teaching, has been developed, which became necessary due to the changing medical and socio-psychological status of the child during cochlear implantation and subsequent rehabilitation.

As long-term studies have shown, as a result of successful rehabilitation, children with cochlear implantation switch to the path of natural development of auditory perception and spontaneous development of speech, as it happens in a hearing child of an early age (A.I. Sataeva).

An analysis of the literature has shown that cochlear implantation creates prerequisites, but does not guarantee the transition of a child to the path of hearing development, therefore rehabilitation is required. It has been proven that children with cochlear implantation can be transferred to the path of natural development of communication and speech, and begin to behave like hearing people. However, in practice this does not always happen, so children with cochlear implantation of primary school age enter various special educational institutions.

REFERENCE

1. Королева, И.В. Кохлеарная имплантация глухих и взрослых (электродное протезирование слуха) [Текст]. – СПб.: КАРО, 2008.
2. Кукушкина О.И., Гончарова Е.Л. Подход к реабилитации ребенка после кохлеарной имплантации [Текст] / О.И. з.Кукушкина, Е.Л. Гончарова // Дефектология. – 2016. - №4. – С. 44-51.
3. Сатаева, А.И. Запускающий этап реабилитации ребенка с КИ: четыре сессии работы сурдопедагога [Электронный ресурс] / А.И. Сатаева // Альманах Института коррекционной педагогики. – 2016. – Альманах №24. – Электрон. ст. - Режим доступа: <http://alldef.ru/ru>
4. Дети с КИ в школьном возрасте: четыре истории развития [Электронный ресурс] / М.Р. Хайдарпашич, Е.В. Зельдина, А.И. Сатаева // Альманах Института коррекционной педагогики. – 2016. – Альманах №24. – Электрон. ст. - Режим доступа: <http://alldef.ru/ru/artic>
5. Зонтова О.В. Коррекционно-педагогическая помощь детям после кохлеарной имплантации: Методические рекомендации. — СПб.: РГПУ им. А.И. Герцена, 2012.
6. MUXAMMASI, D. A. A. N. Academic research in educational sciences. 2023. NoConference Proceedings, 1.
7. Askarov, D. (2022). IN PARTICULAR OF AMIRY'S COMPOSITION OF NAVAI'S GHAZAL.