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SPEECH PREPARATION OF PRESCHOOL CHILDREN WITH HEARING DEFECTS FOR SCHOOL - AS A PEDAGOGICAL AND PSYCHOLOGICAL PROBLEM

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ABSTRACT

Preschool children with hearing impairment experience various pedagogical and psychological problems in the process of preparing for school. This article presents methods of working with them, cooperation between family and educators, difficulties of adaptation to school, as well as effective approaches and general conclusions.

KEYWORDS

Preschool age, auditory perception, period of preparation for school, hearing impairment, intellectual development, differential, family and pedagogic cooperation, coordination.

INTRODUCTION

Hearing-impaired children have different pedagogical and psychological characteristics during school preparation. They differ from their typically developed peers in their speech development, psychomotor, intellectual and personal characteristics. Therefore, working with these children requires a special approach and methods, taking into account their individual characteristics.

Speech development: Speech development is delayed in children with hearing loss, who cannot independently acquire vocabulary due to hearing impairment.

Psychomotor development: Hearing impairments have a negative impact on children's ability to coordinate movements, spatial orientation and coordination, and perception.

Intellectual Development: Problems associated with hearing loss often have a negative impact on children's overall intellectual development.

Features of speech development of children with hearing impairment

Delay in speech development: Due to hearing impairment, these children lag behind in speech development. Lack of vocabulary, speech rhythm, intonation and articulation are marketable.

Limitation of speech activity: Due to hearing impairment, these children face difficulties in communicating with others, expressing their thoughts, and answering questions.

Impairment of speech communication: Due to hearing impairment, these children face difficulties in expressing their thoughts, answering questions, and communicating with others.

Pedagogical-psychological problems in preparing hearing impaired children for school

Difficulties in preparing for school: As a result of hearing impairments, these children face difficulties in acquiring the skills and competencies necessary for schooling and independent living.

Socialization Problems: Due to their hearing impairment, these children have difficulty communicating effectively with others and developing self-management skills.

Problems of psychological preparation: Children with hearing loss are less mentally prepared for school, their initiative, independence and achievement in tasks are low.

Difficulties in school adaptation of hearing impaired children

Adapting to the learning process: Children with hearing impairments have difficulties in understanding and following the curriculum accordingly, because they have difficulty in learning and memorizing the subjects independently.

Communication: These children have problems communicating effectively with teachers and peers because they do not fully understand spoken language.

Self-management: Due to hearing loss, these children have difficulty coordinating their activities, maintaining focus, and solving learning problems independently.

Cooperation of family and pedagogues in speech preparation of hearing impaired children for school

The role of the family: Parents play an important role in school adaptation by encouraging children's speech development, cooperation with specialists, conducting additional activities at home.

The role of educators: Teachers should create the necessary conditions for their adaptation to school, taking into account the individual characteristics of these children, and eliminate pedagogical problems.

Collaboration: Close collaboration between families and educators has a positive impact on the school adjustment of hearing impaired children.

Effective methods and approaches in speech preparation of hearing impaired children for school

Early intervention: Early detection of hearing loss and early corrective measures are important for children's speech development and school adjustment.

Differential approach: taking into account the form and degree of hearing loss, an individual approach and the use of special methods and tools are required.

Speech correction: it is possible to prepare children for school by eliminating speech development defects, increasing vocabulary, and forming speech communication skills.

Research conducted by Uzbek and foreign scientists

Uzbek and foreign scientists have conducted extensive research with preschool children with hearing impairment. They studied the speech, cognitive, social-emotional development of children, created school preparation programs for them. The main focus of research is on the formation and strengthening of speech skills of children with hearing problems, improving their communication skills, and helping them to successfully adapt to school.

CONCLUSIONS

Pre-school hearing-impaired children's speech preparation for school is a complex pedagogical and psychological problem. They face various difficulties in adapting to school, which prevents their full integration into the educational process. The solution to this problem requires a comprehensive approach in cooperation with preschool institutions, kindergartens, parents and special specialists. Such an approach should include early identification of children with hearing impairment, implementation of special correction and development programs, strengthening of family-pedagogical cooperation, application of a

differential approach, and development of speech and communication skills.

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