

The Importance of The Family in Speech Development of Children with Cochlear Implants

Rakhmonova Nilufar Zakiryonovna

Teacher, Department of Clinical Fundamentals of Surdopedagogy And Special Pedagogy, Nizami National Pedagogical University of Uzbekistan

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Abstract: This article analyzes the place and role of the family in the process of speech development of children with cochlear implants. Cochlear implants help children effectively communicate with the environment by restoring their hearing. However, medical intervention alone is not enough to get the maximum result from the implant - emotional support, pedagogical approach and regular participation of family members in this process are of great importance. The study highlights the positive factors of the family environment, the contribution of parents to speech and language development, and the importance of cooperation with specialists.

Keywords: Cochlear implant, speech development, hearing loss, family role, early intervention, rehabilitation, pedagogical approach, speech therapy, communication skills.

Introduction: Cochlear implantation - creates an opportunity for children with hearing impairments to hear, distinguish all the sounds around them, hear speech, hear their own speech and develop it by comparing it with the speech and pronunciation of the interlocutor. That is, it serves as a means of ensuring social adaptation to the world of hearing people.

The hearing ability of a child with a cochlear implant allows them to hear and distinguish all speech sounds. However, without rehabilitation, it is almost impossible for children with cochlear implants to independently develop phonemic hearing, that is, to hear speech and speak on its basis. These children can only hear speech and master it through regular speech communication between parents in the family, in everyday life, and during games.

The main direction of correctional and pedagogical work carried out in the conditions of a pediatric center is systematic work with the family of the implanted client.

First, a special place is given to the results of observations by parents of changes in the child's behavior when using a speech processor. This data will complement the research and allow you to get a complete picture of the effectiveness of the cochlear implant for each child. The joint participation of

specialists and parents in the adjustment process is a mandatory condition.

Secondly, it is advisable to organize all corrective sessions with the child in cooperation with the parents. This form of training will help not only the child, but also his parents to overcome their fears of the speech processor (such as conducting a program, controlling the volume) before organizing classes at home. During the sessions, you can demonstrate pedagogical work methods, discuss issues of interest to parents, and plan homework assignments.

Thirdly, since families of children with implants live in remote areas and come only for planned events, they can draw up individual training programs for their parents at home, discuss the results, and help solve problems.

Fourthly, parents are certainly introduced to the results of pedagogical examinations. Parents are undoubtedly particularly interested in these results. It is necessary for parents to determine to what extent their children have mastered speech with the help of a speech processor, whether they hear well enough, and also to determine what other options there are for using a speech processor program. This will determine whether they can continue their education in their place of residence or not.

Fifthly, it is necessary to provide parents with constant psychological support. Consultations with various specialists, additional examinations, and, if necessary, medical treatment can be organized for them.

Particular attention is paid to familiarizing the child and his family members with the implant system:

A) the appearance and structure of the speech processor (for example, the Advanced Bionics company gives a toy monkey with an implant system connected to it for each implanted child).

B) the choice of a particular program that differs from the parameters of other programs configured in the speech processor (for example, for continuous use, for listening to music, training in a noisy environment, etc.).

D) the specifics of using the speech processor and technical support (determining the serviceability of the processor and external components, using batteries, replacing batteries, connecting various external devices, an FM system).

One of the areas of work with families is the organization of parent associations. To achieve this goal, educational seminars and "round tables" can be held to explain the specifics of the hearing ability of a child with a cochlear implant, demonstrate the methods of pedagogical work, and explain the importance of activities with the child at home. In this process, parents can share their experiences and impressions, and exchange ideas.

When organizing work with parents, special attention should be paid to the fact that parents should be "legal teachers" for their children. It is necessary to advise parents to organize their lifestyle in such a way that every minute spent with the child should be educational.

Parents should be explained the need not only to attract children to the surrounding sounds, but also to teach them to move in the sound space, to act together with various objects that make sounds, to explain them with short phrases (at the beginning of training), to establish a connection between the word and the object, between action and reality.

In preoperative preparatory classes, it would be appropriate to demonstrate methods for developing conditioned motor reactions to sound, to distinguish sounds by their loudness, and to explain that this is necessary for further work on adjusting the speech processor. In the post-operative period, parents are explained their role in organizing the development of the child's targeted motor activity to any sound, the development of hearing, vocabulary, and the formation of oral speech skills.

To provide psychological support to families, an attempt is made to objectively assess the child's behavior. In this case, parents should be explained that when the speech processor is first connected to the child, the child may not react to sounds, voices, and music; mood swings may occur; fatigue or irritability may increase. Parents are taught to be patient, attentive, able to control the operation of the speech processor, and check its suitability. Parents are invited to monitor the child, record the development of his speech, and discuss the results with specialist educators in their place of residence.

It is possible to communicate and give advice to parents living in remote and isolated areas via the Internet (e-mail). This creates an opportunity for parents to contact us with questions and problems that interest them. In this way, we believe that properly organized work with the parents and family of the child with the implant, along with increasing the effectiveness of correctional and pedagogical work, will also provide the basis for parents to become the most active participants in the education of their children, as their confidence in their own abilities increases. The role of the family is very important in the development of speech in children with cochlear implants. Parents and family members should create a supportive and stimulating environment for the development of the child's speech. Parents should ensure that the child regularly attends speech therapy sessions, continue classes at home, and create many opportunities for the child to learn speech.

The role of the family in the development of speech in a child with a cochlear implant is as follows:

Speech stimulation:

Parents can use various methods to stimulate the child's speech. For example, they should talk a lot to the child, read books, sing songs, and respond positively to any sounds the child makes.

Speech modeling:

Parents should model correct speech for the child. They should pronounce their speech clearly and fluently, use simple words and phrases, and support the child's attempts to speak.

Attend speech therapy sessions:

Speech therapy sessions are important for children with cochlear implants. Parents should ensure regular attendance at these sessions and continue these sessions at home.

Creating a positive environment:

Parents should create a supportive and positive environment for the child's speech development. In this environment, the child should feel safe and

comfortable, confident in learning speech.

Be patient and persistent:

The process of learning speech can take a long time. Parents should be patient and persistent, celebrate any achievements of the child and constantly encourage him.

The role of the family in the development of speech of children with cochlear implants is extremely important. If parents actively participate in this process and help the child, the child will be able to fully develop his speech and be successful in life.

Cooperation between family and preschool educational institutions: before children attend preschool educational organizations, the family provides the child with initial education. Therefore, cooperation between family and preschool educational organizations plays a major role in the development of the child's speech. In preschool institutions, teachers provide children with special exercises necessary for speech development, but the family must continue these exercises at home and put them into practice. Establishing regular contacts between the family and the educational organization, for example, exchanging advice on speech development through parent meetings, seminars or classes, helps to develop children's speech more effectively. Parents can further develop their children's speech by applying the advice received from teachers in practice. Early identification and solution of speech problems in a child. Some children may experience problems in speech development. Effective cooperation between the family and preschool educational organizations is necessary to identify these problems early and correct them.

Creating a caring environment for the child in the development of speech. The development of language and speech for children passes its most important stages in the preschool period. During this period, the child develops in all respects and has the opportunity to express his feelings, thoughts and views. The role of the environment in the development of speech is of great importance. In order for a child to develop his language skills, it is necessary to create positive, motivating and correct conditions for him. Therefore, creating a caring and spiritually rich environment for the development of speech for a child plays a major role in the formation of his language skills.

Creating an effective and productive environment One of the most important factors in the development of speech for children is active and effective communication. The child learns to express his opinion, ask questions, and learn new words from the family and the environment. Parents and educators should

regularly talk to them in order to develop the child's speech, listen carefully to what the child says and give the right answers. Effective communication helps a child feel free, learn new words, and use speech clearly and correctly.

Games and interactive activities. Games are the best tool for a child's development and learning. Activities such as giving various tasks through games to develop speech, attracting the child's attention, question-and-answer games, role-playing, and discussing life situations help a child develop speech. Games are a convenient and interesting tool that helps a child learn about themselves and use speech clearly and fluently.

The role of the family in the development of speech in children with cochlear implants is invaluable. The implant itself restores hearing, but constant stimulation, training, and an environment are necessary for the development of speech and language skills. Parents, siblings, and other family members play a key role in this process.

Active Parental Involvement

The active involvement of parents is crucial in the development of speech in children with cochlear implants. Although the implant itself restores hearing, ongoing stimulation, training, and a supportive environment are necessary for the development of speech and language skills. Parents must play a central role in this process.

- **Early intervention:** It is important to start speech therapy and family training as soon as possible after the cochlear implant is implanted. Parents should be actively involved in this process, follow the recommendations of specialists, and continue training at home. Training that begins early has significant positive effects on the child's development.
- **Regular communication:** Regular and meaningful communication with the child, asking him questions, telling stories, and singing songs, should help increase vocabulary and develop language. Every daily situation - eating, playing, getting dressed - is a great opportunity for communication. Talking, taking into account the child's interests, will make them more active.
- **Developing listening skills:** Parents must help their child develop the ability to distinguish and understand sounds. This can start with simple everyday sounds and gradually move on to more complex speech sounds. Activities such as sound games, imitating sounds, and explaining their meaning will be very useful.
- **Creating a speech environment:** It is necessary to create a comfortable and stimulating environment in the family aimed at developing the child's speech. It is important to reduce the TV or other sources of noise,

pay attention to the child and give him the opportunity to speak. An open and positive environment will help the child feel free and gain speech experience.

- **Patience and a positive attitude:** Speech development is a long and complex process that requires a lot of patience. Parents should celebrate every small achievement of the child and constantly have a positive attitude towards him. This will increase the child's self-confidence, increase motivation, and increase his desire to learn. It is important to remember that even small achievements can lead to big results.

The active involvement of parents, their love and dedication are the most important factors in the successful development of speech in a child with a cochlear implant.

Partnership between parents and professionals is very important in the development of speech in children with cochlear implants. No matter how important the active involvement of the family is, they need professional help and guidance. Specialists can help develop programs that are tailored to the child's individual needs and teach the family the necessary skills.

Parents should maintain close contact with the following specialists:

- **Audiologist:** The audiologist's help is necessary to properly adjust the cochlear implant and to constantly monitor the child's hearing. The audiologist ensures that the implant is functioning optimally, which helps the child hear sounds more clearly. Regular check-ups increase the effectiveness of the hearing aid.

- **Speech therapist (speech therapist):** Speech therapy is the basis for the development of speech and language skills. A speech therapist teaches a child how to pronounce sounds correctly, increase vocabulary, build sentences, and communicate. They also advise parents on activities and strategies that can be done at home.

- **Hearing aid specialists:** These professionals specialize in the education and development of children with hearing loss. They help children adjust to learning, succeed in school, and interact with their peers. Hearing aid specialists often use special methods to support children in the classroom.

- **Pediatrician and ENT doctor:** These doctors should be consulted regularly to monitor the child's overall health and rule out problems with the hearing system. They can help identify and treat other health problems that are not related to the implant.

- **Psychologist (child psychologist):** Children with cochlear implants can sometimes experience psychological or emotional difficulties. The

psychologist helps the child manage their emotions, develop social skills, and build self-confidence. The family may also need psychological support.

Key aspects of collaboration:

- **Follow-up:** Parents should fully follow the training plans and recommendations provided by the specialists. They should be implemented consistently at home.

- **Open communication:** Parents should communicate openly with the specialists about the child's progress, challenges, and successes. This helps the specialists to tailor the treatment plan.

- **Team approach:** All specialists and parents should work as a team. The contribution of each member is important for the child's overall development.

Effective collaboration with specialists is the key to achieving the best results in the development of speech in children with cochlear implants.

The development of speech in children with cochlear implants is a complex but successful process, in which the active participation of the family is crucial. Although the implant itself restores hearing, constant encouragement, training, and a comfortable environment are necessary for the development of speech and language skills.

Other family members, especially siblings and grandparents, also contribute greatly to the child's speech development through communication and play.

Cooperation with specialists is an integral part of this process. Audiologists monitor the implant settings, speech therapists conduct speech therapy, deaf-mute teachers help with educational issues, pediatricians monitor general health, and psychologists provide psychological support. It is important for parents to maintain close contact with these specialists and follow their recommendations for the full development of the child.

CONCLUSION

In conclusion, successful speech development in children with cochlear implants is a combination of a family environment, parental dedication, and professional support from specialists. The combination of these factors creates a solid foundation for the child to find his place in society and live a fulfilling life.

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