

**PARTNERSHIP OF HEARING – IMPAIRED CHILDREN AND PARENTS OF A MULTIDISCIPLINARY SPECIALIZED ORGANIZATION OF PRESCHOOL EDUCATION**

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**Abstract**

The article highlights the methods of family education and development of children with hearing impairments of preschool age and effective ways of cooperation between parents of children with hearing impairments of a multidisciplinary specialized preschool educational organization, the importance of early correctional work for parents.

**Keywords:** disability, correction, bodily-psychic, emotional, gestural, tactile speech, preschool period, emotional development, perception, early prosthetics.

**Introduction**

Every parent should bequeath knowledge, education and skills to their children, because there is no better legacy than education.

family, family, children with two or three upbringings and parents can do a lot for the development of their children. It involves paying attention to the reaction to the first footsteps of a child's life, drawing attention to speech reactions, humming, and whispering sounds. If there is a doubt that the baby's support has decreased, it is necessary to consult a doctor - an audiologist.

It is well known that the next generation of women with disabilities and the birth of disabled children in the family are increasing. children concern parents, research, special pedagogical problems.

Childhood is a beautiful and happy time in a person's life, it can be described with different words: happy, carefree, innocent, etc., but for some children, it is difficult. First of all, it is a problem caused by physical and mental harm, damages for reasons that are not their fault. This situation strongly affects the mental state of parents. Sometimes it causes unhappiness and depression.

Education children - the content of education, depending on age, educational processes and effective scientific conditions - conditions, reveals the content of students' post-school work, schools, work teams, work teams, combined work in external education. Educational theory and methods form the scientific basis of educational activity in schools.

Raising a mature person is the only goal of education. A comprehensive approach to personal education requires the creation of pedagogical systems that objectively ensure the unity of intellectual, ideological, moral, work, sophistication and physical education, including individual, group and public forms of organization in the education process, as well as



adherence to these systems. is enough. The educational process is aimed at forming socially valuable qualities of a person, creating and expanding the scope of his relations with the environment, people, and himself.

The need to maximally involve parents in the correctional-educational process and provide them with professional assistance is becoming an important issue every day.

It aims to solve a number of issues of supporting parents raising children who are behind in development, understanding the importance of the family in the surrounding world and the methods of interaction with it in the period when it is being formed. The most important of them are the following. The effect of the child's developmental disability on the interaction within the family; Specialists have a great role in making parents competent in communication with their children, aware of educational methods and able to use them correctly, solving problems together. [1]

It is necessary to explain the importance of early correction work to parents of children with hearing impairment. It should be noted that without early correction, deaf and hard-of-hearing children do not speak until the age of two or three. It is necessary to explain that their general development also lags due to the lack of communication with others, the possibility of perception of sounds in the surrounding world is disturbed. To acquaint parents with the laws of general and speech development in infancy and early childhood, to emphasize that the first and second years of a child's life are of great importance for the development of both hearing and non-hearing children, because during this period, knowledge of the world of objects, understanding of speech, its rhythmic-intonation and sound it is necessary to explain the restoration of important forms of communication that encourage the formation of the side. The formation of these components after the age of three is very difficult and it should be expected that it will take a long time. [1].

Prosthetic hearing is the main condition for the early development of a child with a hearing impairment. It is necessary to explain to parents the advantages of properly selected hearing aids: the ability to perceive sounds in the environment, to know the properties of objects and events; It is essential to manage the child's behavior. Early prosthetics for the development of visual and auditory speech perception (its effectiveness is much higher than visual perception); auditory perception is of particular importance for controlling one's own speech.

The need for speech communication with the child in the family is emphasized. Communication in the early stages of development, that is, in infancy and early childhood, is considered a decisive factor in the development of a child. It is not easy for hearing parents to communicate with a deaf child. Therefore, it is necessary to explain to parents the importance of using speech filled with normal, emotional natural gestures. Speech is a companion in all situations related to child care: feeding, bathing. The adult names the necessary objects and the actions being performed. The speech should not be wordy: it is necessary to use exactly the same expressions in the same situations, so that the child learns to understand them faster.

Despite the fact that practically all the activities of the child are organized by adults and related to the pedagogical influence on the child, it is necessary to conduct regular activities with children, the content of which consists of general development work,



special games and exercises related to the development of speech, auditory perception will be The duration and amount of training depends on the child's age and psychophysiological condition. Classes are held several times a day. Specialists have three 3-5 minute sessions a day with children under one year old; two-three 10-minute sessions with children under two years of age; recommends 15-20 minutes of training with children aged two to five years. Classes are usually held in the first half of the day and after naps. Trainings in different directions are exchanged. Places of training should be determined: on the carpet, in the corner of the game, around the table. Preparation for training: it is important to think about the purpose of each training, work out its plan, choose different didactic material. A deaf pedagogue, who usually provides pedagogical support to parents, should give detailed advice to parents on conducting family activities with a deaf child.

Teaching to read is intensively continued in the preschool period. In preschool educational organizations, deaf pedagogues regularly organize corrective and developmental activities with children with hearing impairments, auditory perception, dexterity. formation of speech and oral speech is a multifaceted process.

Pre-school age is an important, one might say, decisive stage in a person's life. During this period, basic habits and skills are formed, character is determined, that is, the foundations of the whole future life are built, and we know very well what the foundation is for any building to be built. [5].

In the kindergarten, deaf pedagogues and educators teach him everything they teach a hearing child of his age: drawing, gluing, building, counting and dancing. Like all children, he is taught to be hardworking, neat and polite. In this, many vitally important concepts and skills, which are formed at an early age and are a direct result of education, such as mine-ours, possible-impossible, true-false, begin to be formed. These exercises are carried out in the process of communication, when an adult "talks" with a child using various sounds and sound combinations, using them together with gymnastic elements. Therefore, during games and household activities, an adult names objects, events, toys, actions, and encourages children to imitate their names as much as they can.

In addition to social, that is, in the organization of preschool education, family education also plays an important role. This also applies to deaf children, as long as there are conditions in the family that provide the necessary care and attention to the child.

Parents of a deaf child need to acquire elementary knowledge of education in order to prepare the child for special preschool education organizations. Education cannot be delayed. Because during this period, the difference between a deaf child and a hearing child increases with every word that a hearing child hears and remembers.

When a child arrives at a kindergarten, the nature of the assistance provided to him changes. However, parental involvement is increasingly important.

When a child studying in a kindergarten is provided with additional support, his educational results will undoubtedly increase. Naturally, the father or mother is ready to devote himself to this activity, it is useful for the child, but it is not necessary. Under normal conditions, it is very difficult for fathers and mothers, who are busy with their work and family, to undertake the



education and upbringing of a deaf child, especially in the initial period (until the child learns reading and basic sounds). In order to properly approach the child's education and upbringing, it is necessary to learn the principles of education that form the basis of the recommendations of experts. After mastering them, it will be possible to consciously follow these recommendations in accordance with the child's individual characteristics and living conditions.

Parents should be aware of three important pre-school rules for deaf children.

**The first.** The mental development opportunities of a healthy deaf child are no less than those of a hearing child. Love, combined with a high level of demand and qualified education - these are the conditions that make it possible to realize these opportunities. Believing in success, being able to nurture this belief in a child is an important factor in helping a deaf child to be happy and not to feel his own disability, at least not to suffer from it.

**The second.** The general issues of education, the education of his feelings, behavior are not secondary to special education, but form the basis of special education. because a child, first a child, and then deaf. It should not be forgotten, his spiritual image, upbringing of his personality - this is the main aspect that determines every situation of special education. In this case, it is necessary to treat the behavior of a deaf child in the same way as the behavior of a hearing peer.

**The third.** It is necessary to use all means to protect the child from being dumb, to teach him to communicate with others. One of the increasingly effective and convenient means of teaching a deaf child (for parents) is dactyl (finger) speech. it is widely used in teaching young deaf children.

Dactyl speech is a form of oral speech. Using it means understanding the meaning of words and mastering the grammatical structure of the language. It helps to acquire speech both orally and in written form. [4].

Dactyl speech is a powerful tool for teaching deaf children, it can increase the quality of vocabulary and speech acquisition, as well as the general level of development of deaf children several times.

Parents and other people who raise deaf children not only to use it correctly in communication with the child, but also to explain its importance to those whose thoughts, or rather, judgments they make knowingly, harm the full-blooded upbringing of the child. they should also understand the importance of dactyl speech. What is dactyl speech? Experts recommend the widespread use of dactyl speech in preliterate deaf children to prevent the intensive development of facial expressions instead of oral speech.

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