

PEDAGOGICAL AND PSYCHOLOGICAL EXAMINATION OF CHILDREN WITH HEARING IMPAIRMENTS

Xonqulova Zohida Sherali kizi

Student at the University of Information Technology and Management,

Karshi city, Kashkadarya, Uzbekistan

Annotation: One of the current issues is the pedagogical and psychological study of preschool children with hearing impairments. This article explores the pedagogical and psychological examination of children with hearing impairments, emphasizing the unique challenges they face in educational settings. It discusses the importance of tailored pedagogical approaches and psychological assessments to support their development. The article also highlights effective strategies for educators and psychologists to foster an inclusive learning environment that promotes the academic and emotional well-being of these children.

Keywords: Hearing impairment, pedagogical examination, psychological assessment, children, inclusive education, emotional well-being.

Introduction

Hearing impairments affect a significant number of children worldwide, impacting their ability to communicate, learn, and interact socially. The World Health Organization estimates that over 1.5 billion people live with some degree of hearing loss, with a substantial portion being children. These impairments can lead to various challenges in educational settings, necessitating comprehensive pedagogical and psychological examinations to ensure appropriate support and intervention.

This article aims to explore the pedagogical and psychological aspects of examining children with hearing impairments. It will discuss the importance of understanding their unique needs, the role of specialized assessments, and the strategies educators and psychologists can employ to facilitate effective learning experiences.

Hearing impairment refers to any degree of hearing loss, mild to severe, and can occur when there is a problem with a part of the ear, including the inner, middle, and outer ears, or the nerves needed for hearing.

Literature review

The scientific research of N.A. Rau, T.A. Vlasova, N.G. Morozova, B.D. Korsunskaya, A.A. Kataeva, G.L. Vigodskaya, E.I. Leongard, L.P. Noskova, U. Fayzieva, F. Alimkhodjaeva, Kh. Gainutdinov, N. Bekmuratov is devoted to the issues of pedagogical and psychological study of preschool children with hearing impairment. The methods of preliminary examination of children with hearing impairment were developed by N.A. Rau. N.A. Rau divides children into two categories according to their hearing status, namely, deaf-mute and hard-of-hearing children. Deaf-mute children are divided into congenital deaf-mute children, or children who became deaf before the formation of speech; distinguishes between children who become deaf early (between the ages of 2 and 5): -children who become deaf later (at the age of 6-7). Depending on the

degree of hearing loss, children are divided into two groups:

1. Children who are completely deaf (total deafness);
2. Children with residual tonal, vocal, verbal hearing.

N.A. Rau emphasizes the need to conduct special corrective work with all categories of deaf and hard-of-hearing children to ensure the preservation and development of their speech, to teach them to lip-read and to develop their literacy.

N.A. Rau called all types of deaf children deaf-mute, because, in his opinion, without special corrective educational work with such children, they will remain mute. Hard-of-hearing children differ from deaf children in their ability to perceive connected verbal speech. N.A. Rau distinguishes 3 degrees of hearing loss:

1. Mild hearing loss. Such children hear whispered speech at a distance of up to 8 meters, and speech at a conversational level at a distance of up to 15 meters. Such children do not need special help and are brought up in healthy kindergartens.
2. Moderate hearing loss. Such children hear whispered speech from a distance of 2 meters, and speech at a speaking level from a distance of up to 3-5 meters. Hearing loss also negatively affects their speech. Speech fluency is impaired, vocabulary is reduced, grammatical and lexical deficiencies are observed. Such children can be educated in a general preschool institution, but they require a more personalized approach.
3. Severe hearing loss. Such children hear whispered speech from a distance of 1.5 meters or when spoken near the ear, and can hear loud speech from a distance of no more than 2 meters. These children will need to be educated in special correctional educational institutions, using sound amplification devices. The importance of the classification of hearing loss proposed by N.A. Rau is that educators, even without special equipment, will be able to check the hearing status of children and implement a differential approach.

Discussion and results

Hearing impairments can range from mild to profound and may be congenital or acquired. The effects of hearing loss can vary significantly among individuals, influencing their language development, social skills, and academic performance. Early identification and intervention are crucial for minimizing these impacts.

Pedagogical Examination

1. Tailored Educational Approaches

Children with hearing impairments often require specialized teaching methods to accommodate their learning needs. Pedagogical examinations should assess a child's communication abilities, learning styles, and social interactions. Strategies such as visual aids, sign language instruction, and technology-assisted learning can enhance engagement and comprehension.

2. Curriculum Adaptations

An inclusive curriculum that incorporates various modalities of learning is essential. Educators should adapt lesson plans to include visual elements and hands-on activities that resonate with children who may struggle with auditory processing. Regular assessments should be conducted to monitor progress and make necessary adjustments.

Psychological Examination

1. Emotional and Social Development

Children with hearing impairments may experience feelings of isolation or frustration due to communication barriers. Psychological examinations should focus on assessing emotional well-being, social skills, and self-esteem. Understanding these factors is vital for creating supportive environments that encourage positive interactions.

2. Behavioral Assessments

Behavioral assessments can help identify any additional challenges, such as anxiety or behavioral issues that may arise from communication difficulties. Psychologists can implement interventions that promote resilience and coping strategies tailored to the child's specific circumstances.

Collaborative Approaches

Collaboration between educators, psychologists, parents, and specialists is essential for providing comprehensive support. Regular communication ensures that all parties are aligned in their approaches and interventions, fostering a cohesive support system for the child.

If the hearing loss is at the level of deafness, there is no possibility of independent (natural) learning of speech. Depending on the range of perceived sound frequencies, deaf children are divided into 4 groups.

- Group 1: children who perceive sounds of the lowest frequency (125-250 Hz).
- Group 2: children who perceive frequencies up to 500 Hz.
- Group 3: children who perceive frequencies up to 1000 Hz.
- Group 4: children who perceive a wide range of frequencies, that is, 2000 Hz and higher.

Deaf children with minimal hearing loss (groups 1-2) are able to perceive loud sounds (screams, steam engine roars, drum sounds) from a close distance. Deaf children in groups 3-4 have more significant hearing residuals, so they can perceive and distinguish sounds of different frequencies from a short distance (various musical instruments and toys, loud cries of animals, some household sounds: bells, telephone rings). Deaf children in groups 3-4 can pronounce several familiar words or syllables. Thus, all deaf children have different amounts of hearing residuals. Special training in the development of hearing helps to recognize existing sounds and helps to develop oral speech. Currently, medical institutions use the International Classification of Hearing Loss to assess hearing status. According to this classification, moderate hearing loss is determined at frequencies of 500, 1000, 2000 Hz.

Grade 1 hearing loss - hearing loss does not exceed 40 dB

Grade 2 hearing loss is defined as a hearing loss of 40 dB to 55 dB.

Grade 3 hearing loss is defined as a hearing loss of 55 dB to 70 dB.

Grade 4 hearing loss is defined as a hearing loss of 70 dB to 90 dB.

If the hearing loss exceeds 90 dB, this condition is described as "deafness".

Case Studies and Best Practices

Several case studies illustrate successful pedagogical and psychological interventions for children with hearing impairments. These examples highlight the importance of individualized

education plans (IEPs), family involvement, and community resources in promoting positive outcomes.

A variety of assessment tools and strategies are used in the examination process, including:

A) Standardized tests. Specifically designed tests assess various aspects of development, such as language, cognition, and academic achievement.

B) Informal assessments. Observational data, play-based assessments, and teacher-made tests provide valuable insights into the child's abilities in natural settings.

C) Communication checklists and questionnaires. These tools gather information from parents, teachers, and other caregivers about the child's communication skills and social interactions.

D) Assistive technology assessment. Evaluating the child's use of and need for assistive technology, such as hearing aids, cochlear implants, and FM systems, is essential for optimizing their access to auditory information.

Conclusion

In conclusion, the pedagogical and psychological examination of children with hearing impairments is critical for their overall development and success in educational settings. By employing tailored approaches that consider their unique needs, educators and psychologists can create inclusive environments that foster learning, emotional well-being, and social integration. Continued research and collaboration among professionals will further enhance the effectiveness of interventions for this population, ultimately leading to improved educational experiences and outcomes for children with hearing impairments.

Children who come to a special preschool educational institution undergo a comprehensive examination during the first two weeks. The surdopedagogue determines the individual characteristics of the children and their readiness for education. The information obtained is taken into account when planning individual classes, coordinating correctional and educational work carried out by the pedagogical team and the family. The educator and surdopedagogue check the child's development and mastery of the content of the curriculum for two weeks each year in September, January, and June. At the end of preschool education, the child is given a description and presented to the psychological-medical-pedagogical commission.

References:

1. 1.Zohida Xonqulova. (2024). FORMING THE MENTAL STATE OF STUDENTS IN NEED OF HELP AND THEIR LIFE SKILLS AT SCHOOL: A DEFECTOLOGICAL PERSPECTIVE. International Multidisciplinary Journal for Research & Development, 11(10). Retrieved from <https://www.ijmrd.in/index.php/imjrd/article/view/1958>
2. 2.Manukyan Anahit Vahanovna, Piloyan Ruzanna Mherovna The role of lapbooks in cognitive development of primary school children with hearing impairment // Science and education today. 2020. No. 5 (52).
3. 3. Babayan Lusine Artashesovna, Sharoyan Nune Armenakovna ANALYSIS OF THE EFFECTIVENESS OF THE APPLICATION OF SENSORY INTEGRATION IN SYSTEMIC WORK AIMED AT REGULATING THE BEHAVIOR OF CHILDREN WITH HEARING IMPAIRMENTS // Science and education today. 2022. No. 3 (72).
4. 4. Vlasova T.A. On the influence of slux on the development of a child M. 1954
5. 5. Belova N.I. Specialized preschool surdopedagogika M. 1985
6. 6. Golovchis L.A. Doshkolnaya surdopedagogika M.2001
7. 7.Kashchenko U.D. FEATURES OF THINKING DEVELOPMENT IN CHILDREN WITH HEARING IMPAIRMENTS // Theory and Practice of Modern Science. 2020. No. 1 (55).

8. 8.Manukyan Anahit Vahanovna, Grigoryan Meri Arsenovna Analysis of the level of awareness of professionals about shadow theater in the development of speech for children with hearing impairments // Science and Education Today. 2020. No. 4 (51).