



ISSUES OF INVOLVING CHILDREN WITH HEARING IN INCLUSIVE EDUCATION

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Article history:	Abstract:
<p>Received: 21st October 2021 Accepted: 20th November 2021 Published: 27th December 2021</p>	<p>The development of inclusive education is a complex, multifaceted process that affects scientific, methodological and administrative resources. Currently, the system of inclusive education is not sufficiently developed and has a number of problems. Successfully organized inclusive education should lead to equality of rights, the receipt of quality education that ensures the advancement in the mental and socio-cultural development of children with disabilities. In hearing impaired children, due to partial hearing loss, speech develops in a peculiar way. The article is devoted to the issues of solving organizational and methodological problems arising in the process of including children of this category in inclusive education.</p>
<p>Keywords: Children with disabilities, equal rights, hearing impaired child, uniqueness in development, specific approach, inclusive education, adaptive environment.</p>	

Due to the positive changes taking place in our country, the education of children with disabilities is considered an important factor in our country, which is increasingly recognized by the world community. The Decree of the President of the Republic of Uzbekistan "On approval of the Concept of development of the public education system of the Republic of Uzbekistan until 2030" identifies the development of inclusive education as one of the priorities of systemic reform of general secondary and extracurricular education.

Inclusive education is the first stage in the inclusion and humanization of society, and the development of such education is not a creation of a new form, but a planned qualitative change of the education system. That is, inclusive education is not about changing or correcting an individual child, but about adapting the learning and social environment to that child's capabilities. In other words, it is not a separate form of education, but an education characterized by the flexibility of its philosophy, content and conditions to the capabilities of each child, the freedom of choice.

Naturally, during the introduction of inclusive education: "How to prepare a child with disabilities to teach in a normal school?", "What problems do we face in teaching such children?", "Are we ready to raise such children?", "Who needs special and inclusive education?"; "What are the benefits of inclusive education?" many questions arise.

The hearing analyzer is one of the most important of all human organs, and its main function is to perceive speech. Complete hearing is a factor in speech formation. Through speech, a person's verbal-logical thinking, general and spiritual development takes place. It also serves as a tool for thinking, a means of expressing an idea, communicating, expressing and influencing something in the process of communication. Because the ability to think appears at the heart of speech development, it determines the level of development of human thinking.

The inability of a person to control speech due to a hearing impairment, and therefore isolation from members of society, creates a number of problems in finding his place in social life. They are subject to a variety of reasons, depending on the subject L.S.Vigotskiy: "Social upbringing leads to the development of speech, the lack of speech leads to isolation from the community, and separation from the community (collective), in turn, inhibits the development of social education and speech." [7] The method focuses on the development of oral speech in special schools, focusing on the meaningful life of the child, in situations that are not related to his interests. emphasizes that it is a decisive factor: "A child's life should be organized in such a way that it is necessary and interesting for him to speak. Education should be directed towards the interests of the child, not against them. It is necessary to create a need for universal speech, so that speech emerges. Speech occurs on the basis of communication and thinking, as a result of adaptation to complex life situations." [7]

LS Vyotsky argues that in creating these conditions it is necessary to work based on the stages of speech development of a healthy (normal) child: This means that the child must first and foremost grow, develop and be brought up in a state of general interest, ability, as well as in accordance with the laws of normal child age, and in the same process acquire speech. Children need to feel the need to develop certain qualities and skills. They should not feel that they are different from most other children and people, they should not be convinced that they cannot be equal to them. "[7]

Based on the above, it can be concluded that issues such as teaching children with hearing problems to speak can be solved only on the basis of social education.

Incomplete or partial impairment of auditory activity in a hearing-impaired child allows for some formation of speech. However, in addition to the lack of vocabulary, the use of words in other senses, the inability to develop the grammatical system, as well as a misunderstanding of their meanings are observed. All this affects cognitive activity: mental processes such as comparison, analysis, generalization are manifested in a peculiar way in weak hearing. Verbal communication plays a crucial role in a child's development as a person, in his or her successful learning. The specific development of speech in a hearing-impaired child prevents them from mastering the basics of science under normal conditions. That is why in the education of this category of children, speech should be given priority and the issue of its formation on the basis of a plan should be taken up.

The theoretical founders of modern deaf pedagogy emphasize that the effectiveness of speech development is an important factor in the development of speech problems in children with hearing problems. In particular, SA Zikov states that high success in language teaching is ensured not only through the speech environment organized in special institutions, but also through the direct participation of parents and others [10], RM Boskis said: "Parents who teach speech teaching should be carried out in cooperation with the United Nations".

In the new era of deaf pedagogy, the commonality of family and special education in the upbringing of children: the need for parents to succeed in raising their children without the guidelines and instructions set by deaf educators, and, thus, deaf educators without parental involvement. While AI Dyachkov emphasizes that the commonality of family and social upbringing goals is a mandatory condition for the upbringing of children with hearing problems, the family's cooperation with a special preschool institution [9], B.D. Korsunskaya provides advice on the preparation of a deaf child for preschool education and the requirements for parents after its placement. Emphasizing the uniqueness of the role of different forms of activity and the formation of movement in the development of children's speech, the scientist focuses on the development of speech in the system of activities in this area: expanding vocabulary, work on the content of words; the factor that ensures the mental and moral development of the child is to teach dactyl speech as a tool for communication with others, as well as to focus on the formation of the child's oral speech [11].

Based on the above, we can conclude that in order to involve children with hearing impairments in inclusive education today, it is important to first study the extent to which education participants are prepared for the process.

To this end, we conducted surveys with heads of educational institutions, teachers and parents. The survey questions included the type of education covered by hearing-impaired children, the legislation required for the introduction of inclusive education, as well as concepts on the subject, attitudes towards students in institutions, issues of their education, data collection, clarification of the situation.

Our observations and studies have identified existing barriers that directly affect the effectiveness of inclusive education for hearing-impaired children:

- the standard of the secondary school, the educational programs, the content does not meet the capabilities and needs of students with hearing impairments;

- Due to the fact that the system of teacher training does not provide for the study of the basics of inclusive education, the teaching staff of secondary schools are not aware of the methods of approaching such children in the educational process;

- teachers who do not have the professional knowledge, skills, and competencies to provide adequate psychological and pedagogical support report falling into a state of psychological discomfort and unpreparedness for the integration process;

- secondary school teachers do not know how to use sound-enhancing techniques and technologies that allow such children to adapt in the learning process;

- the teaching staff does not work psychologically with ordinary students and their parents in the admission of children with disabilities to classes;

- there are no additional special pedagogical and medical staff units working with students with disabilities in the staffing table of secondary schools;

The material and technical base of secondary schools does not meet the needs of this category of children.

We believe that the following organizational and pedagogical work should be done to ensure the successful participation of children with hearing impairments in inclusive education:

- Approve and implement a procedure and model for the development of individual development programs for children with developmental disabilities in order to ensure that the standard of secondary school, educational programs, content meets the capabilities and needs of students with hearing impairments;

- Inclusion of the subject "Methods of teaching in an inclusive education" in the curriculum of all areas of the system of teacher training;

- preparation of teaching staff for the integration process through the introduction of the module "Technology for the implementation of inclusive education" in the system of in-service training of secondary school teachers;

- to achieve the direction of work with the teaching staff of secondary school psychologists, ordinary students and their parents on the admission of children with disabilities to classes;

- establishment of counseling and resource centers for children with developmental disabilities, their parents and teachers;

to create a column in educational newspapers and magazines to cover the content, essence of inclusive education and ways to overcome obstacles;

achieve inclusion of special pedagogical and medical staff units working with students with disabilities in the staffing of secondary schools;

adapting the material and technical base of secondary schools to the needs of this category of children.

In short, today in our country it is observed that the achievement of inclusive education plays a central role in the reforms aimed at providing quality education to all children. It is an unstoppable task to overcome the problems that have arisen and will arise in a united effort, without the possibility of stopping or bypassing this process. Developing inclusive education requires patience and tolerance, consistency, continuity, step-by-step.

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