



THE CONTENT OF PREPARING CHILDREN WITH COCHLEAR IMPLANTS FOR SCHOOL EDUCATION THROUGH CORRECTIVE - PEDAGOGICAL ACTIVITIES

Rakhimova Khurshidakhon Sadikovna

Kokan State in the name of Muqimi
Pedagogical Institute "Inclusive education"
head of department (PhD)

Article history:	Abstract:
Received: September 10 th 2023 Accepted: October 10 th 2023 Published: November 17 th 2023	This article lists the modern method of restoring hearing in children with hearing problems and its possibilities. Effective factors of preparing children with cochlear implants for independent activities are highlighted.
Keywords: Deafness, hearing impaired child, hearing, auditory perception, method, independent activity, effective factors, cochlear implant.	

After installing a cochlear implant in children of preschool and school age, hearing-speech skills are improved, the experience of communicating with oral speech is enriched, it helps to adapt among peers with normal hearing.

Didactic support of correctional-pedagogical work with children with cochlear implants is one of the important pedagogical conditions.

During the research, we distinguished the types of didactic support necessary for working with children with cochlear implants:

1. Tools for teaching children with cochlear implants to distinguish non-speech sounds:

- those that are played: drum, objects that help to broadcast the sounds found in different lives;
- inflatables: bubble, bicycle horn, speaker (toy);
- tools for teaching to distinguish the sound of kitchen items;
- means of teaching to distinguish the sound of vehicles;
- means of teaching to distinguish the sounds of animals;
- teaching to distinguish water, wind, rain and other sounds found in life;
- means of teaching to distinguish the sound of birds;
- means of learning to hear and distinguish different signals.

2. Means of teaching to distinguish speech sounds by listening:

- audio with voice of family members;
- audio with voice of comrades;
- audio with voices of neighbors;
- audio with written poem;
- pre-recorded audio;
- audio with songs;
- cartoons;
- children's feature film;
- audio with names of at least 30 groups of objects: colors, shapes, seasons, food, clothes, animals, bedroom items, toiletries, dishes, birds, flowers, trees, toys, vehicles, fruits, vegetables, school supplies, sports equipment, electrical equipment, bedroom equipment...

In deaf pedagogy, it has been scientifically proven that teaching children with hearing impairment to speak is an important factor in preparing them for a fulfilling life. Development of oral speech of children with hearing problems involves the following:

- 1) understand the address addressed to oneself;
- 2) speak in an understandable way to others.

These two processes are related to each other. Speech comprehension and fluency training are provided by developing auditory perception. And auditory perception is achieved through the development of auditory residue. For this, the effect of sound amplification devices or other hearing restoration devices used in a regular child is necessary. Cochlear implantation, which is used as one of these tools, teaches deaf children to hear others' speech and to understand their own speech. Russian scientists I.V. that cochlear implantation is a complex system of measures. Koroleva and O.V. It is based on the research conducted by Zontova.

After cochlear implantation, work on the child's hearing is carried out in two situations:

1. In natural conditions, at home, on the street, in parks, etc. In such cases, the ability to hear appears naturally, involuntarily. Parents and children's relatives play a leading role here. The more actively they participate in this process, the more successful the implantation will be;

2. Auditory perception develops intensively during the purposeful training of the specialist and parents with the child. Because in these trainings special attention is paid to skills that do not have the opportunity to develop in natural conditions.

The practical experience of teaching such children shows that the success of their rehabilitation depends on the effectiveness of the implemented correctional work, the personal characteristics of the children and their motivation to hear and speak. The efficiency of work after cochlear implantation depends on a number of factors. For example, the age of the implant, the level of development of speech and residual hearing at the time of implantation, the regularity and intensity of activities conducted by teachers and parents with the child after implantation, and the presence of additional diseases in the child.

Pictures are widely used in training after cochlear implantation. Pictures are very important in the initial period of training. Seeing the picture, the child perceives the word as a whole, and does not distinguish individual sounds from sounds, just as a healthy person reads words globally. This situation also happens when making sentences from words. This is how children and adults perceive the speech of others.

4 important periods of long-term correctional-pedagogical work after cochlear implantation

The first period: includes the first works of hearing and speech-auditory development.

The second period: the main work on the development of listening and speech-auditory is directed to teaching perception with KI.

The third period: the child learns to understand his own speech through activities that ensure speech development.

The fourth period: includes the development of connected speech, teaching to understand complex texts.

Who?	What happened?	Why?	As a result...
Who is the cause?	I called	The food is cooked	Everyone is sitting around the table
Me	He shook	The scientist asked	The ball flew
My friend	He sat in the car	He goes to work	He went far
My brother	He sat on a bicycle	He likes to fly	He was flying in the yard
My brother	He took the phone	They called	He talked to someone.
Dad	He made the dough	For Somsa	Everyone was somsa at lunch
Mom	Entered	He went to my mother	They were talking.
Our neighbor	He walked	He looked for food	He found honey and licked it.
Bear (fairy tale)	He ran	Chased the chick	The chick hid from the fox.

During the initial period of operation of the cochlear implant, corrective work is devoted to the development of auditory perception, speech and non-speech acoustic signals. At the same time, the works of this period are the basis and an important bridge for the development of speech hearing and understanding of one's own speech. Compared to other hearing aids, children learn to understand, speak, and think quickly and easily with a cochlear implant.

In conclusion, when working with children with cochlear implants, it is necessary to pay attention to the division of words into syllables. For this, it is necessary to pronounce words, especially sentences, paying attention to the tone. Through this approach, children develop the skills and abilities to divide words into syllables and sentences into parts. We recommend using clapping, the traditional method of dividing words into syllables. This method is easy for a child with a cochlear implant and it is convenient to control the word structure.

REFERENCES

1. Sadikovna, Rakhimova Khurshidahon. "Objectives and tasks of cochlear implantation." *ACADEMICIA: An International Multidisciplinary Research Journal* 12.4 (2022): 671-675.
2. Sodiqovna, Rakhimova Khurshidahon. "Preparation of preschool children with cochlear implants for independent learning." *European Journal of Research and Reflection in Educational Sciences* 8.8 (2020): 159-161.
3. Sodiqovna, Rakhimova Khurshidahon. "Use Of Innovative Technologies In The Formation Of Speech Skills In Children With Hearing Disabilities." *Euro-Asia Conferences*. Vol. 1. No. 1. 2021.
4. Shahnigor, Rakhimova Khurshidakhon Sadikovna Khomidova. "FORMATION OF KNOWLEDGE, SKILLS AND COMPETENCES IN THE PROCESS OF TRAINING CHILDREN WITH HEARING DEFECTS TO WORK." *Confrencea* 3.03 (2023): 188-192.
5. Sadikovna, Rakhimova Khurshidakhon. "COCHLEAR IMPLANTATION: AN INNOVATION IN THE DEVELOPMENT OF TECHNOLOGY, MEDICINE, DEAF PEDAGOGY AND SPEECH THERAPY." *Open Access Repository* 4.2 (2023): 321-330.

6. Sadikovna, Rakhimova Khurshidakhon, and Rustamova Feruzabanu. "CONTRIBUTION OF CHARLES MIKHAIL EPE TO THE EDUCATION OF DEAF CHILDREN." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 563-566.
7. O'ghiloy, Rakhimova Khurshidakhon Sadikovna Kurbanuva. "CHILDREN WITH LOCAL MOVEMENT DEFECTS." *Confrencea* 3.03 (2023): 226-230.
8. Raximova, Xurshidaxon. "NATIONAL AND FOREIGN ADVANCED TRENDS IN HIGHER EDUCATION EFFICIENCY IMPROVEMENT." *JOURNAL OF NORTHEASTERN UNIVERSITY* (2022).
9. Sadikovna, PhD Rakhimova Khurshidakhon, and Nabiyeva Umidakhon. "ORGANIZING SOCIAL WORK ACTIVITIES OF STUDENTS WITH HEARING PROBLEMS." (2023).
10. Sadikovna, PhD Rakhimova Khurshidakhon, and Odilova Rislig'oy. "PROBLEMS OF PREPARING HIGH SCHOOL STUDENTS WITH HEARING DEFECTS FOR FAMILY LIFE." (2023).
11. Sadikovna, PhD Rakhimova Khurshidakhon, and Sharafuddinova Zuhra. "FORMATION OF MATHEMATICAL CONCEPTS OF CHILDREN WITH HEARING DEFECT USING INNOVATIVE TECHNOLOGIES." (2023).
12. Komiljon, Raximova Xurshidaxon Sadikovna Sattarova Kamola. "PEDAGOGICAL AND EDUCATIONAL SYSTEM OF EDWARD SEGEN IN SPECIAL PEDAGOGY." *Confrencea* 3.03 (2023): 63-67.
13. Sadikovna, Rakhimova Khurshidakhon. "CORRECTIONAL AND PEDAGOGICAL WORK SYSTEM OF AUDITORY-SPEECH REHABILITATION OF CHILDREN WITH COCHLEAR IMPLANTS." *International Journal of Early Childhood Special Education* 14.6 (2022).
14. Oppoxo'jayev, Xojixuja, and Faxriddin To'ychiboyev. "MAXSUS EHTIYOJLI BOLALARNING TA'LIM-TARBIYASIDAGI TENG HUQUQLILIK MUAMMOSINI HAL ETISHDA INKLYUZIV TA'LIMNI AHAMIYATI." *Инновационные исследования в науке* 2.5 (2023): 27-33.
15. Oppoxo'jayev, Xojixuja, and Qunduzabibi Yusupova. "MAXSUS PEDAGOGIKA FANLARINI O 'QITISHDA INNOVATSION TEXNOLOGIYALARGA ASOSLANGAN AMALIY MASHG 'ULOTLARINI LOYIHALASH." *Development and innovations in science* 2.5 (2023): 25-31.
16. Madinaxan, Makhmudova, and Abduvahobova Irodakhon. "PECULIARITIES IN THE DEVELOPMENT OF PRESCHOOL CHILDREN WITH MENTAL RETARDATION." (2023).
17. Feruza, Teshabaeva, Mahmudova Madina, and Yuldasheva Dilbar. "The essence of inclusive education in developed countries." *European Journal of Research and Reflection in Educational Sciences Vol* 8.1 (2020).
18. Sobirkhanovna, Makhmudova Madinaxan, and Akhmedova Vazirakhon. "EFFECTIVE ORGANIZATION OF CORRECTIONAL-LOGOPEDIC WORK IN CHILDREN WITH CEREBRAL PALSY." *Open Access Repository* 4.3 (2023): 134-141.
19. Teshaboeva, Feruza Raximovna. "Literacy education of speech impaired children as a pedagogical psychological problem." *Confrencea* 5.05 (2023): 299-302.
20. Nabiyev, R. Sh. "MAKTABGACHA YOSHDAGI AQLI ZAIF BOLALARNING SHAXSI VA SHAXSLARARO MUNOSABATI XUSUSIYATLARINI O 'RGANISH METODLARI." *Science Promotion* 1.2 (2023): 129-134.
21. Shukhratovich, Makhmudov Khurshid, and Tahirova Mahliyo. "Ways To Increase The Vocabulary Of Mentally Retarded Children Of Preschool Age Based On Plot Role-Playing Games." *International Journal of Early Childhood Special Education* 15.2 (2023).
22. Shukhratovich, Makhmudov Khurshid, and Isodullayeva Iqboloy. "PHYSIOLOGICAL FOUNDATIONS OF SPEECH ACTIVITY." *Open Access Repository* 4.3 (2023): 765-771.
23. Махмудова, Мадинахон Махмудов Хуршид. "Мактабгача тарбия ёшидаги болаларни ёзиш ва ўқиш кўникмаларини эгаллашга тайёрлаш." *Confrencea* 4.04 (2023): 187-192.
24. Эркабоева, Нигора, et al. "Педагогик маҳорат: схема ва расмларда." *Т.: "Наврўз"* (2012).
25. Erkaboeva, N., et al. "Pedagogical skills: in diagrams and pictures: Methodical manual." *Tashkent: TDPU named after Nizami* 14 (2012).
26. Эркабоева, Нигора Шерматовна. "ОСОБЕННОСТИ СОВРЕМЕННЫХ УЗБЕКСКИХ СЕМЕЙ." *Ученый XXI века* 4-1 (2016).
27. Khayitov L. R., Komilov O. TECHNOLOGIES FOR GROWING SPEECH OF MENTALLY RETARDED CHILDREN OF PRESCHOOL AGE //Science Promotion. – 2023. – Т. 1. – №. 1. – С. 32-35.