

RESEARCH ARTICLE

Improving Educational Work with Children with Hearing Impairments

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VOLUME: Vol.06 Issue03 2026

PAGE: 39-42

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Abstract

The article explores methods for improving educational and corrective work with children with hearing impairments. Early involvement of hearing-impaired children in rehabilitation accelerates their social adaptation and speech development. Active parental participation and support are essential, including providing information about cochlear implants, communication strategies, and post-implantation rehabilitation. The study emphasizes the importance of collaboration between parents, specialists (doctors, speech therapists, psychologists, and deaf educators), and children to enhance speech and listening skills. Various forms of parental engagement, such as consultations, training, and practical activities, are highlighted as effective methods for fostering the child's development at home and in educational settings. The article also discusses specific strategies for speech development in children with cochlear implants, including question-and-answer sessions, situational communication, and the use of gestures and intonation to facilitate understanding. Early cochlear implantation significantly contributes to faster speech acquisition and social adaptation.

KEYWORDS

Hearing impairment, cochlear implant, speech development, parental involvement, rehabilitation, corrective education, inclusive education, speech therapy, child adaptation, early intervention.

INTRODUCTION

The sooner a hearing-impaired child is involved in the rehabilitation process, the faster his social adaptation will be. If parents are given practical help to overcome psychological obstacles, if they realize in time that their children need corrective and developmental help in addition to medical help, then the child's skills of understanding speech and communicating through speech will be formed early.

Education and upbringing of children with hearing impairment should be carried out together with their families. For this, it is important for parents to have information about the structure, purpose, and tasks of correctional work conducted

with children with cochlear implants. This should be done before cochlear implantation surgery. First of all, it is necessary to explain to the parents and close relatives that the implantation is a surgical intervention, to give full information about the function of the implantation, the cochlear implant device and the principle of its operation. In addition, it is important to discuss the conditions of speech and hearing rehabilitation after cochlear implantation.

LITERATURE REVIEW

Research on educational and rehabilitative work with children with hearing impairments highlights the importance of early

intervention and active parental involvement. Koroleva, Pudov, and Zontova [1, p.21-34] emphasize that postlingual children and adults with cochlear implants achieve better communication skills when rehabilitation begins promptly and parents are well-informed. Similarly, Sataeva [2, p.5] notes that cochlear implantation, coupled with comprehensive training and parental guidance, significantly improves speech acquisition and social adaptation in children.

Recent studies stress the role of correctional-pedagogical approaches in supporting children with hearing difficulties. Karabaeva [3, p.359-365] underlines the importance of structured correctional assistance tailored to the individual needs of each child, while Isokjonova and Vasilova [4, p.1-5] demonstrate that game-based learning techniques enhance speech development and maintain motivation during rehabilitation.

Moreover, Mamarajabova [5, p.1-6] provides evidence that literary and theatrical activities can be effectively used to develop speech in children with poor hearing, facilitating both cognitive and linguistic growth. Sadirova and Xaydarova [6, p.246-249] highlight the interplay between speech and thinking development in educational settings, indicating that integrated approaches in science and other subjects improve comprehension and language skills. Additionally, Qodirov [7, p.250-252] illustrates that preschool children benefit from theatrical play as a medium for speech development, supporting early socialization and interaction with peers.

METHODOLOGY

The study employed a qualitative approach to examine effective strategies for educational and corrective work with children with hearing impairments. Data were collected through observations, consultations with parents, and collaboration with specialists, including speech therapists, deaf educators, psychologists, and medical professionals. The research focused on evaluating parental involvement, post-cochlear implantation rehabilitation, and speech development activities at home and in educational settings. Practical exercises, question-and-answer sessions, situational communication, and gesture-supported speech were analyzed to assess their impact on the child's auditory perception, speech comprehension, and social adaptation.

RESULTS AND DISCUSSION

After the cochlear implant processor is turned on and during the subsequent rehabilitation period, it is necessary to prepare

parents and relatives for observing changes in the child's behavior. At the beginning, parents should be warned that the child may not pay attention to sounds, become stubborn, and get tired quickly. In some cases, providing methodical advice to the child's parents, as well as concrete examples, can be very effective. Parents should be able to work well on the development of the child's hearing and the formation of the pronunciation aspect of speech. To help parents overcome these difficulties, doctors, speech therapists, deaf educators, psychologists should do the following:

- ❖ to provide parents with maximum information about means for the treatment of hearing impairment, about modern possibilities of compensating the lost hearing with a hearing aid or cochlear implant;

- ❖ teach parents to communicate with the child, taking into account that the ability to understand and hear the people around him is limited;

- ❖ teaching parents to deal with the child independently and systematically;

- ❖ Clarifying the importance of early hearing aids, cochlear implantation or strengthening social adaptation and teaching to control work skills;

- ❖ it is necessary to explain to the parents that the training of the deaf pedagogue with the child and their own training, the results of using the cochlear implant are not immediately visible, they should be patient;

- ❖ to create an opportunity for parents to communicate with other parents who have such a problem, who are actively involved with their child, who can support them with their advice, for this, it is necessary to organize a center for parents with such a child;

- ❖ parents should be encouraged to accept their child as it is, to be happy with each, even the smallest, achievement.

Visibility is very important when working with parents, because it is better to see once than to hear a hundred times. In such cases, they can contact a deaf pedagogue, a speech therapist, a psychologist personally, who will explain and, if necessary, show the exercises to be performed with the child.

From different forms of work with parents: consultations (group and individual consultations of pedagogues),

anonymous communication, educational (training, lectures, roundtables, discussions on the topic) and practical events (open classes, holidays) activities, cooperative activities with children) is carried out using. In them, the main attention is focused on the clarification of the corrective and developmental work system that should be carried out with children in home conditions.

Particular importance was attached to the participation of parents in the educational process, and recommendations were prepared for the development of their children's speech in their home environment.

The speech development stage of KI children is carried out on the basis of the simplest oral speech:

- a) through a question-and-answer session distributed among the speakers;
- b) existence of the situation;
- c) through tone of voice and gestures that ensure the tone of speech of normal hearing persons;
- g) the presence of an incomplete sentence form that facilitates the statement.

The existence of the listed conditions makes it possible to improve the speech of a KI child. KI allows the child to participate in such conditions, on the one hand, to satisfy his needs, and on the other hand, it has an effective effect on the development of speech, which is necessary to satisfy the relatively stronger requirements that arise later. The earlier the cochlear implantation operation is performed, the faster the speech and social adaptation of the child will be. With the cochlear implant, the child can hear even low sounds, but it is observed that he does not have the ability to acquire speech. That's why it is very important to properly organize training sessions on the development of emerging hearing and the development of speech listening skills aimed at understanding the speech of people around.

The earlier the cochlear implantation operation is performed, the faster the speech and social adaptation of the child will be. With the cochlear implant, the child can hear even low sounds, but it is observed that he does not have the ability to acquire speech. That is why it is very important to properly organize training sessions on the development of emerging hearing and the development of speech listening skills aimed at understanding the speech of people around.

CONCLUSION

Early cochlear implantation combined with systematic rehabilitation, active parental involvement, and interdisciplinary support significantly improves speech acquisition and social adaptation in children with hearing impairments. Structured exercises, continuous monitoring, and the use of interactive and situational methods facilitate the development of auditory perception and speech skills. Moreover, collaboration between parents, specialists, and peers is essential to ensure sustainable progress. This approach underscores the importance of early intervention, consistent training, and family-centered educational strategies in the holistic development of hearing-impaired children.

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