

COMPREHENSIVE SUPPORT FOR CHILDREN WITH HEARING IMPAIRMENTS IN GENERAL EDUCATION SCHOOL

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Annotation: The article examines the structure and main directions of comprehensive support for children with hearing impairments in the conditions of inclusive education. The conditions necessary for the successful adaptation of children of this category in a comprehensive school are analyzed. The main objectives and content of the individual program are determined.

Аннотация : В статье рассмотрена структура и основные направления комплексного сопровождения детей с нарушениями слуха в условиях инклюзивного обучения. Проанализированы условия необходимые для успешной адаптации детей данной категории в общеобразовательной школе. Определены основные задачи и содержание индивидуальной программы.

Key words: support, inclusive education, children with hearing impairments, special education new needs, individual program

Ключевые слова: сопровождение, инклюзивное обучение, дети с нарушениями слуха, специальные образовательные потребности, индивидуальная программа.

Children with hearing loss in a comprehensive school gives them the opportunity to receive educational services on equal terms, but also requires mandatory special psychological and pedagogical support.

Features of inclusive education for children with hearing impairments have currently been studied by such researchers as T.S. Zykova, I.M. Gilevich, L.I. Tigranova, E.I. Leongard, E.V. Mironova, N.D. Shmatko, L.M. Shipitsyna et al. Scientists emphasize that the level of development of a hearing-impaired child entering school may be different. This depends not only on the state of his hearing and the ability to use it, but also on the entire history of training and upbringing.

According to T.S. A language-based, inclusive education option is recommended for children with hearing impairments who reach a development level close to or equal to the age norm by the time they enter school. They must: 1) understand oral speech addressed to them; 2) be able to speak clearly and understandably to others; 3) have positive preschool experience of communicating with other children.

Choosing an inclusive educational route means that a child with hearing impairment will receive an education comparable in final level to the education of

hearing peers, being in interaction with them and in the same time period. He will not be excluded from the general education stream and upon completion of schooling he will be able to receive the same educational certificate as his hearing peers.

Inclusive education of children with hearing impairments must be carried out in line with the effective use of the potential of educational institutions, that is, a process of support and monitoring must be carried out.

That is why systematic psychological and pedagogical support for children with hearing impairments in the process of teaching them in a general education school is an indispensable condition for the implementation of special educational needs and the formation of full-fledged life competencies.

Comprehensive support in a secondary school is a system of professional activity of a group of specialists aimed at creating psychological and pedagogical conditions for the successful learning and development of each child, regardless of his level of development.

The comprehensive support system is characterized by the following features:

- priority of the interests of the child while respecting the guaranteed rights of parents;
- support is provided by specially trained specialists of various profiles;
- continuity when a child moves from one educational level to another;
- independence and autonomy in the work of each specialist in compliance with the principle of consistency and continuity in providing assistance to the child.

Psychological and pedagogical support is characterized by the principles of consistency, complexity, integrativeness, priority of the child’s special needs, continuity.

T.L. Leshchinskaya in her research proves that support should be personally oriented in its content. With a certain convention, it can be implemented in three functions: environmental, informational, personal.

Environmental support involves maximizing the adaptation of the school environment to the needs and requirements of children. By creating such an environment for a child, you can make learning comfortable and allow him to self-actualize to the greatest extent.

The essence of information support is that it is necessary to carefully study each child, collect information from various sources, and monitor the dynamics of student development. It is also important to provide information assistance to children, which requires compliance with individual approach to increase the effectiveness of training and correctional assistance.

The essence of personal support is that it is necessary to focus on the student’s personality, to create conditions for him to fully understand his personal significance, to provide the opportunity for his self-realization and self-actualization, and to manifest

his potential abilities. This type of support involves the use of interactive teaching methods, holistic techniques aimed at enhancing interpersonal interaction and cooperation in various groups, promoting the formation of a holistic personality. Effective support for a child’s development can only be achieved with the active participation of the family, whose negative deformations can become a serious obstacle. The implementation of support helps all subjects of the educational process in resolving existing and emerging problems. Supporting the educational process of children with disabilities is an element of inclusive education. Therefore, one of the priority tasks of educational institutions is to take care of the development of a comprehensive support system.

Study of psychological and pedagogical support for children with hearing impairments L.P. Nazarova, allowed her to highlight several aspects of this process:

- support for the interaction of children with normal hearing with children with hearing impairments hearing;
- support for secondary school teachers;
- supporting the process of teaching children with hearing impairments in general education subjects;
- ensuring the special educational needs of children with hearing impairment (development of auditory perception, formation of pronunciation);

When starting to support a child with hearing impairment, it is important to determine his individual educational route and develop a program of correctional assistance. When drawing up a program, the following should be taken into account: the degree of hearing loss, the level of development of pronunciation skills; level of development of the lexicogrammatical aspect of speech; level of development of communication skills; the child’s ability to assimilate educational material; level of development of mental processes.

According to research by N.D. Shmatko identifies the following mandatory areas of correctional work, which are included in the structure of the individual program, which complements the main educational program:

- development of adequate self-esteem and level of aspirations, ideas about the opportunities and limitations that exist;
- development of communication skills necessary when interacting with adults and peers;
- development of social and everyday orientation, skills used in everyday life;
- – assistance in understanding the picture of the world and its temporal-spatial organization;
- – development of age-appropriate systems of values and social roles, assistance in understanding one’s social environment

If significant difficulties arise in a deaf child’s mastery of one or another section of the basic educational program (FSES), specialists can promptly supplement the structure of the individual program with the appropriate area of work.

In the process of drawing up an individual program, it is necessary to rely on the individual and age characteristics of the child, on the connection with general education subjects and the material learned in secondary school. The program should be developmental in nature and should be aimed at facilitating mastery of material in general education subjects.

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