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THE EFFECTIVENESS OF SCHOOL– FAMILY–COMMUNITY COOPERATION IN PREPARING STUDENTS WITH HEARING IMPAIRMENTS FOR FAMILY LIFE

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Abstract

This article analyzes the collaborative activities of schools, families, and communities in the process of improving the readiness of students with hearing impairments for family life. It also provides a scientific explanation of the influence of a family's educational environment, parents' pedagogical literacy, and psychological support on the development of the child's personality. The importance of expanding students' communication potential, strengthening their social adaptation, and ensuring conscious preparation for family life through community social resources is thoroughly examined.

Keywords: Students with hearing impairments, special pedagogy, preparation for family life, life competencies, communication skills, social adaptation, educational environment, parental cooperation, school–family–community integration.

Introduction

ZAIF ESHITUVCHI O'QUVCHILARNING OILAVIY HAYOTGA TAYYORGARLIGINI OSHIRISHDA MAKTAB–OILA–JAMIYAT HAMKORLIGINING SAMARADORLIGI

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Annotatsiya:

Maqolada zaif eshituvchi o'quvchilarning oilaviy hayotga tayyorgarligini oshirish jarayonida maktab, oila va jamiyatning hamkorlikdagi faoliyati tahlil qilinadi. Shuningdek, oilaning tarbiyaviy muhiti, ota-onalarning pedagogik savodxonligi, psixologik qo'llab-quvvatlashning bola shaxsiga ta'siri ilmiy asosda yoritiladi. Jamiyatning ijtimoiy resurslari orqali o'quvchilarning kommunikativ salohiyatini kengaytirish, ijtimoiy moslashuvini kuchaytirish va oilaviy hayotga ongli tayyorgarlikni ta'minlashning ahamiyati ochib berilgan.

Kalit so'zlar: zaif eshituvchi o'quvchilar, maxsus pedagogika, oilaviy hayotga tayyorgarlik, hayotiy kompetensiyalar, muloqot ko'nikmalari, ijtimoiy moslashuv, tarbiyaviy muhit, ota-ona hamkorligi, maktab–oila–jamiyat integratsiyasi

Enhancing the readiness of students with hearing impairments for family life is considered one of the most urgent and priority directions of modern special pedagogy. Hearing disability limits their natural communication with the surrounding environment, and the inability to fully perceive socially significant information delivered through spoken language significantly slows down the process of acquiring real-life experience. As a result, children face difficulties in deeply understanding concepts such as family, society, lifestyle, gender roles, mutual respect, responsibility, and family duties. Therefore, preparation for family life should not be random, but rather a specially planned and scientifically grounded pedagogical process.

The integrated cooperation of school, family, and community plays an invaluable role in this process. School teachers develop students' social competencies by strengthening their communication, self-management, emotional stability, and everyday adaptation skills. Through special courses, corrective sessions, practical trainings, and role-playing activities, students are given opportunities to model real-life situations. This allows them to anticipate and experience situations they may encounter in family life, test communication strategies, and make appropriate decisions in various conditions.



Within the family, warm relationships, psychological support, involvement in daily activities, and giving small responsibilities play a crucial role in shaping the child as a personality. Parents' positive communication, trust, and affection become an example for the child, making it easier to understand family values. The family, in turn, should maintain regular communication with the school and collaboratively analyze developmental progress and emerging challenges with teachers.

Society serves as a key environment that expands students' social experience. Participation in various clubs, cultural events, group projects, youth centers, and social initiatives strengthens the self-confidence of students with hearing impairments, enhances their need for communication with others, and accelerates the process of social adaptation. This, in turn, creates a foundation for them to find their place in both family and society in the future.

Thus, consistent cooperation among school, family, and community reinforces a learner-centered approach, supports the psychological development of students with hearing impairments, expands their communicative potential, and ensures conscious and responsible preparation for family life. Integrative cooperation establishes a strong foundation not only for their current educational process but also for their successful independent life in the future.

The school system plays a vital role as a fundamental pedagogical environment in preparing students with hearing impairments for family life. It is the primary institution responsible for shaping the social skills of children with special needs, developing their communication abilities, and managing their adaptation to daily life. Expanding socially oriented topics in the curriculum and teaching daily living activities through practical sessions strengthen students' sense of independence. In special correctional classes, developing conversation skills, teaching proper use of gestures and facial expressions, and modeling various life situations through role-playing significantly increase the effectiveness of education. The use of visual aids, graphic models, pictograms, and interactive methods facilitates information perception and contributes to strong learning outcomes for students with hearing impairments.



Teachers' professional competence in surdopedagogy is one of the key factors ensuring the success of this process. A highly qualified teacher can apply an individual approach by deeply analyzing students' psychological characteristics and adopting pedagogical strategies appropriate to each child's developmental level and needs. Modern approaches in surdopedagogy — multimodal teaching, differentiated tasks, communicative integration, and activity-based learning — support the stable development of knowledge and skills related to family life in learners' cognition. Project-based trainings, group tasks, role-playing activities, and practical sessions further strengthen experiential learning and enhance students' readiness for real-life situations.

The family serves as the primary and most influential educational environment in preparing children with hearing impairments for social life and plays a key role in shaping their personality. The quality of communication within the family, parents' pedagogical literacy, attention, affection, and continuous support positively influence not only their emotional stability but also their future ability to live independently. According to specialists, through a proper psychological approach, timely recognition of difficulties, appropriate guidance, praise, and encouragement, qualities such as responsibility, respect, understanding of family duties, mutual assistance, and patience can be developed in students with hearing impairments.

Therefore, regular communication between school and family, parent meetings, psychological-pedagogical consultations, joint projects, and involvement of parents in practical classes significantly improve the quality of education and upbringing of children with hearing impairments. Such cooperation helps to continuously monitor child development, eliminate emerging problems in time, and develop comprehensive readiness for family life.

Society also provides wide social resources in supporting the preparation of students with hearing impairments for family life. Active participation of community institutions, disability organizations, youth centers, and non-governmental non-profit organizations strengthens students' social integration. Cultural and educational activities, psychological counseling centers, and social services organized by society enhance the adaptability of these children to life.

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Strengthening values such as tolerance, empathy, and mutual assistance through social cooperation is of great importance in this process.

In conclusion, ensuring effective preparation of students with hearing impairments for family life is a comprehensive activity implemented through the integrated cooperation of school, family, and society. The scientifically grounded model of such cooperation contributes to the development of communicative potential, independent decision-making skills, understanding of social roles, and success in future family relationships. The application of an integrative approach helps create the necessary pedagogical, psychological, and social conditions for children with special educational needs to lead a complete and fulfilling life.

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