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ADAPTATION OF CHILDREN WITH COCHLEAR IMPLANTS TO AN INCLUSIVE EDUCATIONAL ENVIRONMENT

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Abstract

This article analyzes the processes of socio-psychological and pedagogical adaptation of children with cochlear implants in the inclusive education system. The necessary conditions and pedagogical approaches for the development of hearing and speech activities of children with cochlear implants and their successful education in general schools are highlighted. Also, special training of teachers and psychological support mechanisms are indicated as important factors.

Keywords: Cochlear implant, inclusive education, hearing impairment, adaptation, speech therapy approach, social integration, deaf pedagogy.

Introduction

KOXLEAR IMPLANTLI BOLALARNI INKLYUZIV TA'LIM MUHITIGA MOSLASHTIRISH

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Annotatsiya:

Mazkur maqolada koxlear implantatsiya o'tkazilgan bolalarning inklyuziv ta'lim tizimida ijtimoiy-psixologik va pedagogik moslashuv jarayonlari tahlil qilinadi. Koxlear implantli bolalarning eshitish va nutq faoliyatini rivojlantirish, ularni

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umumta'lim maktablarida muvaffaqiyatli o'qitish uchun zarur bo'lgan shart-sharoitlar va pedagogik yondashuvlar yoritilgan. Shuningdek, o'qituvchilarning maxsus tayyorgarligi va psixologik qo'llab-quvvatlash mexanizmlari muhim omil sifatida ko'rsatilgan.

Kalit so'zlar: koxlear implant, inklyuziv ta'lim, eshitish nuqsoni, moslashuv, logopedik yondashuv, ijtimoiy integratsiya, surdopedagogika.

In Uzbekistan, the legislation in the field of education ensures the equal rights of individuals with special needs and persons with disabilities to receive education in accordance with international standards. At present, the inclusive education system in our country is implemented on the basis of the Constitution of the Republic of Uzbekistan and the Law "On Education." In the version of this Law adopted on September 23, 2020, inclusive education is defined as a form of education aimed at creating equal opportunities in educational institutions for all, taking into account the diversity of learners' individual abilities and educational needs.

One of the key directions of modern education policy today is the full inclusion of children with hearing impairments into social life. Due to the introduction of cochlear implantation technology, children who have lost their hearing have gained the opportunity to hear sounds again and develop speech. According to UNESCO, the success of inclusive education depends not only on technical means, but also on cooperation between teachers, psychologists and parents.

An analysis of the research conducted by R. Shomahmudova on the implementation of inclusive education in Uzbekistan shows that the participation of children in need of special support in the inclusive education system has a positive impact on their development. The scholar emphasizes that in order to effectively implement the concept of inclusive education in Uzbekistan, it is necessary to develop measures to eliminate existing problems and to widely promote the idea of inclusion through mass media. It is stated that in this way it is possible to accelerate inclusive reforms in the education system.

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When a child with a cochlear implant enters a general education environment, he or she goes through two important stages: 1) the restoration of hearing and speech activity; 2) the process of social and educational adaptation. Therefore, the proper organization of the pedagogical process is the key to increasing the child's social activity and achieving successful learning.

In the post-implantation period, children with cochlear implants experience a process of “re-learning” their environment through hearing sounds. This process is complex and directly affects their perception, attention, speech and emotional spheres. In addition, children with cochlear implants may experience insecurity, communication difficulties and sometimes a feeling of isolation. All of this requires psychological support.

The following conditions are important for adapting children with cochlear implants to an inclusive environment: • Teacher's surdopedagogical literacy – the ability to use the hearing device correctly, apply visual aids and speech therapy exercises in the process of speech development; • Speech therapy and psychological support system – regular auditory training, articulation exercises, communication development sessions; • Individual educational program – learning materials adapted to the child's needs, teaching pace and methods taking into account auditory sensitivity; • Creating a tolerant environment in the learning community – encouraging communication with peers, group games and tasks based on cooperation.

A teacher working with cochlear implant children must know not only general teaching methodology, but also the basics of surdopedagogy, psychology and speech therapy.

Adapting children with cochlear implants to an inclusive educational environment requires a comprehensive approach. It is carried out not only through technical devices but also through cooperation between teachers, parents and specialists. Strengthening teachers' specialized training, organizing systematic speech therapy sessions and providing socio-psychological support are integral components of this process.

As a result, children with cochlear implants are able to participate successfully not only in learning but also in full social life.

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Thus, when speaking about a unified system of special education conditions, it includes everything from the general conditions necessary for all categories of children with disabilities to the conditions that ensure the effectiveness of the educational process and the social adaptation of the child, fully adapted to their individual characteristics and educational capabilities.

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