

"EDUCATIONAL, SOCIAL, AND COMMUNICATIVE APPROACHES IN TEACHING PRONUNCIATION TO CHILDREN WITH HEARING IMPAIRMENTS."

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Abstract: This article provides an understanding of hearing-impaired children, the most effective methods of teaching and training them, some elementary problems encountered in teaching deaf children to speak, and pedagogical recommendations for providing them with social and communicative support in the process of education.

Key words: Hearing impaired children, Pronunciation problems, social adaptation, communicative support, Teacher's role in the integration process.

Аннотация: В данной статье даны представления о проблемах слабослышащих детей, наиболее эффективных методах их обучения и воспитания, некоторых элементарных проблемах, возникающих при обучении произношению слабослышащих детей, а также педагогические рекомендации по оказанию им социальной и коммуникативной поддержки в этом процессе. образования.

Ключевые слова: Слабослышащие дети, проблемы произношения, социальная адаптация, коммуникативная поддержка, роль учителя в процессе интеграции.

Introduction:

Children with hearing impairments are considered to have special educational needs in Uzbekistan, as they are around the world. Since 1920, special schools have existed in Uzbekistan to provide education and training for these children. The school for hearing-impaired children accepts those who have a hearing loss ranging from 30 to 75 dB, can understand speech (spoken words and sentences) at a distance of 3 meters, and whose speech development is delayed due to insufficient hearing. Additionally, children who become deaf during preschool or school age but retain their speech abilities are also admitted. Deaf and hearing-impaired children undergo screening by medical psychological-pedagogical commissions organized by the Republic, regional, and municipal education departments, and are then referred for education. Thus, the process of socializing and educating these children requires a special approach. It is crucial to consider the characteristics of these children when teaching them.

Children with hearing impairments face various educational challenges due to the loss of hearing. Below, we will review some common educational problems they often encounter:

Communication Barriers:

Children with hearing impairments experience difficulties in understanding and expressing their thoughts in oral communication, which leads to challenges in following class discussions, lectures, or instructions. This can result in learning gaps and a decrease in academic performance.

Limited Access to Auditory Information: Hearing-impaired children have reduced access to auditory signals such as environmental sounds, spoken instructions, or group discussions. As



a result, they may miss important information, leading to difficulties in learning and social interactions.

Speech and Language Development:

Hearing loss can affect the speech and language development of children. Depending on the severity of the hearing loss and the age at which it occurs, they may experience delayed or impaired speech and language skills, which impacts their ability to communicate effectively with peers and teachers.

Social Isolation; Hearing impairment can lead to feelings of social isolation in educational environments. The inability to participate in communication can lead to psychological and even psychosomatic issues, in addition to the inherent disability.

Cognitive and Intellectual Development: The cognitive levels of children with hearing impairments can vary significantly since hearing loss itself affects cognitive abilities. However, some factors must be considered:

Early Intervention: Early detection and intervention play a crucial role in minimizing potential cognitive delays. Hearing-impaired children who receive early support, such as hearing aids or cochlear implants and speech therapy, often show cognitive development similar to their hearing peers.

Language Development: Hearing loss affects language acquisition. Hearing-impaired children may struggle to develop oral language skills, which, in turn, affects their overall cognitive and academic development. Effective interventions, including speech therapy and communication strategies, can help alleviate these issues.

Educational Strategies: The learning environment and teaching strategies have a significant impact on the cognitive development of hearing-impaired children. In such cases, inclusive education, the use of assistive technologies, and personalized accommodations help support cognitive growth.

Social and Emotional Development:

Children with hearing impairments face social and emotional challenges that indirectly affect their cognitive and emotional development. Providing a supportive environment, fostering social interactions, and addressing emotional well-being contribute to overall psychological health.

Intellectual Potential:

Children with hearing impairments have intellectual potential comparable to hearing children. However, the degree of hearing loss, access to educational resources, and family support can impact outcomes.

Individual Differences:

Each child with hearing impairment is unique, with individual emotional and integrative adaptation abilities. Some children may excel in certain areas, while others may face specific challenges. Recognizing and addressing their personal strengths and weaknesses is essential when providing education to these children.

Technology and Communication:

Technological advancements such as cochlear implants and hearing aids have significantly supported the development of hearing-impaired children, positively influencing their communication abilities.

Parental Involvement;

Parents who are actively involved and consistently engaged in their child's education make a significant contribution to the development of hearing-impaired children. Creating a rich

linguistic environment at home and collaborating with teachers and therapists enhances overall learning.

Addressing Pronunciation in Hearing-Impaired Children:

A crucial task for educators is teaching pronunciation to hearing-impaired children. While support can be effective, certain elements remain challenging. Children with hearing impairments often struggle with pronouncing specific sounds during the communication process, depending on their individual level of hearing loss. Certain speech sounds, particularly those based on high-frequency sounds, may be especially difficult for these children to pronounce. These include:

- Sibilant Sounds: Sounds like "s", "sh", and "z" are difficult to pronounce due to their higher frequency.
- Fricatives: Consonants such as "f", "v", "s", and "z", produced by forcing air through a narrow opening, are often challenging.
- Affricates: Sounds like "ch" and "j", which combine a stop and friction element, are also difficult for them to produce.
- High-Frequency Sounds; Some consonants, particularly those in the high-frequency range, are challenging, which impacts speech clarity.

To address these issues, continuous practice, articulation exercises, and specific attention to the pronunciation of words containing these sounds are necessary. The use of short syllables and the application of these sounds before and after vowels helps in overcoming these challenges. It is important to note that the impact of hearing loss on speech differs among individuals. A comprehensive assessment by a speech therapist or audiologist can identify specific issues, and targeted interventions can be developed to address these challenges. Early intervention and continuous support play a crucial role in the development of effective communication skills for hearing-impaired children.

Conclusion:

Teaching children with hearing impairments to speak involves a combination of special methods tailored to their unique needs. The following strategies are recommended:

- A) Early Intervention: Begin interventions as early as possible. Early influence on speech and language development is crucial for children with hearing impairments.
- B) Hearing Aids and Cochlear Implants: Maximize the use of hearing aids or cochlear implants to enhance access to sound. These devices can significantly improve their ability to perceive and mimic sounds.
- C) Speech Therapy: Work regularly with an experienced speech therapist to improve articulation, language skills, and overall communication.
- D) Auditory-Verbal Therapy (AVT): Focus on developing listening and oral communication skills through AVT. This method encourages children to use their residual hearing without relying on visual cues.
- E) Total Communication: Use a variety of communication methods, including speech, sign language, and visual tools, tailored to the child's individual needs.
- F) Visual Supports: Use visual aids like pictures, diagrams, and written words to reinforce oral speech. This helps children establish connections between visual and auditory aspects of communication.
- G) Tactile Feedback: Introduce tactile feedback in speech therapy. Encouraging children to feel vibrations related to different sounds can help improve their understanding of speech production.



H) Parental Involvement: Involve parents in the learning process. Provide guidance on supporting speech and language development at home.

I) Peer Interaction: Encourage interaction with hearing peers to enhance language development and social skills. This provides additional language models for the child.

J) Consistent Practice: Consistent practice is essential for improvement. Incorporating language development exercises into daily activities fosters progress.

K) Use of Technology: Incorporate speech therapy applications and educational games to make learning more engaging. Interactive tools can make learning fun and motivating.

L) Positive Reinforcement: Use positive reinforcement for efforts and achievements. This boosts the child's confidence and encourages continued progress in speech development.

Adapting these strategies to the unique needs and preferences of each child is crucial for effective pronunciation teaching. Regular communication between teachers, therapists, and parents can further enhance the child's development.

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