

PECULIARITIES OF TEACHING CHILDREN WITH HEARING IMPAIRMENT IN INCLUSIVE AND SPECIALIZED EDUCATIONAL INSTITUTIONS

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Annotation

The article discusses the advantages of inclusive education, as well as its financial aspects in comparison with specialized educational institutions for children with special educational needs.

Keywords: tolerance, inclusion, bonus system, promotion, key values, factors of inclusive education.

Introduction

One billion people, or 15% of the world's population, live with some form of disability, and the prevalence of disability is higher in developing countries. Between 110 and 190 million people have severe disabilities. People with disabilities are more likely to face socio-economic limitations. For example, they find it harder to get an education and a job, they have more health problems, and they are more likely to belong to the poorer segments of the population. That is why the development of inclusive education for people with disabilities would be the most relevant given the benefits that it provides. Most people are at a loss as to how a child with special educational needs can be moved to an environment with children without disabilities? However, inclusive education is a term used to describe the process of teaching children with special needs in mainstream (mass) schools. Ideology is the basis of inclusive education, which excludes any discrimination against children, which ensures equal treatment of all people, but creates special conditions for children with special educational needs. Despite this, the introduction of inclusive practice for people with hearing impairment is a relatively young branch of special pedagogy. However, according to R.M. Boskis, "Children with partial hearing impairment, who independently mastered speech at least to the most minimal degree, should be trained in a school for the hearing impaired and in no case in the specialized school for the deaf." The congress of the World Federation of the Deaf is of a similar opinion: "Integrated education is considered suitable for all categories of children with special needs, except for the deaf. The deaf belong to children with a special style of communication, their own subculture, customs, etc." [3] Unwittingly, a lot of questions arise that would really be relevant if the system of inclusive education had not been studied so deeply and thoroughly, and also if there had not been successful foreign experience in introducing inclusive practices. One of the main factors for the inclusion of children with special educational needs in the general system, namely inclusive education, is evidenced by amendments to the constitution of the Republic of Uzbekistan, where Article 41 states: «Inclusive education and upbringing is organized for children with special educational needs and individual opportunities in educational organizations.» [1]

An important factor in the successful inclusion of people with hearing impairments in mass educational institutions is a full-fledged speech environment in all its manifestations, which will develop speech skills, as well as contribute to the successful socialization of children in society. Parents play an important role in the process of socialization of a child with a hearing impairment. In particular, abroad, parents prefer mass schools that the child attends from the very beginning of the

educational process. Early inclusion of the child in the educational process in a mass institution allows to include the child in the process more gently and without barriers. At the same time, it is important to organize correctional support for children studying in public schools, since children do not receive full psychological and pedagogical assistance. In addition, it is necessary to consult the administration and teachers in the organization of the educational process for children with hearing impairment.

It should be noted that along with the positive experience, we can also note the negative impact. For example, in mass institutions, we can observe difficulties in socialization, difficulties in making friends among healthy classmates. Children with hearing impairments studying in mass institutions often develop a feeling of inferiority. That is why a successful educational process for people with hearing impairment must be accompanied by the help of a sign language interpreter. An idea was put forward during the discussion of the educational process, by persons with hearing impairments, as well as those who studied in mass institutions, which is confirmed by the views and teachings of the American deaf teacher A. Cohen, who also argued the need and effectiveness of the presence of a sign language interpreter in classes attended by students with hearing loss. In addition to the help of a sign language interpreter in the classroom, it is necessary to create an appropriate model for the integration of children with different categories of hearing impairment, while taking into account the indicator of intellectual abilities. [2]

In addition to a well-organized integration model, another of the main issues in the development of inclusion is its proper financing, as well as the need for its implementation directly aimed at the child, and not at the institution, as was done before if the child studied in specialized educational institutions. In this regard, the Decree of the President of the Republic of Uzbekistan No. 4860 dated October 14, 2020 supports the educational process of persons with disabilities. The necessary conditions for its implementation are detailed in the document. For example: strengthening the material and technical base and providing institutions in which inclusive education has been introduced with special devices (lifting devices, ramps, railings and others), necessary literature, teaching aids, equipment and teaching aids for various professions; introduction of modern information and communication technologies and innovative projects in the field of inclusive education; formation of a positive social environment among the population by explaining the right of children with special educational needs to receive knowledge, as well as the essence and content of inclusive education; implementation of measures aimed at preventing discrimination and neglect of children with special educational needs.

Currently, the problems of educating and educating children with hearing impairments are becoming increasingly important. According to the State Statistics Committee for 2020, there are an average of 22 thousand people with hearing impairment in the country, of which 6400 are pupils of specialized schools, 20 specialized boarding schools where children from 6 to 18 years old are brought up and educated today. Such a number of students with special educational needs suggests that the educational system should create the necessary conditions for their learning. The conditions created should relate to the learning process at all stages of the child's education, from preschool education and continuing to higher and postgraduate education. In this regard, starting from the 2018-2019 academic year, an additional two percent quota for admission to universities from the total number of applicants for people with disabilities of groups I and II was introduced. At the entrance exams, the passing score for applicants with disabilities was reduced to 56.7 points (30% of the maximum possible number - 189 points) and those who scored the appropriate score entered state-funded

places on the basis of a state grant. However, according to the representatives of the society of the deaf and hard of hearing, the majority of teachers in specialized institutions do not speak sign language enough, however, this is contrary to that methodology. One of the main aspects of the successful implementation of inclusive education is the competence of teachers in such classes. This problem is relevant not only in our country, but also in such countries as: Romania, Pakistan, Hong Kong, India, Bangladesh, as well as in many post-Soviet countries. This is one of the key components of the successful inclusion of a child in an inclusive education system. In this situation, it would be unlawful to shift all responsibility for teaching a child with special educational needs solely to teachers of public schools, since successful inclusion depends not only on the competence of teachers, but also on the financing of this education system by the state, the active participation of parents in educational the process of their child in this school, the nature of the child's disability is also important [4].

In many of the above countries, surveys were conducted in public schools to identify barriers to the success of inclusive education. The results of this study showed that the majority of teachers in inclusive classes admitted that they lack professional training, they are not aware of the possible deviations of a child with a disability and how to methodologically correctly present the student with educational material. This problem is acute in many schools where the system of inclusive education has been introduced. [5].

Today, in countries for a long time there has been a successfully implemented system of inclusive education - the IEP (Individualized Education Program) system - an individual education program / plan. Pedagogy-adjusted IEPs are necessary to meet the educational needs of children with disabilities. An IEP is a document that includes a student's specific learning needs and specific ways to adapt the curriculum and physical environment for him/her. A typical IEP includes:

- 1) information about the current progress of students;
- 2) annual goals and objectives;
- 3) timetable reflecting the evaluation of the student's progress;
- 4) prescribing special instructions and services necessary for them.

The IEP is considered to be the cornerstone of the educational process for students with disabilities. Every school that teaches children with disabilities must comply with all IEP requirements. Unfortunately, to date, the IEP system has not yet been implemented in the education system for people with disabilities. It is expected that children with disabilities will be educated on the basis of a general curriculum, however, there are all prerequisites for the implementation of programs that have been successfully implemented in countries with an advanced system of inclusive education.

The education system for children with disabilities is not flexible, which creates a number of obstacles that prevent the successful development of inclusion in our country, for example, in Singapore, the educational system fully supports the ideas of inclusive education, but the problem arises in the number of students in classes, and lack of time for each student, in the problems of the behavior of students with disabilities, as well as with the non-fulfillment of the curriculum for other students who do not have disabilities.

Thus, the competence of teachers, their professional skills, psychological readiness, decent funding, properly organized, flexible educational process will allow further development and improvement of not only the system of inclusive education, but will also improve the entire education system. Along

with this, the improvement of the system of inclusive education will contribute to the moral and humane development of the younger generation.

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