



## PRESCHOOL EDUCATION OF CHILDREN WITH HEARING IMPAIRMENTS

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**Abstract:** Timely assistance to preschool children with hearing impairments, early identification of the time of speech formation and rational use of this opportunity, increase in speech-developing activities and benefits for children's health.

**Keywords:** deaf children, children with disabilities, speech.

**Introduction:** The specifics of the physical development of preschool children with hearing impairments, the need to conduct corrective and educational work to ensure full-fledged physical education determine the content of physical education. N. A. Rau, describing the specific defects of deaf children, recognizes such features as shuffling, dragging and flapping of the legs when walking, clumsiness, disorganization of movements, impaired balance, rapid gait, difficulties in performing more complex movements, learning to sit and walk later than expected. As a result of the inability of children to hear well and speak, there are deficiencies in the respiratory system, underdevelopment of speech breathing. It is advisable to include exercises aimed at maintaining proper posture and balance: walking on a rope, planks, and benches, exercises to eliminate or prevent flat feet: walking on wings, walking on tiptoes, heels, climbing stairs, and exercises to develop small and large movements.

In order to correctly understand the development of a child with hearing impairment, it is important to consider their ability to independently acquire speech. Hearing impairment prevents the acquisition of speech and full-fledged speech communication. The lag or complete absence of oral speech prevents the acquisition of written speech, understanding what is read, expressing one's thoughts in writing, and acquiring knowledge in various fields.

The state of hearing and speech are interrelated. On the one hand, hearing impairment prevents the natural development of speech; on the other hand, the full use of hearing depends on the child's speech level. The better the speech is developed, the more opportunities there are to use hearing. Children with hearing impairments differ in terms of hearing impairment and speech level. The presence of different levels of speech depends on the following factors: a) the degree of hearing impairment; b) the appearance of the defect; c) the pedagogical conditions after the appearance of the hearing defect; d) the individual characteristics of the child.

Each of the above factors is important in assessing a child's speech. The more hearing is damaged, the more speech is affected. Hearing, with a severe decrease, does not develop at all without special training.

The time of hearing loss can also be a limiting factor in the development of speech. The earlier the hearing loss occurs, the more it affects the formation of speech. Hearing loss at a time when speech has not yet formed leads to muteness.

If a child's hearing is reduced at the age of 2-3, 4-5, and special pedagogical measures are not taken, the existing speech disappears.

The specifics of the physical development of preschool children with hearing impairments, the need to carry out corrective and educational work to ensure full-fledged physical education determine the content of physical education.

In special preschool educational institutions, the following tasks are carried out in the process of physical education aimed at the comprehensive development of children:

- protecting children's health;
- tempering and strengthening the body;
- forming cultural and hygienic skills;
- developing movements;
- organizing corrective work to eliminate deficiencies in physical development;
- developing children's speech in connection with physical education.

Physical education is carried out with the help of the following tools:

- children's daily routine;
- proper nutrition;
- physical exercises;
- active games;

In order to develop hearing skills in conjunction with movements, children are taught to distinguish sound signals and perform movements corresponding to the sounds they perceive. Children are taught to perform movements in accordance with the melody and rhythm of the sounds of the drum and hoop. The process of perceiving existence is associated with movement and activity, therefore, the development of children's movements contributes to their mental growth. In the process of physical education, the educator forms the speech necessary for children's speech communication (comprehensively, holistically) in a perceptible manner. All the words and instructions of the educator are written in printed letters on written cards, and the child perceives oral speech and the notes on the cards as they see and hear them. In physical education classes, the educator teaches children to communicate through speech. The physical education program defines the vocabulary for the development of movements that must be mastered in each school year.

Each new physical movement taught is shown to children without speech, and children imitate the movements. It ensures the healthy, all-round development of the child, instills in him a sense of desire to study, prepares him for regular education, and is carried out in state and non-state preschool educational institutions and families until the child reaches the age of six or seven. Neighborhoods, public and charitable organizations, and international foundations actively participate in organizing the activities of such educational institutions.

To develop preschool education, it is necessary to: prioritize the training of qualified educators and teachers; search for and introduce effective psychological and pedagogical methods of preschool education; ensure the organizational, psychological, pedagogical and methodological aspects of raising children in the family; create and produce modern educational and methodological aids, technical means, toys and games; create conditions for the spiritual and moral education of preschool children based on the rich cultural and historical heritage of the people and universal values; select various options for programs for different types of preschool institutions, and create the opportunity to provide qualified consulting services on all issues of preschool education; Development of a mechanism for supporting and developing the network of preschool education and health care institutions. Preschool educational institutions (kindergartens, kindergartens, child development centers, etc.) are organized with the aim of assisting families in raising children from one to six years old, protecting and strengthening the physical and mental health of children, developing individual abilities, and taking necessary measures to correct developmental defects. Education and upbringing in preschool educational institutions are carried out on the basis of approved state requirements. State requirements must be met by the following educational institutions located on the territory of the Republic of Uzbekistan:

- state and non-state preschool educational institutions;
- "Mehribonlik" houses with groups of children receiving preschool education;
- departments of district (city) departments of public educational institutions that control preschool and primary education;
- faculties of vocational colleges and higher educational institutions that train personnel in preschool and primary education;
- organizations engaged in the development of skills of preschool and primary education personnel.

The purpose of state requirements:

- to organize the activities of the preschool education system based on the prospects for the social and economic development of the country, the needs of society, modern achievements of science and technology;
- to ensure the provision of quality educational services;
- to protect the interests of the individual, society and the state in the field of education and personnel training;
- to develop a quality personnel training system;
- to form the foundations of the child's personality and develop his interest in learning;
- to ensure the intellectual and physical development of the child;
- to introduce children to national culture and universal human values;
- to prepare children for school education.

Conclusion: It is about involving children with hearing impairments in special institutions for preschool education and taking the necessary measures to identify changes in speech in a timely manner.

### **The list of used literature:**

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