

## INVOLVEMENT OF FAMILIES OF CHILDREN WITH HEARING IMPAIRMENTS OF PRESCHOOL AGE IN CORRECTIONAL- PEDAGOGICAL SUPPORT

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**Annotation** This article describes the content of work on involving families of children with hearing impairments of preschool age in correctional-pedagogical support. An analysis of the mechanisms of involvement of families of children with hearing impairments of preschool age in correctional-pedagogical support was carried out.

**Key words:** students with hearing impairment, pronunciation skills, differential approach, corrective pedagogical works, speech ability, speech recognition, understanding, re-imagining, psychophysical mechanisms.

Pedagogically informing parents and engaging the families of children with hearing impairments of preschool age in correctional-pedagogical support, the researches conducted abroad and in our country based on the use of specially organized system and methodical tools for hearing-impaired persons if the activity system is focused on development as a special form of reflection of society's values and cultural norms, it allows full development of social relations towards persons with disabilities[1].

In modern society, attention to family problems has increased significantly. This situation is related to the problem of motherhood and childhood, the increase in the number of dysfunctional families, the rapidly increasing number of children with psychophysical developmental disabilities, the problems of social support for orphans, the increasing complexity of the emotional and spiritual world of a modern person, and so on. - conditioned by economic and socio-cultural problems. The changes that took place in society in recent decades caused the deformation of family relations, reduced the quality of its social influence, and weakened the educational potential of the family. There is a need to provide comprehensive

support to families, increase the pedagogical culture of parents, improve the educational capabilities of the family, and form new approaches to integration with the family in the process of raising children [3].

In special pedagogy, the family is analyzed as a system characterized by the following situations:

- the family has a complex internal structure, its own psychological structure;
- the family system as a whole creates "systemic qualities" in the individuals belonging to it;
- the family system has the qualities of non-additivity, it is not considered a sum of individuals that are part of it;
- each element of the family system influences other elements, and is influenced by them;
- family system is self-managing.

The family is a system-forming determinant of the child's socio-cultural status and determines the child's further psychophysical and social development. The internal environment of the family develops the child through its influence, it forms the positive moral qualities of the person and his loving attitude towards the world.

The birth of an unhealthy child in the family is a psychological trauma factor with long-term effects. Parents need help, are helpless, and describe their situation as "internal" (psychological) and "external" (social). Internal family relations and 3 levels of deformation of social relations among parents are distinguished [4]:

1. Psychological level: the birth of a child with developmental disabilities is perceived as a tragedy by his parents. A long-term stressful situation has a strong deforming effect on the psyche of parents and becomes a prerequisite for a drastic change in the family's lifestyle.

2. Social level: the birth of an unhealthy child and the state of his health will later be a test to check the genuineness of feelings between spouses, the sincerity of the relationship between the unhealthy child and the parents. Based on the specific characteristics of the child's condition and development, as well as personal views, the family can limit the implementation of communication or engage in communication less often, and limit relations with relatives and loved ones.

3. Somatic level: long-term mental injuries and physical strain caused by childcare are a psychogenic and somatogenic factor for the organism and psyche of parents, especially mothers. The longer the psychopathic condition lasts, the more the child grows up, the more the changes in the health of some mothers become apparent. , will need to provide psychological and pedagogical support.

Two models of improper upbringing of a child with developmental disabilities in the family are classified [4].:

1. Parents accept their child's problems indifferently, do not pay enough attention to his upbringing. This attitude towards the child causes him to lag behind in psychophysical development.

2. Parents take care of their children too much. This attitude towards the child deprives him of the opportunity to be independent, hinders his socialization and development.

Provide all-round pedagogical support to parents to help them understand the causes and nature of their child's developmental disability, see ways to eliminate the problem, realize their own educational opportunities, and even develop a personal strategy to help the child in the family. allows. V.V. Tkacheva developed a completely new conceptual approach to diagnosing the problems of a family raising a child with developmental disabilities. Under the concept of psychological study of the family, a systematic approach and directions of psychological diagnosis are meant, which implies the determination of the main purpose, tasks, and principles of the study of the family. The main goal of studying

the family psychologically is to identify the reasons that destroy the harmonious way of life of the family and prevent the adequate development of the child with a psychophysical development defect. The author has developed the directions, stages and content of work with the family of a child with developmental disabilities, as well as the methodology of providing psychological support to the family [5].

Involvement of parents in the correctional-pedagogical process is an important condition for the comprehensive development of a child with a hearing impairment. Achieving correction efficiency through training with hearing impaired children in preschool educational institutions does not always allow to apply the acquired knowledge and skills in real life. According to T.V. Ananeva, an important condition for strengthening the achieved result is to actively influence the children's relatives in order to change their attitude and approach to the child, arming the parents with convenient methods of communication. The author has developed the following 4-step algorithm for psychological-pedagogical support of a family raising a child with a hearing impairment:

1st stage - propaedeutic, the purpose of which is to establish emotional ties with parents and children;

2nd stage - diagnosis, the purpose of which is to determine the socio-psychological condition of the family of a child with a hearing impairment;

3rd stage - compensatory, corrective, formative. Its purpose is to provide adequate, effective psychological and pedagogical support to the family of a hearing impaired child;

Stage 4 - control, the purpose of which is to implement a differential approach to determine the appropriate conditions of education at the next stage of education.

Thus, modern approaches to the education of children with developmental disabilities, as well as their social adaptation, involve the active involvement of the

family in the process of child development. This issue is widely covered in the literature. However, an important condition for the effectiveness of this process is the ability of the pedagogue-defectologist as a leading specialist to establish active cooperative relationships with different categories of parents and organize a joint activity process. This task is not an ordinary task for a defectologist. In specialized pre-school educational institutions for children with hearing impairment, children from different families, with or without higher education, complete and incomplete, economically provided or not provided, receive education. A defectologist should establish trust-based relationships with each of the families, determine the most effective ways to help families with the education and upbringing of children with hearing impairments.

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