COCHLEAR IMPLANT REHABILITATION IN CHILDREN AS A SOCIO-PEDAGOGICAL ISSUE

Rakhimova Khurshidakhon Sadikovna
Associate Professor, Department of Special Pedagogy, Kokand State University
Khalimova Ozodakhon Mamurjon qizi
1st-year student of Special Pedagogy (Logopaedics), Namangan State Pedagogical Institute

Abstract

This article examines the process of auditory-verbal rehabilitation in children with cochlear implants as a socio-pedagogical issue. It explores modern approaches to working with children with disabilities, particularly those with cochlear implants, within the framework of preschool education in Uzbekistan, which is considered a key stage of the national continuous education system. Based on various scholarly sources, the article analyzes methods and tools aimed at developing speech activity, communication skills, and social integration of these children. Furthermore, the importance of fostering independent thinking and interaction skills through pedagogical technologies, play-based activities, artistic creativity, and visual arts is substantiated. The research findings emphasize the significance of early rehabilitation and integrated approaches in ensuring the successful social adaptation of children with cochlear implants.

Keywords: cochlear implant, auditory-verbal rehabilitation, preschool education, surdopedagogy, children with disabilities, pedagogical technologies, communication skills, social integration.

Improving the content of preschool education as the initial link in the continuous education system and implementing innovative technologies in teaching practices are among the pressing issues in the field of pedagogy in Uzbekistan. In particular, optimizing learner-centered principles within the content of correctional and pedagogical processes is of great importance for organizing the education of preschool children with disabilities. Among these children, there are those with cochlear implants, and identifying effective methods for teaching, upbringing, and rehabilitating them during the preschool period has become a subject of research in special preschool pedagogy. In our study, we analyzed several scholarly works that address the psychological and pedagogical aspects of working with cochlear-implanted children.

Healthy preschool-aged children tend to show curiosity by repeatedly asking questions during various activities and seeking to learn the names of objects and phenomena that interest them. They actively express their thoughts and desires, striving toward their goals, even stubbornly at times. In contrast, many children with

cochlear implants tend to be passive, fearful, and lack self-confidence due to overprotective family environments.

Considering that optimizing preschool and general school education is a requirement of the time, and that cochlear-implanted children are expected to attend mainstream schools, it becomes essential to develop their auditory-verbal skills early in the post-surgical period through speech and language interventions. The more these children are prepared with social and communication skills before entering school, the more likely they are to successfully master school subjects.

Y.N. Dankova substantiated the didactic potential of social influence through pedagogical technologies for older preschool children. Based on her pedagogical views, it was found that creating a cooperative environment is a crucial factor in the development of auditory-verbal skills in preschool children with cochlear implants.

O.Y. Petrova studied the pedagogical conditions that facilitate effective peer communication during rule-based games among older preschool children. As a result, optimal methods for organizing children's play activities were introduced into practice.

T.A. Vlasova, through her scientific research, systematized methods for fostering independence in older preschool children through artistic manual labor. These scholars' recommendations were used as methodological sources for selecting methods proposed for practice.

Y.S. Maslova emphasized the importance of a developmental environment in forming visual creativity in older preschool children with hearing impairments.

V.V. Zaboltina methodically analyzed the effectiveness of theatrical games in the emotional and moral upbringing of preschool children with hearing impairments and outlined effective ways for teachers to use improvisational techniques in working with such children.

Y.G. Rechitsky and **Y.V. Parkhalina** provided methodological recommendations for preparing preschool children with hearing loss for school education. According to them, the content of education for these children should align with that of children without disabilities, since many may eventually transition into mainstream schools. Teachers must keep this in mind when organizing their educational activities.

In our research concept as well, the task of identifying effective technologies for preparing preschool children with cochlear implants for school by developing their speech vocabulary was prioritized. Therefore, studying the national preschool curriculum for children without disabilities and developing appropriate criteria and lesson content was determined as one of the essential pedagogical conditions.

M.A. Povalyaeva, in her research, revealed the mechanism of systemic influence of professional collaboration on corrective interventions. She argued that

the effectiveness of education is directly linked to the responsibility of families and proposed several ways to achieve this.

V. Petschak explored the emotional development of deaf children, emphasizing the role of effective communication in building emotional relationships with family members.

L.P. Noskova succeeded in scientifically analyzing the characteristics of development and upbringing in deaf and mentally challenged preschool children—a topic often debated by practitioners. In her research, she relied on **L.S. Vygotsky's** theory of the "complex structure of a defect" and implemented methodological recommendations in practice.

N.G. Soshnikova, in her research on the social upbringing of children with complex hearing impairments, developed practical recommendations for applying effective corrective strategies.

Several Russian scholars have studied the medical and rehabilitative aspects of modern technical means of restoring hearing in children with auditory impairments through surgical procedures. **Y.V. Shcherbakova** researched optimizing medical criteria for selecting cochlear implantation candidates, while **V.Y. Kuzovkov** analyzed the application of modern surgical approaches in cochlear implant procedures. Both scholars highlighted the need for improving surgical interventions and developing appropriate organizational and legal mechanisms to support children with hearing impairments and their families.

T.D. Sharmanzhinova systematized the medical criteria for analyzing the auditory perception dynamics in clients using cochlear implants. Her proposed criteria allow for the evaluation of the effectiveness of various stages in the perception of both speech and non-speech sounds in children.

Modern models of cochlear implants enable children to hear speech more clearly and ensure the full social rehabilitation of those who lost their hearing during critical periods of speech development. After cochlear implantation, children can hear normal sounds and navigate auditory environments; however, this requires consistent and continuous auditory-verbal rehabilitation.

In preparing children with cochlear implants for auditory-verbal activity, their cognitive development plays a crucial role. This is because every action is first anticipated, mentally planned, and carried out through reasoning to achieve a goal. Therefore, preparing children with cochlear implants for speech activity must go hand in hand with fostering their intellectual development.

Through acquiring speech, a child also assimilates concepts such as objects, qualities, actions, and relationships. In doing so, the child not only gains knowledge but also learns to think, because thinking involves either internal or external verbalization, and speech, in turn, reflects thinking.

Once a child with a cochlear implant acquires speech, they begin to interact with the world around them, and their worldview expands. The child now not only relates to visible and tangible objects but also establishes connections with things they have never seen or experienced firsthand, such as embarking on journeys through fairy tales or reflecting on how people lived in stories they hear.

A child with a cochlear implant uses speech to express their own thoughts and emotions, thereby influencing the people around them. In this process, the expressiveness, emotional richness, and coherence of speech are particularly important.

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