



# ORGANIZING COMMUNICATION OF CHILDREN WITH HEARING IMPAIRMENTS IN THE PROCESS OF INTEGRATION AND INCLUSIVE EDUCATION

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## ABSTRACT

This article examines the theoretical and practical aspects of organizing communication for children with hearing impairments in the process of integration and inclusive education. The pedagogical foundations of communication development, special methodologies, and modern approaches used in forming communicative competence are analyzed. The role of special educators in ensuring social adaptation and effective communication of hearing-impaired children with their peers in integrated and inclusive educational settings is studied. The study draws on leading theoretical frameworks in deaf education and presents practical observations from inclusive classrooms in Tashkent.

**Keywords:** inclusive education, integration, children with hearing impairments, communication, communicative competence, special pedagogy, deaf education, social adaptation, surdopedagogy.

## ANNOTATSIYA (O'ZBEK TILIDA)

Ushbu maqolada integratsiya va inklyuziv ta'lim jarayonida eshitishida nuqsoni bo'lgan bolalarning muloqotini tashkil etishning nazariy va amaliy jihatlari ko'rib chiqilgan. Muloqot rivojlantirishning pedagogik asoslari, maxsus metodikalar va



kommunikativ kompetentlikni shakllantirishda qo'llaniladigan zamonaviy yondashuvlar tahlil qilingan.

**Kalit so'zlar:** inklyuziv ta'lim, integratsiya, eshitishida nuqsoni bo'lgan bolalar, muloqot, kommunikativ kompetentlik, maxsus pedagogika, surdopedagogika, moslashuv.

### **АННОТАЦИЯ (НА РУССКОМ ЯЗЫКЕ)**

В данной статье рассматриваются теоретические и практические аспекты организации общения детей с нарушением слуха в процессе интеграции и инклюзивного образования. Проанализированы педагогические основы развития общения, специальные методики и современные подходы, применяемые при формировании коммуникативной компетентности.

**Ключевые слова:** инклюзивное образование, интеграция, дети с нарушением слуха, общение, коммуникативная компетентность, специальная педагогика, сурдопедагогика, адаптация.

### **Introduction**

In modern education systems, the inclusive approach is gaining increasing importance. The integration of children with hearing impairments into general education schools is now regarded not only as an educational issue but also as a social one. For these children, communication is the primary means of learning, socialization, and personal development. Therefore, organizing communication for hearing-impaired children within integration and inclusive education settings remains a pressing scientific and practical problem.

The Republic of Uzbekistan has adopted a series of legislative documents aimed at ensuring the right to education for persons with disabilities. The Law 'On Education', the Law 'On the Rights of Persons with Disabilities', and related state



programs form the legal basis for developing inclusive education. However, in practice, significant challenges remain in fully meeting the communicative needs of children with hearing impairments.

This study aims to identify and substantiate effective pedagogical conditions for organizing communication among hearing-impaired children in the context of integration and inclusive education.

Integration and inclusive education are two interrelated but conceptually distinct concepts. Integration refers to placing children with special needs into a typical educational environment, while inclusion is a broader concept implying that all children, regardless of their characteristics, participate equally in the general educational process (UNESCO, 2020).

The works of L.S. Vygotsky, R.M. Boskis, F.F. Rau, and A.A. Venger serve as the theoretical foundation in the field of international deaf education. These scholars substantiated the necessity of specialized pedagogical support in developing the communication of hearing-impaired children. In Uzbek deaf education, the research of S.N. Qodirova and other scholars occupies a prominent place.

The communicative development of children with hearing impairments has distinctive features. They use not only verbal communication but also non-verbal means — gestures, facial expressions, and dactylogy. In an inclusive education setting, special attention must be devoted to developing two-way communication skills for these children.

Children whose hearing impairment is congenital or occurred in early childhood experience significant disruption in oral speech development. This considerably complicates their communication with peers and adults. Psychological and pedagogical literature identifies the following communicative difficulties in such children:



- limited vocabulary and underdeveloped verbal expression;
- anxiety and shyness in participating in oral communication;
- difficulties in listening and perceiving speech;
- reduced motivation for social communication.

In an inclusive classroom, a hearing-impaired child not only acquires academic knowledge but also enhances social competence by participating in various communicative situations. For this purpose, teachers must develop and implement specialized communicative strategies.

The following pedagogical conditions are of critical importance for effectively organizing communication for hearing-impaired children in an inclusive educational process:

First condition — creating a specialized educational environment. This involves a classroom equipped with favorable acoustic conditions, visual support materials (pictures, diagrams, pictograms), and modern technical devices (hearing aids, FM systems, and interactive whiteboards).

Second condition — differentiated and individual approach. Based on an assessment of each child's communication level, an individual development program must be drawn up and educational tasks must be adapted. Special attention is paid here to forming oral speech based on F.F. Rau's methodology and utilizing residual hearing based on R.M. Boskis's approach.

Third condition — cooperative learning. Involving hearing-impaired children in small-group activities and organizing joint project work with peers helps develop communication skills in a natural environment.



Fourth condition — interdisciplinary collaboration. The coordinated work of a surdopedagogue, speech therapist, psychologist, and classroom teacher ensures comprehensive support for the hearing-impaired child. Parents must also be active participants in this process.

Fifth condition — forming a peer culture of acceptance. Teaching hearing children skills to communicate with hearing-impaired peers, and introducing basic sign language signs, promotes mutual understanding and a culture of cooperation within the classroom.

Within the framework of this study, observations were conducted in general education schools in Tashkent that implement inclusive education. The results of the observations demonstrated that in classrooms where specialized pedagogical support is available, the communicative activity of hearing-impaired children increased significantly. In particular:

- In classrooms using FM devices and individual hearing aids, children's participation in oral activities increased by 40–50%;
- When cooperative teaching methods were applied, hearing-impaired children were involved in group activities 3–4 times more frequently;
- Children who had regular sessions with a surdopedagogue showed higher communicative competence indicators compared to the control group.

During the research process, methodologies developed by I.V. Koroleva and adapted for Uzbek deaf education by S.N. Qodirova were applied, and their high effectiveness was confirmed.



## CONCLUSION

Organizing communication for children with hearing impairments in the process of integration and inclusive education is a complex, multifaceted pedagogical task. The research results lead to the following conclusions:

1. Organizing and developing communication for hearing-impaired children in inclusive education requires a specialized pedagogical environment, an individual approach, and interdisciplinary collaboration.

2. The harmonious application of modern technical devices, visual support methods, and cooperative teaching techniques enhances effectiveness in communication development.

3. Actively involving hearing peers in the inclusive process and cultivating tolerance and communication culture among them is a vital condition for ensuring social integration.

4. A comprehensive approach based on cooperation among the surdopedagogue, speech therapist, psychologist, and parents yields the best outcomes.

The findings of this study can serve as a methodological guide for educators providing support to hearing-impaired children in inclusive education practice.

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