

**TECHNOLOGIES FOR PREPARING GRADUATE STUDENTS OF  
SPECIALIZED BOARDING SCHOOLS FOR HIGHER EDUCATION FOR  
CHILDREN WITH HEARING IMPAIRMENTS**

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**DOI: 10.5958/2249-7137.2022.00852.7**

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**ABSTRACT**

*In special education, upbringing is viewed as a deliberately planned process of educational support for human socialization, sociocultural inclusion, and social adaptation. Vital functions are disabled. Education takes place in various historical, sociocultural, and temporal circumstances, and it is prone to change in line with the shifting norms and realities of social life. Educational institutions and systems, which are reliant on societal conditions and requirements, decide its goals and objectives, techniques, and tools. This article offers input and feedback on the methodologies used to prepare hearing-impaired youngsters at specialist boarding schools for higher education.*

**KEYWORDS:** *Hearing Impairment, Children, Social Adaptation, Special Education, Pedagogical, Higher Education, Boarding School, Specialized, Training Technology.*

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**INTRODUCTION**

Psychophysical illnesses limit daily activities, which makes it difficult or impossible to independently assimilate social experience and societal moral standards. In turn, this makes a person feel powerless and dependent on others, forces them to organize and control every aspect of their lives, and forces them to behave as social interaction's middlemen. As a result, special education serves as pedagogical support in enhancing life quality in difficult situations brought on by the limitation of life and social interaction opportunities. Such individuals invariably develop a sense of inferiority and a constrained mental, spiritual, social, moral, emotional, and aesthetic being in the absence of educational support, directed assistance, psychological assistance, and pedagogical assistance. Support in life entails, first and foremost, assisting in the fight against social exclusion, exposing the disabled to the full range of the world, ensuring a person's normal existence, and integrating him or her into society as a carrier. consumer of culture in general.

Special education implies a complex of educational actions that can prepare a child or teenager for the ability to lead the most suitable lifestyle for a modern person, help him achieve human perfection. Special education is based on the humanistic idea that any person, even with severe disability, has the opportunity to develop, self-develop and, consequently, Educate, which helps him adapt to the changing context of social relations. The child's needs for upbringing are determined by his age, time and features of the appearance of developmental disorders or

deviations, their manifestation, the possibility of correcting and compensating for secondary deviations, the influence of the socio-cultural environment, the participation of the immediate environment. In any case, the teacher, determining the content of an individual educational program for a particular child, on the one hand, proceeds from the generally accepted requirements for a particular age, and on the other, from the individual capabilities of this age.

A specific person is determined by biological and social elements that affect its motivational and value relationships, as well as the pace and volume of absorption of the necessary abilities. Social usage and orientation skills are particularly crucial for the social inclusion and adaption of children with impairments. It involves the psychological and educational preparation of an individual for life and activities in society, particularly in the Society of Children and Adolescents, who is always and everywhere (in all types of educational activity). When it comes to emotionally positive perception of others, resistance to politeness and femininity, self-esteem and assessment of oneself and one's own defect, much attention is paid to the formation of the most realistic attitude, the type of human relationship that requires a natural view of psychological protection. abilities to deal with hostile or aggressive societal and environmental attitudes. Another youngster, but practically a teenager, should be instilled with a cognitive interest in the world of nature and man, as well as his own and other people's inner worlds, at this age.

A special education system for children of senior school age provides psychological and pedagogical assistance in preparing for an independent adult life, solving such complex problems as choosing and obtaining a profession, getting a job, joining a team of ordinary people, independent independent life from parents. , the formation of a circle of friends, gender-role determination and sexual life, spiritual and moral values, the creation of a family, having children, participation in social life, finding and organizing one's own lifestyle and lifestyle. At school age, in accordance with the age characteristics and capabilities of students, their civic education is carried out.

The issue of the characteristics of the development of the emotional realm is of special concern for children with hearing impairments. The development of the individual is hampered by inadequate speech development in children with disabilities, a lack of knowledge, and limited social interaction. Such children lack the necessary emotional expression skills, including the ability to identify and articulate their experiences. Children with hearing loss develop neurotic complexes, which alter their personality development. Changes in the child's lifestyle, such as those that make him uneasy, insecure, peaceful, and tense, as well as the appearance of conflicts among the children in the group and behaviors like hyperactivity, shyness, and aggression, can result in personal issues that cause isolation. The inability to overcome one's own shortcomings, especially physical ones, often leads to obvious compensation, in which the child begins to think about his shortcomings, instill sympathy for himself and try to get benefits from this. He stops personal growth, forms an erroneous, jealous, selfish personality.

The implementation of research by representatives of numerous sectors in this direction is motivated by the large increase in the number of children with hearing impairments and the absence of negative emotional emotions in them. In Kharlamova's scientific study on the subject of "family as a factor in the emotional development of preschool children with cochlear implants," the interaction of such indicators as the level of emotional intelligence of family

parents and the qualities of their relationship with the child, as well as the study considered by this effect as a factor in the emotional development of the child, were taken into consideration.

According to the results of the study, the level of emotional development of children in control groups of children and parents, in particular, the indicator "understanding emotions", turned out to be correlated with the level of emotional intelligence of parents. Also, it was found that the ability of parents to understand and control their own and other people's feelings is manifested in the emotional development of the child, and in the experimental group there is no such relationship, and significantly higher indicators of control over emotions are observed. This was due to the high results on the scale of assertiveness in the method of interaction between parent and child. Increased control over children, in turn, led to increased demands on them, narrowing their emotional experience, limiting familiarity with a number of experiences.

The major objective of Maslova's study, "the Semantic Field of High School Students in a Deaf and Deaf Boarding School", is to examine the differences between hearing and hearing-impaired High School students in terms of the semantic field's features. The main principles of deaf psychology were first interpreted in the context of contemporary theory of meaning during the scientist's research. A psychological profile of a young man with hearing loss was developed as a result of the study, which revealed new information about the peculiarities of the semantic field components of senior school children with hearing impairment.

The goal of Shurova's study on the subject of "the dynamics of intellectual development of hearing impaired schoolchildren from primary school age to adolescence" was to examine the dynamics of intellectual development of hearing impaired students and identify the connections between the development of their thinking and communication skills. In the study, new information was gathered regarding the dynamics of hearing-impaired students' intellectual growth, and their relationship to the development of thinking and speaking abilities was identified. The researcher's study looked at the characteristics of the development of speech functions that guarantee the regulation of activities for dealing with mental health issues and the efficacy of thinking in children and adolescents with hearing impairment. It was possible to identify the potential abilities of students with hearing impairments and develop strategies for ways to enhance education and the educational process by concretizing the psychological content of the particularity of the development of the intellect of children and adolescents with hearing impairments. In this study, the intellectual development of schoolchildren with hearing impairments was assessed using a combination of methodologies for the first time. The study also demonstrated the possibility of describing their psychological underpinnings in addition to identifying the characteristics of their intellect growth.

*In conclusion*, every impaired person has some limitations regarding their ability to develop these competences. In order to go in the aforementioned directions gradually, the instructor creates a unique cognitive and developmental program with the kid, based on what is accessible or achieved for each student. They are made up of the following four major components when taken as a whole: awareness and evaluation of oneself as a subject actively interacting with the world around them; assimilation of sociocultural norms and values, rules and relationships; formation of sociocultural life, skills and competencies of social life, and orientation towards the surrounding natural and technological world and social life.

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