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ADAPTATION OF CHILDREN WITH HEARING AND PRONUNCIATION IMPAIRMENTS WITH COCHLEAR IMPLANTS IN INCLUSIVE EDUCATION

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An. The article highlights hearing impaired individuals from the cochlear implant surgery practice prior to surdopedagogic work and cochlear implant surgery practice following surdopedagogic work on and requirements for it. The role and importance of hearing impaired persons in their lives is highlighted by the issues of the need to work with special programs of adaptability to the world of hearing loss.

Uzbekistan dated 10/13/2021 No. 638 “On approval of regulatory legal acts concerning the education of children with special educational needs” defines the procedure for promoting and organizing inclusive education. Inclusive is an English word meaning “to harmonize". This means that similar things that exist in existence merge with each other and harmoniously combine with each other, move in the same tone, the same rhythm, adapt.

Inclusive education is ensuring equality in the acquisition of knowledge in educational institutions, taking into account the special educational needs of students and differences in individual opportunities. Co-education is recognized by the international community as the most humane and effective.

Exclusion is made up of children with disabilities who do not have an education.

Segregation is a specialized special school for children with disabilities , boarding school.

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Integration is a specialty in general education schools for children with disabilities

Inclusion-children with disabilities participate in general education with other children at school.

What is a cochlear implant? A cochlear implant is a medical prosthesis that is surgically installed to compensate for hearing loss.

The cochlear implant consists of two clamps: It consists of external and internal parts The external parts include: speech processor, microphone, and conductor The speech processor: - placed behind the ear , it picks up sounds from outside.

Microphone : - The microprocessor picks up sounds and sends them to the cochlear implant Conductor - converts sounds into electrical impulses Internal parts: The implant is surgically implanted into the shell at the base of the scalp.

The receiver; - External signal decoder - A chain of electrodes. The implant is inserted into the shell. When a person is injured due to damage to the feather cells located in the mucous membrane of the inner ear, they lose their hearing.

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This hairy cell is replaced by a chain of electrodes implanted in the inner ear, which serve to send sound signals to the brain. The cochlear implant is mainly intended for installation at all levels of deafness, from IV to hearing impaired, starting from age

Preoperative work; -determination of the child's hearing level. - to explain to the child what hearing is in the learning process. - active, trained to hear the sounds of breakfast with the help of hearing aids , to develop slurred speech (understands by ear, but does not pronounce). - develop inactive speech (understands by ear, but does not pronounce) related to human speech by hearing speech sounds using a hearing aid.

The child understands through the hearing around him that it is maybe.Originally to human speech without Dinner (breakfast) imitation of sounds working on a goal is appropriate.There is a process of development auditory pronunciation of children.Behind some sounds work should be done on the development of sounds related to human speech.Vowels are formed first, and then consonants.In the learning process, the child is first shown an articulatory representation of sounds, and then, depending on the distance of hearing, they give hearing to the ear itself..It is recommended to practice the KI device after the child has an understanding of the auditory process.

Work after surgery After practicing ki, the device is first turned on by the tuner within the audible range at the lowest frequency. Auditory and speech rehabilitation work with children after cochlear implantation is divided into 3 stages.Adaptation, start, basic. The period of adaptation lasts from 1 to 3 months, depending on the general condition of the child.The child begins to hear sounds on his own. In this case, the implant adapts to the child's body and vice versa, to a foreign object in the child's body. Start-up scheme: implantable electrodes are started.In the first period of life, all children undergo an adjustment of this implant.

Main period: This period includes types of work in 3 main areas.

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1.Preparation

2. The starter .

3. Basic.

The preparatory stage.At this stage, preoperative preparation is carried out, psychological preparation of the mother and child, preparation of the child to turn on the speech processor, conditioned motor reaction to sounds, explanation of the presence or absence of sound, limitation of sound volume (hearing), parental counseling, general meeting, recommendations hearing aid setup,hearing and speech training at home and in family settings. The preparation of an individual rehabilitation plan is carried out.

The initial stage.Develop auditory attention,respond to different voices,work with attention,arouse interest in surrounding voices, distinguish between speech and speech sounds by ear,search for the source of sound orientation,collect images of auditory representations,teach parents to develop hearing in everyday communication,develop speech, develop sounds and sound pronunciation,work on speech breathing,duration exhalation, purposeful orientation of the air flow, sound production and its auditory control, auditory correction of timbre, arteculation exercises, control of one's own speech.

The main stage.Development of auditory and speech perception, auditory perception of language and speech, auditory perception of one's own speech, auditory perception of coherent speech and understanding of complex matinees. With the help of a sign language teacher, the processes of systematic work continue. Gradually, hearing strengthens over a period of time. Before recommending ci to teach a child in an inclusive education program, his ability to think and pronounce independently must be prepared by a sign language teacher. The purpose, objectives and principles of teaching children with hearing impairments to and in inclusive education: The purpose

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of inclusive education is to create an unhindered adapted educational environment at school for students with special educational needs with the involvement of special educators using special tools and methods, to ensure high-quality general secondary education that serves their effective adaptation and full integration into society.

The tasks of inclusive education: - - Creation of a unified adapted social environment for students with different development opportunities, eliminating any discrimination, ensuring equal treatment of all children: - The formation of a tolerant attitude among the public and all participants in the educational process towards the problems of students with special educational needs; - Development of the mental and social potential of children with special educational needs, as well as healthy children in the learning process; Creation of opportunities for mastering general education programs of secondary general education in accordance with state educational standards for all students; -Creating conditions for the comprehensive development of students, the emotional and volitional sphere, the activation of cognitive activity, the formation of social skills and potential;

- Providing advisory assistance to families raising children with special educational needs, as well as raising awareness of parents in the field of child rearing, the use of pedagogical technologies, teaching methods and tools, psychological and pedagogical support. What does inclusive education give to children with disabilities? The possibility of self-discovery, the possibility of independent movement, joint collaboration, broadening horizons, increasing life experience.Only students with the same medical diagnosis were admitted to the inclusive and primary basic correctional classes.

Accelerating the integration of children with special educational needs into society, the development of inclusive and methodological competence of teachers in the context of innovative inclusive education is relevant in the modern education system.The process of introducing inclusive education, as well as certain technologies

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developed to develop the inclusive and methodological competence of teachers of inclusive classrooms, including using distance learning technologies and continuous professional development, are being intensified in organizing the professional development process.

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