

PREPARATION OF PRESCHOOL CHILDREN WITH COCHLEAR IMPLANTS FOR INDEPENDENT LEARNING

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ABSTRACT

This article lists the modern methods and its possibilities of restoring hearing in children with hearing problems. Effective factors in preparing children with cochlear implants for independent activity are highlighted.

Keywords: Deafness, hearing impaired child, hearing, auditory perception, method, independent activity, effective factors, cochlear implant.

INTRODUCTION, LITERATURE REVIEW AND DISCUSSION

Some of the main tasks of national pedagogy today are preparing young people to be quick in adapting to the labor market in various settings, to be communicative, and to be able to communicate correctly and fluently in their native language. There are children with hearing problems among young people, and their development depends on a number of factors. The most important of these factors is the effective use of retained hearing capabilities. It is known that in any hearing problem, a certain residual hearing is retained. Today, there are a number of innovative ways to restore the hearing of deaf and hard of hearing children. One of them is cochlear implant surgery.

Integrating hard of hearing children into a healthy and normal society, teaching oral speech as a communicative tool, and educating through oral speech is an urgent task. It is no exaggeration to say that a number of changes in the field of medicine and education in recent years provide a positive solution to such problems. The practice of cochlear implantation, which is considered to be one of the great discoveries in the field of surdo-audology, is opening the door to new opportunities for hearing-impaired people to this day. Although the practice has been used worldwide for more than 40 years, it has started to be conducted in our country since recent years. The best practices of foreign experts are used in the implementation of these operations. An in-depth study of surgical guidelines and rehabilitation work are two of the key challenges lying ahead of us.

A cochlear implant - is an electronic device that is surgically inserted into the inner ear of a person. The device helps to provide hearing to people who have lost some degree of hearing as a result of injury or defects in the inner ear organs. The device acts directly as a replacement to the auditory nerve and sends information to the brain.

The cochlear implant consists of 3 parts:

- **The speech processor** - is in the form of a long, thin calculator, which is carried behind the ears or at the waist. It amplifies the sound, converts the sound into a digital signal, and sends these signals to a transmitting device.
- **The transmitting device** - consists of a transmitter and a headset, which is placed behind the ear. It receives signals from the speech processor and transmits them through the skin to the receiving device.

- **The receiving device** - is a piece of equipment that is surgically placed in the ear canal. It is a magnetic disk the size of a coin. The conductor is connected from the receiving device to an electrode inside the ear, and it forms the auditory nerve.

When is a cochlear implant installed? The cochlear implant is installed to restore hearing in adults and children who have lost their hearing. It is intended for patients whose hearing has not been restored using surgery or artificial hearing aids.

The possibilities of the Cochlear implant are listed above. Today, on the basis of the plan of scientific work of the Kokand State Pedagogical Institute, research is being conducted on "Preparation of children with cochlear implants for independent learning." As a result of the research, professors and teachers of the Faculty of Defectology of the Institute established cooperation with special educational institutions in the region to identify and implement effective technologies for working with deaf and hard of hearing children. In addition, families of children with cochlear implants in different districts of the region are involved in research and experimental work. The following conclusions were drawn on the basis of experimental work of the researcher:

1. Presence of specific psychological stress in preschool children with cochlear implant placement.
2. Low self-esteem in children with cochlear implants.
3. Children with cochlear implants need regular help from others.
4. Slow onset of motivation to interact with others in children with cochlear implants.

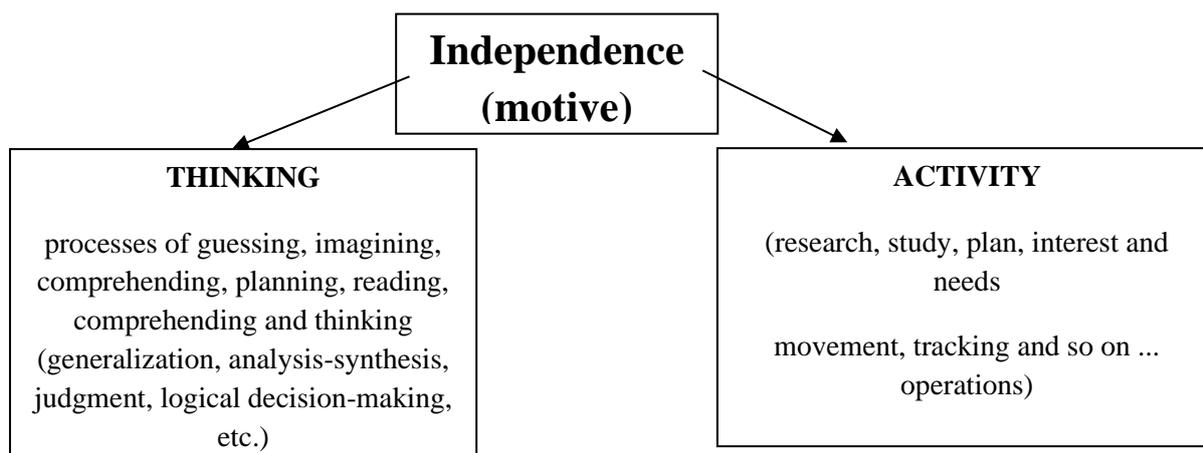
The listed barriers have a negative impact on the preparation of children with cochlear implants for school education. Therefore, we analyzed theoretical data on the formation of independence in children during the study.

Independence occurs under the influence of the child's internal conflicts and contradictions (knowing and not knowing, new and old). As a result, the child develops willpower qualities and mental processes. Independence, like other personality traits, has a psychological basis. Independence develops spontaneously or as a result of purposeful activity, depending on the level of development of the child's mental activity. It is worth mentioning here that L.S. Vygotsky believed that education and upbringing had a leading role in the development of child. That is, education and development are interrelated. Education stimulates the formation of the child's development from different perspectives, including independence, and as a result development follows. In this regard, the concept of "the closest zone of mental development" introduced into psychology by L.S. Vygotsky is of great importance. The essence of this is that the independent activity of the child is carried out in cooperation with the adult and under his or her guidance. The scientist's concept of "the closest zone of mental development" provides an opportunity to understand the clear meaning of the general rule that "education goes beyond development" and to understand the psychological basis of independence in the child, as well as other mental processes.

The following typical situations can encourage a child to be independent:

- test in practice every knowledge, skills and abilities acquired, learned, understood;
 - to search for something that seems interesting to the child, a situation, an event (asking questions, analyzing through action (opening, crushing, drawing, performing relevant operations), observation, etc.);
 - to perform any task, action by external influence or by order of invitation, summons and others;
 - unexpected situations, involuntary participation in emergencies, and so on;
- So, it can be said that independence lives in the process of thinking and acting on it.

That is:



Hence, the basis of independence is the motive. Motivation is the internal stability of human behavior, a concept that motivates action. Motives, firstly, stimulate cognition, arouse interest, arouse desire and inclination, and secondly, help to find, choose and apply the necessary ways and means to achieve the goal. The emotionality of the pedagogical process is important in shaping independence in preschool older children. Because if the information given to children (for example, fairy tales, stories, pictures, games, events, etc.) does not arouse any emotions in them, does not "tickle" their hearts, they will not even pay any attention to this information or focus on any idea (presented in the information), the child cannot sum up, cannot be patient, and cannot force himself to listen. Therefore, the organization of the educational processes in preschool institutions in accordance with the interests of children, is one of the necessary pedagogical obligations for fostering independence and encouraging independent activity among children. Because the child strives for what he is interested in. What seems interesting motivates the child to strive, aspire, and act.

The problem-solving, partial research method and research (search, find, apply, test) methods of teaching in preschool education are widely used, and the content is selected according to the age characteristics and interests of children.

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