

## PSYCHOLOGICAL FACTORS AFFECTING THE DEVELOPMENT OF EMOTIONAL-WILLPOWER IN ADOLESCENTS WITH HEARING IMPAIRMENTS

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### **Abstract.**

This article analyzes the characteristics of the psychological development of children with hearing impairments, their specific features observed in their cognitive, emotional, volitional and personal development.

Also, psychological factors affecting the formation of the emotional-volitional sphere of adolescents with hearing impairments and issues related to correctional and pedagogical approaches are described.

### **Keywords**

abnormal children, correction, hearing impairment, surdopedagogy, deaf children, mental development, speech disorder, emotional, emotional-volitional sphere, communication, integrative approach.

### **Аннотация.**

В данной статье анализируются особенности психологического развития детей с нарушениями слуха, их специфические черты, наблюдаемые в когнитивном, эмоциональном, волевом и личностном развитии.

Также описываются психологические факторы, влияющие на формирование эмоционально-волевой сферы подростков с нарушениями слуха, а также вопросы, связанные с коррекционно-педагогическими подходами.

### **Ключевые слова**

аномальные дети, коррекция, нарушения слуха, сурдопедагогика, глухие дети, умственное развитие, расстройства речи, эмоциональная сфера, эмоционально-волевая сфера, коммуникация, интегративный подход.

The increasing number of adolescents with hearing impairments in countries around the world, not only negatively affects parent-child relationships in growing families, but also complicates the process of the formation of the adolescent's personality and his adaptation to society. According to statistics, 94% of young people with disabilities worldwide have primary education, and 80% have general secondary education. In this regard, the organization of medical, psychological, pedagogical, moral and social protection assistance to families raising an adolescent child with hearing impairment remains an urgent problem. Therefore, in recent years, the main tasks of caring for children and adolescents with hearing impairments, providing them with social support, organizing the educational process in accordance with them, and equalizing them with a healthy society have been reflected in a number of normative documents. The main goal of this is to prepare students for independent life and professions, and to help them find



their place in society.

The importance of early education of children with hearing impairments is very great. This is reflected in the scientific studies of pedagogues, psychologists and scientists conducting research on the upbringing of abnormal children. During these studies, it is clear that the auditory analyzer is one of the most important sensory systems that ensure human interaction with the environment. From the earliest stages of a child's life, he perceives speech, sounds, intonation and forms of communication in the social environment through hearing. Therefore, any hearing impairment directly affects the child's speech, intellectual, emotional and social development [1]. The developmental characteristics and capabilities of children with hearing impairments are determined by the need to provide them with corrective and pedagogical assistance from an early age. Hearing impairment negatively affects the general and psychological development of the child, and most importantly, the formation of speech. If a deaf and hard-of-hearing child is not specially trained, he cannot speak, and uses a limited number of gestures in communicating with others. Children can perform simple practical activities in their daily lives, imitating adults, master the functional functions of various objects and use them correctly, and acquire self-service skills. Without the creation of special educational conditions for such children, due to their inability to perceive the speech of others, their sensory and mental development proceeds without the influence of spoken speech. Thus, due to hearing loss and impaired speech development, the child's development, although not stopped, is significantly limited. Therefore, in order for children to develop as described in the brochure, it is necessary to create special educational and upbringing conditions even more than for children with normal hearing. By providing children with hearing impairments with special education from an early age, it will be possible to prevent their general development from lagging behind, correct existing defects, and ensure their comprehensive development.

In recent years, the necessary legal and normative foundations have been created in the new Uzbekistan to develop the field of psychological services, to bring socio-psychological services to higher levels, and to provide comprehensive support to people in need of special assistance and people with disabilities. In particular, in the purposeful isolation of the upbringing of adolescents with hearing impairments and their adaptation to social life, it is necessary, first of all, to correctly organize the pedagogical process, to understand the general and specific aspects of hearing loss, to know the characteristics of the mental development of preschool children. The scientific research of L.A. Wenger, D.B. Elkonin, F. Alimkhodjaeva, U. Fayzieva, H. Gaynutdinov helps to determine the main directions of development of children with hearing impairments and normal hearing, to develop methods of correctional and educational work [2]. Knowing their psychological characteristics is important in solving the problems of differential education of children with hearing impairments and improving the educational process. Taking into account the specifics of children with hearing loss, it is possible to select psychological and pedagogical methods of study appropriate to the age, mental characteristics, and speech development of primary and preschool children, to identify their developmental potential, and to organize effective correctional and educational work.

Children with hearing impairments perceive the environment mainly through visual perception. Therefore, their visual memory, concentration and observation skills are well developed. However, auditory memory, verbal thinking, speech analysis and synthesis processes are slower. Thinking develops mainly in a concrete form, that is, they tend to think through what they see. In the mental development of children and adolescents born with congenital deafness, the impaired sense of hearing also affects the emotional state of the child. They cannot hear and perceive the tone, intonation or mood changes of others. As a result, emotional reactions are delayed, sometimes unstable. Some adolescents are observed to be shy in behavior, low social



activity or, conversely, aggressive and irritable [3]. To prevent these conditions, psychological support, group games, and dramatization exercises are important. The strong-willed qualities of patience, determination, and independence are gradually formed in the process of special education. They are reinforced by encouragement after each success.

Psychological factors that affect the emotional and volitional formation of adolescents with hearing impairments are of great importance, and they mainly include such factors as specialized education, family support, social adaptation, self-assessment, motivation, patience, attention and memory, as well as the provision of psychological support (correction) from an early age, and these factors ensure their perception of emotions, strengthening their will and active participation in society. It is precisely adolescents with hearing impairments who want to clearly understand the relationship between nature and society, to be happy in social life like their healthy peers, and such students with physical development disabilities are considered students in need of pedagogical and psychological support. Therefore, in order to form social skills in them, develop self-confidence, and further improve the qualities of social assertiveness, it is of great importance to organize psychoprophylactic measures such as psychological trainings, psychogymnastic exercises, and psychological games.

The problem of emotional-volitional qualities is not only a general psychological issue, but also a phenomenon associated with pedagogical-psychological processes and conditions. It is appropriate to consider such factors that directly negatively affect the formation of emotional-volitional qualities in adolescence as avoidance of problems, seeking social support, emotional instability, dependence, shyness, suspicion, distrust, impressionability and boredom [4]. The most important aspect in the formation of the emotional-volitional sphere of adolescents with hearing impairments should be based on an integrative approach, which is the cooperation of a psychologist, a speech therapist, a deaf-mute teacher and parents.

One of our practical tasks in this regard is to organize seminars and trainings on the formation of emotional-volitional qualities for children studying in special auxiliary schools specializing in the education of children with disabilities in our country. Therefore, an integrated approach to the upbringing of adolescents with hearing impairments and the formation of their emotional-volitional qualities is necessary, in which the cooperation of parents, teachers, psychologists and deaf-mute teachers is of great importance. With early diagnosis and timely correctional and pedagogical assistance, it is possible to significantly reduce the delays in speech, social and emotional development in such children and ensure their successful social adaptation to society.

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