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CORRECTIVE-PEDAGOGICAL WORK WITH CHILDREN WITH PROFOUND VISUAL AND HEARING IMPAIRMENTS

N.S. Mirbabayeva

Kokand State University, PhD, Lecturer

mirboboyeva798@gmail.com

Students of the Department of Oligophrenopedagogy

Rajabova Farida Sohob qizi

Oktamova Gulsanamxon Dilmurod qizi

Abstract: This article demonstrates that corrective-pedagogical work with children with profound visual impairments primarily involves organizing compensation through hearing, as well as tactile, vibratory, and other sensory systems. This compensation depends largely on the preservation of vision; even minimal residual vision is crucial for guiding the cognitive activity of a child with profound visual impairment.

Keywords: visual impairment, hearing impairment, residual vision, cognitive activity, correction, social and daily living skills.

Visual impairment can be absolute (blind children) or partial (children with low vision). The severity of secondary developmental impairments in children with visual impairments depends on the structure of the primary impairment as well as the timely initiation of corrective work. In cases of total vision loss, corrective work must focus on employing special methods and techniques for observing phenomena and objects through hearing, touch, and smell, enabling children to form complex, synthesized mental images of reality.

The sense of touch, which helps determine an object's shape and size, is of great importance for blind and low-vision individuals in perceiving and understanding their environment. Along with touch, hearing also plays a significant role. Children with visual impairments can effectively determine the objective and spatial characteristics of their surroundings using sound. The high level of auditory development in blind and low-vision individuals is linked to the necessity of navigating various



soundscapes. Thus, the education and upbringing of children with visual impairments involve differentiated exercises—such as distinguishing and assessing the nature of an object based on sound, and analyzing complex soundscapes—since sound signals are characteristic of specific objects, devices, and mechanisms, reflecting the processes occurring within them.

Corrective-educational work with visually impaired children in a school setting encompasses the development of compensatory processes, the correction and restoration of impaired functions, and the mitigation of deficits in cognitive activity. Preserved speech and thinking abilities, combined with an adequate level of compensatory development, enable blind and low-vision children to pursue higher levels of education and to develop their thinking, perception, memory, and other faculties.

The formation of personality traits in visually impaired children is significantly influenced by the socio-psychological climate within the family, school, and immediate environment—an environment characterized by a supportive attitude and a gentle, accommodating regimen. Consequently, the entire spectrum of educational activities within this corrective-pedagogical framework must aim to unlock the vast potential of blind and low-vision children and to foster an active approach to life, entailing full participation in society, meaningful work, and independent living.

To develop cognitive-imaginative capabilities in blind and low-vision children, educators employ play-based, academic, and work-oriented activities; these can be viewed as forms of cognitive, evaluative, and transformative engagement that reflect the child's interaction with the surrounding reality. Ultimately, corrective-pedagogical work with visually impaired children aims to foster the child's harmonious development, taking into account the specific degree of visual impairment as well as the child's psychological and physical development. Corrective-educational work is comprehensive in nature and aims to broaden knowledge and understanding of the surrounding world while fostering cognitive activity through multisensory perception. The development of visual perception proceeds in tandem with the development of cognitive activity.

Children with visual impairments require training in spatial orientation, as well as specialized speech development sessions (focusing on the formation of functional speech systems, vocabulary expansion, improvement of semantic aspects of speech, and the elimination of verbalism and echolalia).



Hearing impairments manifest as either total hearing loss (deaf children) or partial hearing loss (hard-of-hearing children). Children with hearing impairments typically exhibit underdevelopment across all components of speech, as well as specific difficulties in the formation of logical thinking. Speech development and instruction vary not only according to the degree of hearing loss but also depending on whether or not the child already possesses speech capabilities.

One of the primary objectives of corrective-educational work with children with hearing impairments is the development of speech and logical thinking. Three main areas of focus are identified for speech development in deaf preschool-aged children:

- formation and development of language skills;
- development of speech activity;
- preparation for mastering the fundamentals of language.

The "Program for Developing Reading Skills in Children with Profound Visual and Auditory Impairments" (1996), developed by this scholar, contains specific recommendations for fostering the core components of cognitive activity in primary-school-aged deaf-blind children, thereby enabling them to comprehend what they read.

Visual and auditory impairments significantly limit children's perception of the world around them, hindering their adaptation to social and work environments. Consequently, the curriculum includes a subject titled "Orientation in Social and Daily Life." The methodology for this subject begins by preparing the child for practical life—a process that continues throughout their entire education and prepares them for independent activity.

Lessons on orientation in social and daily life place great emphasis on field trips and the practice of essential skills by deaf-blind students—such as purchasing tickets for various modes of transport or buying necessary items (like personal hygiene products) in stores. These acquired skills are subsequently applied and tested in natural, real-life situations.

The natural science course focuses on studying the seasons, developing the ability to identify the sequence of seasonal changes in nature, and understanding the interrelationships between them. Students are introduced to common animals and plants, learning about their appearance and distinctive characteristics, as well as the lifestyles and dietary habits of animals. Particular attention is paid to topics that reflect human labor across the different seasons; children learn how people work (in gardens or parks) and how they use tools.



Work-related activity plays a vital role in the educational system. The foundation of vocational training in primary grades is the development of self-care and household skills. It is through these activities that effective communication with students is established, and behavioral norms and means of interaction are formed. A key aspect of this vocational training is socially useful work. By engaging in socially useful work, a child does something not only for themselves but also for others—and finds joy in doing so—which is particularly important for moral development. In specialized institutions and workshops, children perform specific tasks; for instance, girls learn sewing and tailoring, while boys learn metalworking and carpentry.

There are also pottery workshops, as well as weaving clubs. All these activities significantly contribute to aesthetic development, fostering the ability to observe and appreciate beauty, shaping concepts of good and evil in art, and cultivating good taste. Throughout the educational process at a specialized institution for deaf-blind children, every subject is inextricably linked to the others, thereby activating and reinforcing the knowledge acquired. From the child's first day at the residential facility (typically starting at age three), a comprehensive assessment is conducted; a psychologist works with the child to identify any intellectual, sensory, motor, behavioral, cognitive, or personal-emotional impairments.

The psychologist completes and updates a diagnostic profile, develops individualized diagnostic methods tailored to the child's specific needs, and provides recommendations for structuring each child's daily routine. It should be noted that for children with complex disabilities, individualized "micro-programs" are developed as part of the corrective-educational process, based on their specific developmental characteristics. In conclusion, corrective-pedagogical work with children who have profound visual and hearing impairments is carried out by a special education teacher. The aim is to address physical and/or mental developmental impairments, boost cognitive engagement, and normalize the learning process.

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