

11. Bekturganova A.K., Zhumabek A.S. Erte zhastagy autizm zhane ata-anamen seriktestik: Kazakhstan'dagy täzhiribe zhane kiyndyktar. *Pedagogika zhane psikhologiya*, 2024, №2, B. 55–68.
12. Sagyndykova L.T., Seitkhan D.M. Autistik spektr buzylstary bar balalardyn aleumettik dagdylaryn koldau praktikasy: pedagogikalik assistenttin roli. *Inklyuzivti bilim beru v Kazakhstane*, 2024, №1, B. 23–34.
13. Matson J.L., Matson M.L., Rivet, T.T. Social-Skills Treatments for Children With Autism Spectrum Disorders: An Overview: An Overview. *Behavior Modification*, 2007, 31(5), P.682-707. <https://doi.org/10.1177/0145445507301650>.
14. Du G., Guo Y., Xu W. The effectiveness of applied behavior analysis program training on enhancing autistic children's emotional-social skills. *BMC Psychol* 12, 568 (2024). <https://doi.org/10.1186/s40359-024-02045-5>.
15. Azeem A., Bashir R., Faiz Z., Warraich W.Y. Effects of multi-therapy approaches on social skills and communication development among children having autism spectrum disorder. *Indian Journal of Economics and Business*, 2022, 21(1). P.15-35. <https://www.ashwinanokha.com/resources/ijeb%20v21-1-2022-6-Asmaa%20Azeem.pdf>
16. Bälaş-Baconschi C., Bărbulescu A. Reducing Inappropriate Behaviors and Enhancing Social Skills in Children with ASD Through Social Stories Journal: *Educatia*, 2022, 21(23), P. 92-103.
17. Soares E.E., Bausback K., Beard C.L. Social Skills Training for Autism Spectrum Disorder: a Meta-analysis of In-person and Technological Interventions. *J. technol. behav. sci.* 2021, 6, P. 166–180. <https://doi.org/10.1007/s41347-020-00177-0>.
18. Azeem, A., Faiz, Z., Jafri, S. Z., Warraich, Y., & Virk, S. Effects of Applied Behavior Analysis Treatment in Children with Autism Spectrum Disorder to Develop Social Interaction Skills. *Elementary Education Online*, 2020, 19(4), P. 5889-5908. doi: 10.17051/ilkonline.2020.04.764993.

**IRSTI 14.43.43**

<https://doi.org/10.51889/2959-5762.2026.89.1.040>

Janpeisova Zh.,<sup>1\*</sup>  Sarsenova A.,<sup>2</sup>  Yessenamanova K.,<sup>1</sup>  Shalabayeva L.<sup>3</sup> 

<sup>1</sup> Al-Farabi Kazakh National University, Almaty, Kazakhstan

<sup>2</sup> Sanjar Asfendiyarov Kazakh National Medical University, Almaty, Kazakhstan

<sup>3</sup> International University of Tourism and Hospitality, Turkistan, Kazakhstan

## **SOCIO - PEDAGOGICAL AND PSYCHOLOGICAL SUPPORT FOR HEARING PARENTS RAISING DEAF CHILDREN**

### *Abstract*

This article discusses the features of psychological and pedagogical assistance for hearing parents or caregivers of hard-of-hearing children. The current research was conducted in the Eastern Kazakhstan region and presents various findings from field research.

The modern integrative processes in the world expand in both public life and education, and the need to advance the theory and practice of psychological and pedagogical assistance for children with special educational needs to assist their socialization is growing.

At the present time of globalization, a significant concern in social work involves the psycho-pedagogical support needed for families raising deaf or hard-of-hearing children, as well as the growing number of such families.

Consequently, the researchers aimed to explore the complexities of intra-family changes in families with hard-of-hearing children. These signals in the upbringing of deaf children serve as a foundation for psychological and pedagogical support as well as the mechanisms of such support within schools.

The study aims to define the mechanisms and challenges of psychological and pedagogical assistance for hearing parents of deaf or hard-of-hearing children. The study subjects are hearing parents of children with hearing disabilities aged 7 to 16.

The research involved interviewing parents of deaf children and the teaching staff of the school. Because of the limited availability of respondents, we chose the “snowball” method, which provided access through trusted individuals. A total of twenty respondents participated in the study.

**Keywords:** deafness, social support, pedagogy, child-parent interaction, mechanism, method.

Ж.Джанпейсова,<sup>\*1</sup>  А.Сарсенова,<sup>2</sup>  К. Есенаманова,<sup>1</sup>  Л.И.Шалабаева<sup>3</sup> 

<sup>1</sup>Әл Фараби атындағы Қазақ ұлттық университет, Алматы қ., Қазақстан

<sup>2</sup>С. Асфендияров атындағы Қазақ ұлттық медициналық университет,  
Алматы қ., Қазақстан

<sup>3</sup>Халықаралық туризм және меймандостық университет, Түркістан қ., Қазақстан

## ЕСТУ ҚАБІЛЕТІНЕН ТОЛЫҚТАЙ АЙЫРЫЛҒАН БАЛАЛАРДЫҢ ЕСТІТІН АТА-АНАЛАРЫН ӘЛЕУМЕТТІК-ПЕДАГОГИКАЛЫҚ ЖӘНЕ ПСИХОЛОГИЯЛЫҚ СҮЙЕМЕЛДЕУ

*Аңдатпа*

Бұл мақалада есту қабілетінен толықтай айырылған балаларды тәрбиелеп отырған еститін ата-аналарға психологиялық-педагогикалық қолдау көрсетуге тетіктері зерттеліп, еліміздің Шығыс Қазақстан облысында эксперименттік жүргізілген жұмыс негізінде жазылды.

Жаһандану дәуірінде әлеуметтік өмірде де, білім беруде де толықтыру, жаңарту, озық технологияларды кіріктіру процестерінің кеңеюімен орта білім беру қажеттіліктері бар ерекше балаларды әлеуметтендіру мақсатында психологиялық-педагогикалық қолдау теориясы мен практикасын дамытудың өзектілігі артып келеді. Қоғамды жаһандандыру кезінде әлеуметтік жұмыстың өзекті мәселелерінің бірі - есту қабілеті шектеулі балаларды тәрбиелейтін отбасын психологиялық-педагогикалық қолдау мәселесі.

Осы ғылыми мақаланың авторлары есту қабілеті шектеулі баланы тәрбиелейтін отбасылық қатынастардың ерекшеліктерін, мектептегі психологиялық-педагогикалық сүйемелдеу механизмдерін зерттеді.

Мақсаты есту қабілеті шектеулі балалардың еститін ата-аналарын психологиялық-педагогикалық қолдаудың механизмі мен проблемаларын анықтау болды.

Зерттеу нысаны есту қабілеті шектеулі балалардың (7-16 жас) еститін ата-аналары. Зерттеу үшін есту қабілеті шектеулі балалардың еститін ата-аналары тартылып, «snowball» әдісі таңдалды. Эксперименттік бөлімде респонденттердің қол жетімділігі шектеулі болды, оны тек сенімді адамдар арқылы алуға болады. Респонденттердің жалпы саны 20 адамды құрады.

**Түйін сөздер:** есту қабілетінің шектелуі, әлеуметтік қолдау, педагогика, балалар мен ата-аналардың өзара әрекеттесуі, механизмі, әдіс.

Джанпейсова Ж.,<sup>1\*</sup>  Сарсенова А.,<sup>2</sup>  Есенаманова К.,<sup>1</sup>  Шалабаева Л.И.<sup>3</sup> 

<sup>1</sup>Казахский национальный университет им. Аль Фараби, г.Алматы, Казахстан

<sup>2</sup>Казахский национальный медицинский университет им. С.Асфендиярова,  
г.Алматы, Казахстан

<sup>3</sup>Международный университет туризма и гостеприимства  
г.Туркестан Казахстан

## СОЦИАЛЬНО-ПЕДАГОГИЧЕСКОЕ И ПСИХОЛОГИЧЕСКОЕ СОПРОВОЖДЕНИЕ СЛЫШАЩИХ РОДИТЕЛЕЙ ДЕТЕЙ С ПОЛНОЙ ПОТЕРЕЙ СЛУХА

*Аннотация*

Данная статья посвящена психолого-педагогическому сопровождению слышащих родителей, воспитывающих глухих детей, на основе которой была проведена экспериментальная работа в Восточно-Казахстанской области страны.

В период глобализации с развитием координирующих процессов, как в общественной жизни, так и в образовании возрастает актуальность разработки и внедрения теории и практики психолого-педагогического сопровождения детей с особыми образовательными потребностями с целью их социализации. На протяжении модернизации социума одной из острых и актуальных проблем социальной работы является проблема психолого-педагогического сопровождения семьи, воспитывающих детей с полной потерей слуха и растущего числа детей.

Авторы данной научной статьи изучили особенности внутрисемейных отношений, воспитывающих ребенка с нарушениями слуха, как основы его психолого-педагогического сопровождения, а также механизмы психолого-педагогического сопровождения в школе. Целью было выявление механизма и проблем психолого-педагогической поддержки слышащих родителей глухих детей. Объектом исследования выступали слышащие родители детей с нарушениями слуха (7-16 лет). Также, для исследования были привлечены слышащие родители глухих детей и был выбран метод “снежного кома”. В ходе экспериментальной части имелась ограниченность доступности

респондентов, которую можно было получить только через доверенные лица. Общее число респондентов составило 20 человек.

**Ключевые слова:** глухота, социальная поддержка, педагогика, детско-родительское взаимодействие, механизм, метод.

**Introduction.** According to data from the World Health Organisation, over 5% of the global citizens—approximately 430 million people, including 34 million children, require rehabilitation to address challenges related to disabling hearing loss. By 2050, this number could increase to over 700 million people, representing as much as 10% of the community.

“Disabling” concerns loss of hearing abilities in the better-hearing ear that exceeds 35 decibels (dB). Approximately 80% of the population experiencing disabling hearing loss lives in low- and middle-income countries. On the basis of the official data from the World Health Organization, the prevalence of hearing loss increases with age: over 25% of individuals over 60 years of age experience disabling hearing loss (World Health Organization, 2024). In Kazakhstan, there are 724,900 individuals with disabilities, which include 625,400 adults and 109,400 children under the age of 18. Approximately 3% of juveniles in our country are registered as having disabilities and special needs. This figure is significantly lower than in other countries, and over time varies from 10% to 15% of juveniles.

Hearing loss may be categorized as mild, moderate, severe, or profound. It may affect one or both ears, which can complicate understanding spoken language or loud sounds. The term “hearing loss” refers to individuals who experience hearing difficulties that range from mild to severe. Typically, hard-of-hearing people are in touch using spoken language and can use heard-of-hearing- aids, cochlear implants, other helpful assistive devices, and subtitles to enhance their hearing abilities. Most hard-of-hearing individuals may face profound hearing loss, meaning they hear poorly or not at all. This population segment often uses sign language to communicate with their surroundings.

Today, the issue of hearing impairment is becoming increasingly urgent. The incidence of both congenital and acquired conditions is on the rise. This can be attributed to poor environmental factors and significant noise pollution in urban areas. There are numerous causes of hearing impairment, which can be categorised into two primary groups: acquired and congenital hearing disorders. Many acquired disorders can be avoided if preventive measures are followed. It is crucial to remember that congenital and acquired hearing disorders can frequently be resolved using contemporary methods, such as hearing aids or cochlear implants.

Children with hearing impairments require special attention because their mental development occurs under unique conditions of perceiving and interacting with the outside world. As a primary defect, hearing impairment causes speech underdevelopment and slows the growth of other functions connected to impaired auditory perception.

When developing a sphere of education within the global arena, it is essential to provide high-quality psychological and pedagogical assistance for deaf or hard-of-hearing children of any age. To achieve this, it is necessary to enhance the general level of literacy in correctional pedagogy and unique psychology among all specialists working with children, including parents, preschool educators of all types, teachers, practical educational psychologists, and medical professionals. Thus, the social inclusion of individuals with disabilities, including children, remains a top priority among the country’s political objectives. Our country signed the United Nations Convention on the Rights of Persons with Disabilities on 11<sup>th</sup> December 2008, ratified by the relevant law of Kazakhstan on 20th February 2015. The primary aim of this law is to provide disabled persons with equal authority to exercise their secular, legislative, communal, economic, societal, and other rights and emancipations consecrated in the Constitution of the Republic of Kazakhstan and in the international treaties to which Kazakhstan is a signatory. The main idea of the “On Social Protection of People with Disabilities in the Republic of Kazakhstan” Law has been in force since 2005. It has been established to uphold the state policy of the Republic of Kazakhstan concerning the social protection of centres for disabled individuals, which centres on the following:

- 1) prevention of discrimination against people with disability.

2) social protection, which encompasses the rehabilitation of souls with disabilities.

3) integrating disabled persons into society [1].

Furthermore, the Law “On Social and Medical-Pedagogical Correctional Support for Children with Disabilities,” which was signed on 11<sup>th</sup> July 2002, No. 343, aimed to establish an effective assistance system for children with mental retardation. This law addresses their upbringing, education, work, and vocational training issues and aims to prevent childhood disability.

*Basic provisions.* This research adheres to the ethical standards approved by the local ethical committee at Al Farabi Kazakh National University under decision IRB-A844, dated 30.05.2024 and complies with applicable regulations concerning research respondents. All data were collected with official consent, and research participant confidentiality was ensured. During an empirical study, the obtained data were collected, recorded on a dictaphone, grouped, decoded and analysed. Participation in this study was entirely voluntary. At any time, the respondent may refuse to participate in the research or has the right to withdraw from it and not join in the future. Furthermore, it was assured that the respondent’s name would not be mentioned in the research publications. The information obtained from this research (research materials) is confidential and stored in suitable cases as stipulated by law.

There was a limitation that should be considered when interpreting research results. The small number of participants (N=20) limited our ability to identify the exact problems and provide solutions to the current issues regarding psychological and pedagogical support for hearing parents raising deaf children, which is the main task of social support in modern society. Ultimately, the research aim was achieved despite the challenges of involving participants due to the extensive information provided by respondents on the study topic.

*Literature review.* An essential task of modernising education is to ensure the availability of high-quality education, its individualisation and differentiation, which implies psychological and pedagogical assistance and support for families of children at risk (special attention), the creation of a unified educational space for families and academic institutions, which is possible only in conditions of competent parenthood, a partnership between educational institutions and families.

Studies of scholars such as L.S. Vygotsky [2, p.349], R.M. Boskis [3, p.230] and others allowed us to establish that the features of the defect of each category of children with hearing impairments (deaf, hard of hearing leave a particular imprint on the development of their cognitive sphere.

I.M.Solovyov [4, p.446] identified two patterns characteristic of children with impaired hearing. The volume of external influences on a deaf child is very narrow, interaction with the environment is impoverished, and communication with other people is difficult. As a result, the mental activity of such a child is simplified, and reactions to external influences become less complex and diverse. The emerging system of cross-functional interactions has been changed. Therefore, the components of the psyche of a child with impaired hearing develop in proportions different from those of hearing children; for example, there is a disparity in the development of visual and verbal-logical thinking; written speech in both forms – impressive (reading) and expressive (writing) acquires a more significant role compared to oral; impressive form speech prevails over expressive speech. This pattern should be considered when organising the education of children with hearing impairments [5, p.6].

Today, the total number of people with hearing impairment in the Republic of Kazakhstan has exceeded 200 thousand people, of whom 700 children have congenital hearing defects. The number of patients increases by 5% every year. There is one deaf child per 1000 newborns, and this number increases with the age of one year.

According to experts in the sphere of health, the causes of hearing loss can be: low birth weight of the baby, lack of oxygen in an infant during childbirth, severe jaundice in the neonatal period, improper use of drugs toxic to the hearing aid at any age after birth; chronic ear infection, which is usually accompanied by discharge from the ears, accumulation of fluid in the ear (otitis media); earwax or foreign objects blocking the external auditory canal.

In this regard, more and more families are faced with the need to raise children with hearing impairment, which is a serious challenge for parents. A family of children with hearing impairments has several features compared to a family raising a hearing child. The appearance of a physically or

mentally disabled child in the family is associated with significant emotional experiences of parents and close relatives. The interaction of parents with society (relatives, acquaintances, etc.) is disrupted, intra-family marital relations are distorted (the father's position suffers especially), the further reproductive behaviour of the spouses is disrupted, misconceptions about the sick child, the possibilities of his treatment and upbringing are formed. Therefore, such families require special attention, support, and assistance from specialists, especially social support and psychological and pedagogical support.

Social support assists citizens, including parents, guardians, trustees, and other legal representatives of minor children needing medical, psychological, pedagogical, legal, and social assistance unrelated to social services by involving organisations providing such assistance based on interdepartmental interaction. Social support for families raising children with hearing impairment is an important component of comprehensive support for such families. It is aimed at helping parents ensure optimal conditions of development and education for the child and to support the child in his adaptation to society. Children with hearing impairment have special needs and require additional attention and care. Therefore, social support for these families is an integral part of their lives. Social support activities are reflected in the individual program. One of the most important functions of social support is ensuring parents and their deaf children have access to services and programs. The primary purpose of such programs is to provide families with comprehensive assistance and support in raising and developing children with hearing impairment. Various specialists can provide support, including social workers, early intervention specialists, psychologists, speech therapists and other professionals.

The main social support tasks for families raising children with hearing impairment are psychological and pedagogical support for the whole family. Raising a child with hearing impairment can be a challenge for the child's family. Psychological support can help cope with emotional difficulties and stress, restore family relationships, and strengthen the bond between all family members.

Social support is also important in forming parental competence and awareness of raising children with hearing impairment. The program's activities include teaching communication methods to hearing parents of deaf children and including them in special support groups where they can share experiences and find answers to their questions.

The positive contribution of social support depends partly on the specific needs of parents, the problems associated with raising a child with hearing loss, and their ongoing relationships with various support providers. While the experience of raising a child with disabilities can lead to positive outcomes for parents, such as a new understanding of family priorities and finding a new purpose, deafness in early childhood also presents unique and long-term challenges for hearing parents. Some of the problems include increased care requirements, seeking and receiving early care preventive services, changing communication strategies, making medical and educational decisions, working with professionals in various fields, exploring technical support, working with a child to improve developmental outcomes and overcome additional financial difficulties [6]. Social support for families raising children with hearing impairment helps parents become effective helpers for their children in society. It also helps to create conditions for fully integrating children with hearing impairment into society. The joint work of parents and specialists within the social support program framework helps build self-confidence in children and motivates them to develop and achieve success in life. In addition, social workers specializing in accompanying families with deaf children also provide psychological support to parents, helping them cope with the feelings of isolation and misunderstanding that they often experience in such situations. The rare experience of raising a child with hearing impairment requires not only patience and effort on the part of parents but also understanding, sharing of experience and support from professionals. Also, social support includes support for the emotional state of families raising children with hearing impairment. Group classes and consultations with a psychologist, a psychotherapist and a coach can help children and their parents cope with emerging emotional difficulties [7, p.75]. Social support for families raising children with hearing impairment should be carried out in close cooperation with other specialists and services, such as schools, rehabilitation centres, public organizations, etc. The purpose of such support is to create conditions for the full development and socialization of a child with hearing impairment and support for the whole family in

this process [8, p.79]. Thus, social support for families raising children with hearing impairment is important in providing comprehensive support and assistance to these families. It helps parents cope with the difficulties of raising children with hearing impairment and creates conditions for their full integration into society.

One of the general patterns of development of children of all types of abnormal development is a slowdown in the formation of concepts. In children with hearing impairments, this pattern has its own temporal and structural manifestation features. J.I. Schiff [9, p. 446] believed that at the initial stages of teaching a deaf child speech, he is characterized by a peculiar use of words because he relies only on impressions arising from direct perception of the surrounding reality with the help of preserved analyzers. He identified the following psychological conditions for the mastery of speech by deaf children, as opposed to hearing ones. Speech communication of children with hearing impairments is formed in conditions of various types of activity. The process of language acquisition itself is understood as the process of forming different types of speech activity (oral, written, dactylic) while developing both sides of it — impressive (visual, auditory-visual and auditory perception itself) and expressive (speaking, dactylation, writing). All types of speech activity are formed in unity. At the same time, deaf children have different sensory bases for forming primary word images than hearing children. For those who hear, the primary image of the word is auditory; for deaf children, it is visual, supported by motor sensations (articulation, acetylation or writing) [10, p.203].

Literature review results of the above-mentioned scholars show that differences in the rate of mental development in children with hearing impairments, compared with normally hearing children, consist of a slowdown in mental development after birth and acceleration in subsequent periods. Changes in the pace of mental development are internally related to differences in the structure of the psyche. Overcoming mental development disorders requires a social, by nature, holistic impact on the personality of hard-of-hearing students in a specially organized educational process. It is unique in that it is based not only on the achieved level of development but also on compensatory capabilities. Special conditions are required to maximize this compensatory fund to overcome the consequences of the defect and correct the disturbed course of personality formation, social connections, and all sides of the psyche.

A unique pedagogical process should provide a polysensory basis for teaching hard-of-hearing children. In this regard, the educational process includes work on the development of lip-reading skills (based on the visual and auditory-visual basis with the involvement of tactile and vibrational sensitivity); special classes in speech technique, forming the motor, kinesthetic base of speech in unity with the development of optical-acoustic speech representations; work on the development and the use of residual hearing. Currently, the most common form of correctional care for children with hearing impairment is their combined type of education, as well as inclusive education in mass educational institutions. During the entire correctional and educational process, special attention is paid to the development of children's speech, their residual hearing, the formation of the pronunciation side of speech, and the development of thinking [11, p.24-27].

One of the leading directions for correcting the deficient development of a child with impaired hearing is a general correction focused on the development of the personality of a child with impaired hearing in the conditions of the pedagogical process. It is known that the development of a child with impaired hearing is influenced by environmental conditions, which involve the purposeful Organization of education and upbringing. Therefore, the fundamental idea of correcting deficient development is the development of the personality of a child with impaired hearing in a specially organized pedagogical process.

**Materials and methods.** The methodological basis of the research was the fundamental theories of pedagogy, psychology, and achievements of the world scientific idea on the problems of social support for parents of deaf children.

By authors, a qualitative research method is used that allows deep and full disclosure of the problem of the study. The interview questions were checked by the local ethics committee of the Al-Farabi Kazakh National University to identify any violations in the content of the questions, for respect for human rights, principles of justice, usefulness, confidentiality and no harm to participants. Moreover,

eliminate them in planning a study before conducting sociological research. In the article, the authors studied published sociological, historical, psychological, and pedagogical works, periodical materials and normative legal acts of general secondary education.

The theoretical significance of this article lies in the fact that the results of a sociological study can serve as a basis for a comprehensive understanding of the content of psychological and pedagogical support for hearing parents of deaf children.

The article's practical significance lies in the fact that the problems of psychological and pedagogical support for parents of deaf children identified during the sociological analysis can be applied as recommendations for updating curricula, educating deaf children, and helping parents overcome a vitally tricky situation.

The parents of deaf children and the teaching staff of the special school participated in the research. The respondents were selected using the "snowball" method, as their availability was limited and could only be accessed through trusted individuals. The total number of respondents is 20.

**Results and discussions.** A special boarding school for hard of hearing and deaf children provides its pupils with general education training at a qualification level that meets the regulatory requirements of the State Educational Standard. Compliance with the qualification level is achieved by observing the educational process's unique content and methodological orientation, based on the correctional and developmental principles of learning, as a decisive means of overcoming the deviant. The development of people who are hard of hearing is supported by a unique language teaching system, which is a special system of classes for accumulating vocabulary, clarifying the sound composition of speech, mastering the grammatical system of the language, and mastering different types and forms of speech activity.

Table 1 - The relevant characteristics of informants (parents)

Relationship with a deaf child	Resident	The birth order category of a deaf child	Time of taking care of a deaf child
Mother	Urban	The oldest	About 15 years
Mother	Urban	The oldest	About 13 years
Mother	Urban	The oldest	About 10 years
Mother	Urban	The oldest	About 11 years
Mother	Rural	The oldest	About 7 years
Mother	Rural	Middle	About 12 years
Mother	Rural	Middle	About 12 years
Mother	Rural	Middle	About 12 years
Father	Rural	Middle	About 15 years
Grandmother	Rural	The last-born	About 8 years
N= 10			

Table 2 - The relevant characteristics of informants (teaching staff)

Gender	Background knowledge	Total experience	Teaching subject
Male	High	About 14 years	Physical training
Female	High	About 20 years	Kazakh language
Female	High	About 25 years	Kazakh language
Female	High	About 15 years	Russian language
Female	High	About 17 years	Russian language
Female	High	About 23 years	Primary class teacher
Female	High	About 22 years	Primary class teacher
Female	High	About 23 years	Primary class teacher
Female	High	About 25 years	Primary class teacher
Female	High	About 21 years	Primary class teacher
N=10			

The pedagogical process at the school for hard-of-hearing students is designed to expand students' possibilities of independently enriching their speech outside of special education and correcting

independently acquired speech material (clarifying the sound composition of words, their lexical and grammatical meanings, activating vocabulary in independent statements).

“Tutors and teachers work closely with parents of deaf children. We have two tutors for each group. We are on duty according to the schedule and keep an eye on the children for 24 hours. The school operates according to the general educational standard. We organize different programs and involve them in the extra curriculum. We have fun with our children. We are family.” (Gulzhan, tutor, 56 years old)

On average, deaf children have a lower level of education, less qualified jobs, and a low economic status. However, deaf parents speak to their children in a standard (sign) language from early childhood, and this language is the only one that a deaf child can learn spontaneously without special training. Very few hearing parents specifically study sign language; nevertheless, both deaf and hearing parents are interested in their children learning sign language and that gestures are used to teach their children.

“I did not think to learn sign language, because I have little deaf brother, and know the sign language since my childhood.” (Asem, mother of deaf boy, 34 years old)

“We had no opportunity to attend special courses to learn sign language. It was difficult to understand when we first encountered this problem. However, we gradually accepted this situation and started to create a good rapport with each other. We support each other.” (Anna, grandmother of a deaf girl, 63 years old)

“As we lived in a village far from the city, there were no opportunities to improve my knowledge. I did not attend any centres for psychological support. At that time, there were no support centres like they are today. It was too difficult to struggle with problems myself. I am a single mother.” (Inna, mother of deaf boy, 27 years old)

Hearing parents of deaf children have more opportunities to organize preschool and school training and take part in different courses for parents, as they have, on average, a higher educational and social status and broader opportunities to receive information. However, most respondents told us that they had not attended any courses in their lives.

“Financial and social support from government is high enough to meet the special needs of deaf children. For example, local authorities provide us with audio equipment and a laptop. Overall, the interpreter supports us everywhere if we need her help.” (Yermek, father of the deaf boy, 47 years old)

According to hearing mothers of deaf children, the sensory defect usually prevents them from communicating with adults, making it challenging to contact hearing peers. It does not provide an opportunity to learn promptly to accept another person’s point of view and understand his inner state. The results of the interview with parents indicated that raising deaf children can be a life-changing experience which encourages families to rethink their belief systems. Parents can gain a sense of coherence and control by changing their worldviews, values, and priorities, which include different views of their children, their parenting roles, and the role of the family. Although parents may struggle with unfulfilled dreams, positive adaptation can occur over time through a change in attitudes towards life and disability and an understanding of the need for children to make a positive contribution to the life of the family and society. Parents’ experience has shown how important it is to hope and see the opportunities ahead.

**Conclusion.** However, it should be noted that the complex impact on the development of thinking of people who are hard of hearing is far from limited to using specific techniques. Most experts recognize that only communication with everyone around you is a model of proper social rehabilitation and integration. This is the highest form of rehabilitation in which deaf people, families, and society are equally interested.

Nearly all children with hearing impairments can attend special educational institutions or integrate into a learning environment with hearing peers.

The educational plan for deaf children encompasses the following activities:

1. Annual comprehensive clinical, psychological and pedagogical examination of schoolchildren.
2. Planning work with each child, considering children's auditory-speech and mental capabilities.
3. Conduct corrective exercises throughout the day and in the classroom.
4. Development of auditory perception and pronunciation correction in specialised classes.

The current research indicates that most parents struggle to discern the truth about social support

from the government. On the other hand, they are thankful to exceptional school teaching staff for their job and attitude toward their deaf children. Also, tutors and teachers expressed their love for children. If the teachers can light the children's fires and help them succeed in education, there will be trouble for a bright future.

References:

1. *The Law of the Republic of Kazakhstan. On social protection of persons with disabilities in the Republic of Kazakhstan* [https://online.zakon.kz/Document/?doc\\_id=30008935](https://online.zakon.kz/Document/?doc_id=30008935). 2005.
2. Божович Л.И. Проблемы формирования личности (Фельдштейн Д.И., 3-е изд.). МОДЭК, М., 2001г. 349 стр.
3. Боскис Р.М. Глухие и слабослышащие дети (Боскис Р.М.). Академия, М., 2004г. 230 стр.
4. Соловьев И.М. Психология глухих детей (Соловьев И.М., 1-е издание) Научно-исследовательский институт дефектологии, 1971 446 стр..
5. Дувановой С.П. Психолого-педагогическое сопровождение процесса развития детей с нарушениями слуха в условиях инклюзивного образования [Коллективная монография]. Воронежский государственный педагогический университет, 2013 6 стр.
6. Lederberg A.R. G.T. Parenting stress and social support in hearing mothers of deaf and hearing children: A longitudinal study. // *J Deaf Stud Deaf Educ.* 2002. Vol. 7. P. 330–345.
7. Каргина Е.В. Социальное сопровождение семей, воспитывающих детей с нарушением слуха. Материалы XVII Международной Студенческой Научной Конференции «Студенческий Научный Форум», 2023
8. Шматко Н.Д. Организация семейного воспитания и обучения детей дошкольного возраста с нарушенным слухом (Шматко Н.Д.). ФГБНУ «ИКП РАО», 2022г. 79 стр.
9. Соловьев И. М. Психология глухих детей (Соловьев И. М., 2-е изд.) Педагогика, М., 2016г. 446 стр.
10. Богданова Т.Г. Сурдопсихология. Москва: Академия, 2002г. 203стр.11.
11. UNICEF. *Analysis of the situation of children with disabilities: the development of an inclusive society in the Republic of Kazakhstan.* Astana, 2014. 24–27 p.

References:

1. *The Law of the Republic of Kazakhstan. On social protection of persons with disabilities in the Republic of Kazakhstan* [Electronic resource] // [https://online.zakon.kz/Document/?doc\\_id=30008935](https://online.zakon.kz/Document/?doc_id=30008935). 2005.
2. Bozhovich L.I. *Problemy formirovaniya lichnosti.* [Problems of personality formation.] 3rd ed. / ed. Feldshtejn D.I. Voronezh: MODJeK, 2001. 349 p. (In Russian)
3. Boskis R.M. *Gluhie i slaboslyshashhie deti.* [Children who are deaf and hard of hearing] Boskis R.M. Moskva: Akademija, 2004. 230 p.
4. Solovev I. M. *Psihologija gluhih detej.* [Psychology of deaf children] 1st ed. / ed. Solov'ev I. M. S.Zh.I. Moskva: Scientific Research Institute of Defectology, 1971. 446 p. (In Russian)
5. Duvanovoj S.P. *Psihologo-pedagogicheskoe soprovozhdenie processa razvitiya detej s narushenijami sluha v uslovijah inkluzivnogo obrazovaniya: Kollektivnaja monografija.* Voronezh: Voronezhskij gosudarstvennyj pedagogicheskij universitet, [Psychological and pedagogical support for the development of children with hearing impairments in inclusive education: A collective monograph. Voronezh: Voronezh State Pedagogical University] 2013. 6 p. (In Russian)
6. Lederberg A. R. G.T. Parenting stress and social support in hearing mothers of deaf and hearing children: A longitudinal study. // *J Deaf Stud Deaf Educ.* 2002. Vol. 7. P. 330–345.
7. Kargina E.V. *Socialnoe soprovozhdenie semej, vospityvajushhh detej s narusheniem sluha* // *Materialy XVI Mezhdunarodnoj studencheskoj nauchnoj konferencii «Studencheskij nauchnyj forum».* Moskva: Ul'janovskij gosudarstvennyj pedagogicheskij universitet im. I.N.Ul'janova, 2023. (In Russian)
8. Shmatko N.D. *Organizacija semejnogo vospitaniya i obuchenija detej doshkol'nogo vozrasta s narushennym sluhom.* [Organization of family upbringing and education of preschool children with hearing impairment] ed. Shmatko N.D. P.O.V., K.T.V. Moskva: FGBNU «IKP RAO», 2022. 79 p. (In Russian)
9. Solovev I. M. *Psihologija gluhih detej.* [Psychology of deaf children] 2nd ed. / ed. Solovev I. M. S.Zh.I. Moskva: Pedagogika, 2016. 446 p. (In Russian)
10. Bogdanova T.G. *Surdopsihologija.* [Sign language psychology] Moskva: Akademija, 2002. 203 p. (In Russian)
11. UNICEF. *Analysis of the situation of children with disabilities: the development of an inclusive society in the Republic of Kazakhstan.* Astana, 2014. 24–27 p.