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EFFECTS OF USING SIGNAL SPEECH IN TEACHING DEAF CHILDREN

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ABSTRACT

This article analyzes historical approaches to the importance of sign language in the education and upbringing of deaf children. The use of sign language in the education and upbringing of deaf children ensures the establishment of a unified system of teaching, upbringing and labor activities in a special school, significantly affecting the generalization, robustness, completeness and differentiation of formed concepts. This has a positive effect on the acquisition of the concepts that make up the content of academic subjects. The article highlights the positive effects of the use of sign language in the teaching of deaf children.

KEYWORDS: *Deaf Children, Teaching, Sign Language, Special Education, Process, Psychological, Pedagogical Approaches, Labor Activity, Integration, Psychological And Pedagogical Bases.*

INTRODUCTION

The use of sign language in the education of deaf children has been at the center of heated debates for centuries. At different times, the solutions of different pedagogical schools and directions have been decided differently depending on the methodological views, ideas about the goals and objectives of teaching, and understanding of the linguistic structure of sign language. The following key approaches can be identified in assessing the role of sign language in the education and upbringing of deaf children: recognition of the leading role of sign speech in the development and upbringing of deaf children ("mimicry method", "bilingual approach"); complete denial of the role of speech in learning ("pure oral method", modern "oralism"); the emergence of sign language as an auxiliary tool (the tradition of teaching Russian sign language in the first half of the 19th century) or one of the tools of the pedagogical process ("general communication") [1,12].

Let's analyze the main arguments of the proponents of the above directions. S. M. Delepe and RA Sicard, the creators of the "mimicry method", the development of the ideas of "Spanish" and "English" schools in the period of individual training, considered the need to include sign speech in the pedagogical process, Voltaire, Diderot, Rousseau and other encyclopedists. Based on their ideas, Delepe and Sicard set the task of educating the deaf spiritually and morally for the first time in the history of sign language pedagogy. Educational opportunities for hearing-impaired, disabled, and deaf children were considered for the possible development of deaf children with healthy sense organs. Therefore, the principle of "natural", "natural - like" (Rousseau) education required the inclusion in the pedagogical process of visual speech, which is perceived through the eyes, which is the child's native speech. In deaf sign language, Delep and Sikar see a way for deaf people to naturally express their feelings and thoughts. Therefore, in the system of means of speech, sign speech played a key role in the pedagogical process. [2, p. 12].

Heinicke Kant's ideas, in particular, the role of spoken language in the development of human thinking [8, p.45]), also reflected on the concept of A. Dister - VYeGA, according to which the priority goal of education is "formal" education, thinking and speech development [2, p. 62]. So, according to Geinica, the main task of educating the deaf is to form oral speech. As for sign speech, Geinicke and his successors could not use sign speech to solve the problems of developing deaf mental operations, because gestures cannot express abstract concepts. In the Pure Oral Method, sign language is not only used in teaching, but also as a way for deaf people to communicate.

When it comes to modern trends in teaching deaf children their mother tongue, proponents of 'oralism' actually use the classic 'pure oral method' argument and thus exclude sign language from the pedagogical process. At the same time, representatives of "total communication" mainly share Detepa's views and advocate the expediency of using all means of speech in the school for the deaf, including sign language. "The most consistent ideas of the" mimicry method "system of teaching deaf children developed by its creators and is called the "bilingual approach" .This system began to take shape in Western Europe and America in the late 70s and early 80s. The theoretical platform of the "Bilingual Approach" is based on the latest achievements of modern science: linguistics, psychology, psycholinguistics, sociology, etc. allowed for a different approach. Psycho-logical and psycholinguistic research in recent decades has convincingly shown that sign speech plays an important role in a child's mental development, in the processes of receiving and processing information, and in the formation of a deaf person's personality. Recognition of sign language as one of the most advanced natural languages, recognition of the important role of sign speech in the lives of the deaf, and their cognitive and communicative activities have led to a change in the attitudes of deaf people as members of society [3,p. 34].

In modern cultural-sociological concepts, it is generally accepted that the development of a developed society stems from the successful interaction of its structural micro-societies, which differ in their various national, religious, linguistic and other traditions. Members of such microcolumns do not have all the "standard eligible conditions" that fit a certain size, and have every right to meet their special needs. It has radically changed the way society treats people with disabilities, including the deaf. Deaf people are "not required to be like the deaf, like many." And deaf people who consider themselves members of microsociums of the deaf have the right to develop their culture, speech, and education in national sign language (GL Zayseva

[4, p.78]. These rules formed the basis of the theoretical platform of the "bilingual approach" system. "Ideologists of the" bilingual approach "should use two equal means of speech in the education of deaf children: the national language (English, German, etc.) and the national status of speech. The new status of sign language and the widespread use of sign language in the education and social services of the deaf in modern Western society and its role in the system of sign language teacher training made it necessary to consider. We will focus on this issue in the next section and look at how sign language is addressed in sign language teaching.

The formation of views on the role of sign language in education in Russia was closely linked with the formation of a national system of teaching the deaf. This system (since the XVIII century) is based on the generalization of the experience of working with the deaf in orphanages, as well as the ideas of AN Radishchev, who considered sign speech as an important tool for the spiritual development of the deaf formed [1, p. 29].

In the Russian school for deaf children in the first half of the XIX century (GA Gursev, VI Fleury had to solve a wide range of tasks (moral education, mental and physical development of children, etc.)) For this purpose from all means of speech: oral speech (in oral, written, and dactyl forms) and sign language. Many questions related to sign language have been considered by V.I. Fleury as "deaf-Mutes in relation to the methods of teaching which are inherent in nature" [4, p. 43] has been discussed in detail and surprisingly sagaciously. Fleury considers sign language to be a "temporary helper" in teaching the deaf, and its use (mainly "natural pantomime") is appropriate in the early stages of teaching. As you become more verbal, sign language will gradually become a tool. Interestingly, VI Fleury was convinced that a sign language teacher should be able to speak in sign language, to work in this way with deaf children, "... combine and, if possible, combine these three methods: facial expressions, writing, and words." c. I. Fleury and G. A. Gurava commented on the issues, mainly Y.T. Speshnev, I.Y. Seleznev and other teachers, whose activities took place in the 50s and 60s of the XIX century [4, p. 45].

However, in the late 1970s (beginning with A. F. Ostrogradsky), the work of schools for the deaf in Russia was gradually revived under the influence of the ideas of the "pure oral method" [5, p. 45]. The expediency of using sign language is strongly denied. However, it is interesting to note that sign language is of deep interest to experts. Thus, Lagovsky, a strong supporter of the Pure Oral Method, devotes a special section to the signing of language in his book Teaching Oral Speech to the Deaf and Dumb. The author has enough experience working with deaf children and concludes that sign language can be of great benefit to deaf children as a means of interpersonal communication, such as aesthetic education, etc.

However, Lagovsky believes that all this is dangerous for the formation of oral speech. Therefore, the conclusion is to use sign language in the classroom and the communication between students. "Pure oral method" in Russia in the late XIX - early XX centuries. The "pure oral method" was used by most schools in the country in the first decades after the October Revolution. However, gradually the best teaching teams in the theoretical and practical work of many specialists. summarizing his experience, he made it clear that a "pure oral method" for solving new problems was not acceptable. L. S. Vygotsky made a great contribution to the theoretical substantiation of the need to reconsider the content, methods and means of teaching and educating deaf children [6, p. 18]. Vygotsky's approach to identifying the nature and

structure of the defect allowed him to see the problem of speech formation as important, but in his view, it was not the only component of educational work that needed to address the shortcomings and the social upbringing of children in general.

S. Vygotsky considers the developmental features of a deaf child as development in the context of polyglossia. JS Vygotsky formulates his views in his speech at the All-Russian Conference of Deaf Teachers: "... using all the possibilities of a deaf child's speech activity, without rejecting facial expressions and treating them as enemies, different forms of speech can only compete with each other. We must understand that they can serve and hinder each other's development. Therefore, the maximum use of all available forms of speech for a deaf child is a prerequisite for radically improving the upbringing of deaf children. Theoretical study of the problem, The importance of sign language in determining the features of the structure of sign speech, the formation of cognitive and communicative activity of the deaf.

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