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## SIGN SPEECH TRAINING OF FUTURE TEACHERS OF THE DEAF AS A SOCIAL-PEDAGOGICAL NEED

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**ABSTRACT:** - This article analyzes the scientific-theoretical basis of teaching future deaf teachers to sign speech. Teaching future deaf teachers to sign speech is highlighted as a social-pedagogical necessity.

**KEYWORDS:** Future pedagogues of the deaf, sign speech, socio-pedagogical necessity.

### INTRODUCTION

The system of education, training and training of personnel meeting the requirements of democratic and market reforms implemented in our country has been fundamentally reformed. The legal framework formed in this regard serves as a solid legal basis for these processes. As the President of the Republic of Uzbekistan Shavkat Mirziyoyev stated: "We want to completely change the order, discipline and responsibility at the lower level in our society. Our weakest point is that we are not dealing with young people. It's easy to say, now we need to implement a system that works. We need to put responsible people in these positions". Educating a well-rounded person in all respects, training highly qualified, competitive specialists for various spheres of society's life is the main goal of reforms in the education system of our country.

Higher education institutions play an important role in reforming the educational process and training highly qualified personnel required in the labor market. Defective education is a field of higher pedagogical education, and the system of training pedagogical personnel for educational and correctional work with children with mental and physical disabilities is carried out at Tashkent State Pedagogical University, Kokan State Pedagogical Institute, Jizzakh State Pedagogical Institute, Urganch State Pedagogical Institute. at the bachelor's level of university education, the

specializations of the bachelor's pedagogue, and at the master's level, the specialties of pedagogy of the deaf are given. The field of professional training of deaf and hard-of-hearing teachers needs new ideas, concepts, and innovative methods, and as a result of their application, education of deaf and hard-of-hearing children and their adaptation to social life can rise to the level of world standards with the help of highly qualified specialists. In the modern labor market, a specialist who is not only educated, but also able to communicate with people of different categories through sign language, has the ability to work in a team, and has a number of important social skills, such as the ability to interest and attract others, has more advantages. Capabilities such as the ability to acquire a large volume and various content of information through sign language, analyze it, organize it, draw independent conclusions, make personal decisions and foresee the results of these decisions play an important role. The listed forms of activity are an important element of the communicative level, and the formation and development of the relevant qualities of a person is an urgent task of training specialists.

In the set of demands placed on the specialist, the skill of independent mastering of sign language is taking a big place. Therefore, the training of competitive deaf pedagogues consists in arming the methods, methods and means of applying new technologies of sign language teaching. After all, as noted by the famous scientist and pedagogue F.F. Rau: "Only a deaf pedagogue who has complete information about the experience of past pedagogues of the deaf and the history of the development of the pedagogy of the deaf can be guaranteed from repeating the mistakes of the past and will be able to approach his work creatively and confidently advance his ideas." In the XVI-XVII centuries, when individual education was developed, then in the XVIII century, when the collective (school) form of education and upbringing of hearing-impaired children began, special training of deaf pedagogues was not carried out. The teachers adapted and used the experiences of their colleagues who worked with deaf children. In this period, the most important thing was practical training, mastering the special rules of teaching deaf children and communicating with them. Often the pedagogical work was carried out by deaf persons who received individual or school education. They used the methods and rules used in their training and the experiences of those around them. Sometimes such activities have international status. It is 16 hours per week. Then from the 1st semester to the 4th semester - the introductory stage, from the 5th semester to the 8th semester - the main stage, in the 9th and 10th semesters - the exam stage.

After each stage of training, a certificate of successful completion is issued. This document gives the right to enter the next level of training. According to the curriculum, 60 hours are allocated to sign language learning for people whose main language is sign language, and 35 hours for people whose language is sign language as a second language. These hours are evenly distributed between input and main phases.

The duration of training can be extended or shortened, but not by more than one semester. F.S. Matveev admits, "Initial sign speech training is the main task of the courses—the persons dedicated to teaching the deaf are trained in such a way that they have a conscious attitude to the upbringing and education of children with hearing loss, to understand various forms of hearing and speech disorders and to take appropriate measures. M.Lagovski emphasizes that the course of sign speech training aims to expand the scientific, pedagogical and general defectological level of deaf teachers, to prepare them to work according to the "pure oral method" system.

The listeners were introduced to the features of the laws for the deaf. Advanced Russian pedagogues of the deaf explained the need for the deaf to master sign language as a means of interpersonal communication. Therefore, despite the dominance of the "pure oral method" that excludes sign speech from the educational process, sign speech is included in the training program for deaf pedagogues.

In 1986 "Dactylology. A new course developed by G.L. Zaitseva of the "Signal speech" course has appeared[p. 4-24]. The author's many years of research and pedagogical activity allowed him to seriously expand the content of the lecture course. The course included information reflecting the results of the latest domestic and foreign research in the fields of psychology, linguistics, and psycholinguistics of sign speech. This ensures that students get in-depth knowledge of the development of sign language and the basic laws of linguistic structure.

A critical review of competing, conflicting approaches to sign speech in the history of sign language pedagogy allows students to come closer to the problem of sign speech, taking into account the dynamics of the development of human society. A practical goal has also been defined: forming the ability to communicate with students using dactyl and sign language and the primary skills of sign translation in future deaf pedagogues. Unfortunately, no lexical material is attached to the program. This program is also based on the training of deaf pedagogues at the Tashkent State Pedagogical University.

Training of defectologists-specialists in Uzbekistan was started almost fifty-one years ago, and at that time Tashkent State Pedagogical University (Institute) named after Nizomi was considered a higher educational institution in Central Asia and Kazakhstan that trains personnel engaged in the education of anomalous children.

In 1966, the Council was convened at the invitation of the Ministry of Public Education. In this council, the former deputy minister of education of the UzSSR S.A. Panchenko, scientific secretary - M.N. Khodzhaeva, N.R. Rahmanov from the Institute of Pedagogical Sciences of Uzbekistan, director of the 66th assistant school G.Sh. Aytmetova from the special boarding school No. 1 A.N.Sitkovskaya, D.M.Orenberg, a professor from mature Russian scientists in the field of defectology, doctors of science M.I.Zemsova, M.S.Pevzner, V.G.Petrova, candidate of science M.I.Kuzmiskaya participated. The main issue discussed by the council was the training of speech-language pathologists in Uzbekistan. The council studied this issue and made a decision to train speech-language pathologists in Uzbekistan. After this decision, in 1967, the Department of Defectology was opened at the Faculty of Pedagogy and Psychology of the Tashkent State Pedagogical Institute. In 1973, the department of Defectology of the Faculty of Pedagogy and Psychology opened the field of Deafpedagogy, and 27 students were admitted to the department. Since then, primary school teachers for the school for deaf and hard of hearing children have been trained.

In 1981, defectology gained the status of a separate faculty, and with the increase in the number of students in the faculty, special attention was paid to the training of national personnel. In order to solve this problem, professors and teachers of the faculty were attached to the faculties of defectology of the Tashkent State Pedagogical Institute of higher educational institutions in Moscow, Kiev and other cities. In 1981, the department of defectology was divided into two independent departments: "Oligophrenopedagogy and speech therapy" and "Clinical foundations of deaf pedagogy and defectology". done. Seventeen teachers carried out scientific and pedagogical activities in both departments. Including one professor, doctor of medical sciences: M.G. Mirzakarimova, seven candidates of science, associate professors: S.Sh. Aytmetova, A.I. Sagatov, I.A. Alimova, R.M. Qorieva, S.G. Kim, I.G. Radisheva, E.B. Yem, two senior teachers: O.S. Maymor, V.S. Rahmanova, seven teachers: K. Mamedov, Kh. Polatova, N. Mazalova, M. Mirzahmedova, O Rogacheva, I. Kislitsina, N. Sosedova are among them. Since the academic year of 1999, the Faculty of Defectology was merged with the Faculty of Primary Education, and

specialists in deaf pedagogy, typhlopädagogik, oligophrenopädagogik, and speech therapy began to be trained. Defectology has the status of an independent faculty, it was named Special pedagogy, and three departments of speech therapy, oligophrenopädagogik, and deaf pedagogy were established under the faculty. Currently, the faculty offers full-time and evening bachelor's, special part-time and part-time education, and since this year, students have been admitted to the bachelor's education in the fields of oligophrenopädagogik, speech therapy, deaf pedagogy. In the master's department, personnel for the specialties of oligophrenopädagogik, speech therapy, and deaf pedagogy have started to be trained.

National Institute on Deafness and Other Communication Disorders, Gallaudet University (Washington, USA), ENS Paris-Saclay, Rennes Ens (France), HU Berlin Humboldt (Germany), Interkantonale Hochschule für Heilpädagogik Zürich (Zürich, Switzerland), University of Oxford and a Fellow of Harris Manchester College, Oxford (England), Universidade Federal de Santa Catarina (Brazil) studied the practical content of the training process of sign-language interpreter-significant pedagogue specialists and popularized them among higher education institutions and should be put into practice. In this regard, development and implementation of advanced mechanisms aimed at training sign language interpreters, sign language pedagogues, continuous retraining and qualification of sign language interpreters and sign language pedagogues, such as TDPU, QDPU, JDPU, on the basis of regular improvement of the professional skills of sign language interpreters and sign language pedagogues to develop their organizational skills. Systematic works should be carried out. In this regard, the current changes related to the processes of modernization, standardization and development of forms of mutual cooperation of higher education carried out by TDPU, QDPU, JDPU, Urg.DPI in this field in the republic use sign language as a means of communication. opens new perspectives for improving the training of sign language pedagogues-sign language interpreters.

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