

THE FIRST INSTITUTIONS OPENED FOR THE DEAF IN THE HISTORY OF DEAF PEDAGOGICS. THE IMO SIGN AND ORAL EDUCATION SYSTEM IS IMPLEMENTED FOR THEM

RAKHIMOVA KHURSHIDAKHAN SADIKOVNA

Department of "Inclusive Education" of Kokan DPI

Associate Professor of V.V.B., Ph.D

surdopedagog.akbarova@mail.ru

2nd stage student of sign language pedagogy

SATTOROVA DILDORA MIRZAAKBAROVNA

Abstract: In the article, the first institutes opened for the deaf in the history of deaf pedagogy. the implementation of the system of sign and oral education for them and the work carried out on the education of children with hearing impairment in France are highlighted.

Key words: feudal system, D. Diderot, deafness, hearing impairment, Y. A. Comensky, J. J. Rousseau, D. Lok, S. M. Epe

Opening of institutions for the deaf in France. By the second half of the 18th century, institutes for the deaf were established in France, Germany, England and Denmark.

Among them, the French Institute is relatively more famous, where the gesture method appeared and was formalized.

The beginning of group teaching of the deaf will lead to the formalization and stagnation of the profession of teachers engaged in the education of the deaf.

The French institutions opened for the deaf were the result of the victory of French materialist-intellectuals and the feudal system of the 18th century over beliefs and ideas. In their struggle, the French intellectuals relied on acquiring the science of the new era.

The 18th century was marked by the opening of institutions for the deaf and the change of society's attitude towards the deaf. Together with the French

intellectual Denis Diderot, in 1749, D. Diderot created his famous book "Letter for the Sighted to Help the Blind". After 2 years, in 1751, he published a famous work called the Letter to the Deaf and Dumb.

These works were published long before the establishment of educational institutions for the deaf. D. Diderot's work was negatively received by people who lost their sight due to one or another reason, along with other forces that paid attention to D. Diderot's work. Developed people and pedagogues supported his work and ideas.

D. Diderot in his 2nd book developed the ideas that the deaf can communicate with the people around them. For this, deaf children should be taught in a single way.

D. Diderot came to this opinion based on the recognition of the importance of education and upbringing aimed at the 1st goal of the physical condition of the child given by nature. possible

By the second half of the 18th century, based on the pedagogical ideas of French materialists and the progressive ideas of Y. A. Comensky, J. J. Rousseau, D. Locke, collective education of the deaf expanded, including the deaf, and S. M. Epe was one of the first to open it for the deaf. improved deaf education in institutions.

Charles Michael Epe was born on November 25, 1712. His parents, who were the architects of the Palace of Versailles and (expert) craftsmen, gave him the opportunity to study at the best college of the time. He was thinking of devoting himself to the church service by working as a farmer. But when appointing Epe to the post of abbot, he refused to sign the oath that all Catholic priests of that time had to sign. Because of this, Epe was expelled from the church and he was deprived of the right to work as a minister of the church. After that, he entered the law department of Epe College. After graduation, he became a lawyer at the Supreme Court and got a job, but he was not satisfied with the legal profession.

Bribery prevailing in the court forced him to leave this service. At the age of 50, Epe started teaching two deaf girls.

Some historians say that it started in 1752, while others say that it started in 1765. In 1912, Epe's 200th anniversary was celebrated in France, and his pedagogical activity was marked from 1760. Sh.M.Epe started working with these girls without knowing the special methods of teaching the deaf. At the beginning of his career, D. Didrov's theory about impaired sensory organs and the improvement of his letters about deaf mutes and blind people were used. At the same time, he worked based on Kamensky's pedagogical principles. In his practice, he used gestures used in communication with girls. Epe concludes his work in such a way that a deaf mute who steps in his teaching knows it easily and clearly. He will have his own language, similar to his normal speech. Deaf children express their needs, wants, inclinations, their illness, sadness, and anxiety through sign language, and they never fail to understand that others express their feelings in this way. Through sign language, the deaf children received reports on whether they had received or completed the tasks. Epe's achievements in training with girls gave him the idea to open an educational institution for the deaf and conduct training with small groups of deaf children. Epe taught karts at his home 2 times a week for free. Among them, they provide materially for the least well-off.

The number of students at Epe's institute reaches 75. Soon Epe's work was warmly welcomed and recognized by society not only in France but also in other countries. Epe is not only a philanthropist, but first of all, he is a skilled teacher and an expert pedagogue of the deaf. Epe's classes with the deaf are offered by prominent scientists of that time and teachers who work individually with the deaf. The main purpose of this is to explain the importance of his work to his contemporaries. But resistance forces and religious supporters prevented the expansion of Epe's extra-pedagogical activity. Deaf children have to spend a lot of time to overcome the difficulties associated with their education. He also tries to take the time to theoretically base his experiences. He wrote two works during his

career. His first work was written in 1776. The second work "Education of deaf and dumb by means of methodical symbols" was written in 1784. In his letters to German pedagogue Samuilu Geinike, who is involved in the development of oral speech in deaf people, he covers his views on the role of sign writing and oral speech in the education of the deaf with a pure, experimentally proven method of teaching deaf mutes. Epe's education system for deaf children was well evaluated by the German Academy of Sciences. By 1789, it was recognized as a national institution in the Institute of Epe. Epe dies on December 23 of this year.

Umrining so'nggi kunlarida yog'ilishi deligatsiya a'zolari mehnatlari minnatdorchilik bildirib ketishdi.

Ular Epening ishi revalutsion fransiyada davom ettirishni takidlashdi. Keyinchalik 19 asrning oxitriga kelib Epening institute yonida moxir kar made by the sculptor Felix Martin. A statue of Epe was installed. Even when the whole world recognized Epe's work, the religious representatives did not recognize him and did not come to the opening ceremony of the statue. Epe was considered the organizer of a deaf educational center in France and the creator of the sign method. Epe set high goals. In order to achieve this goal, to provide the deaf with the mental and moral education necessary for their future in the future society, to search for ways and methods to help the deaf and dumb to collect speech. He thinks that he should use sign language to teach oral speech. According to Epe, it is necessary to enrich sign language with various symbols, that is, with general lexical concepts and forms that complement Grammatical rules. Epe called methodical signs and used them to turn spoken speech into gestural speech and, conversely, to turn gestural speech into verbal speech.

But soon he saw aspects that refuted the theory of harmonizing oral speech with sign speech. It was a didactic speech used by students together with the teacher during the lesson. As a result, he came to the idea that it is necessary to teach deaf sign language first to enrich spoken speech, and then to transform spoken speech into sign language. The didactic method of the artificially created "Gesture"

method cannot be made into a didactic method by the conflicts that arise between gestural speech and oral speech. For the deaf, their mother tongue was like a foreign language in spoken or written form. The order of training according to the Epeni system was as follows. There are blackboards in the classroom where nouns are written on the first, verbs on the second, and adjectives on the third. During the first month of study, the students were asked to identify nouns, verbs, adjectives and other parts of speech. 1800 words required to be mastered. By the end of two months of study, they should know more than 3000 words.

In addition to enriching their vocabulary, students are taught to observe the movement of objects and symbols on the one hand, and express them using gestures and facial expressions on the other. After that, gestures were improved and presented in the form of writing and words.

LIST OF USED LITERATURE:

1. Rakhimovna, Teshaboeva Feruza. "IMPROVING THE EFFECTIVENESS OF TEACHING THE MODULE" SPECIAL METHODS OF TEACHING THE MOTHER TONGUE" IN HIGHER EDUCATION AS A PEDAGOGICAL, METHODOLOGICAL PROBLEM."
2. Teshaboeva, Feruza Raximovna. "Literacy education of speech impaired children as a pedagogical psychological problem." *Confrencea* 5.05 (2023): 299-302.
3. Maxmudova, Madinaxon, and Babayeva Azizabonu. "RUHIY RIVOJLANISHI SUSTLASHGAN BOLALAR LUG'ATINING PSIXIK RIVOJLANISH BILAN BOG'LIQLIGI." *Conference Zone*, 2022.
4. Sobirkhanovna, Makhmudova Madinakhan. "PECULIARITIES OF WORKING WITH CHILDREN WITH MENTALLY RELATED IN THE CONDITIONS OF INCLUSIVE EDUCATION." (2023).
5. Madinakhan, Makhmudova, and Abdukhakimova Zumradkhan. "WAYS OF FORMING THE READINESS OF CHILDREN WITH UNDERDEVELOPED SPEECH FOR WRITTEN SPEECH." (2023).
6. Madinakhan, Makhmudova, and Abduvahobova Irodakhan. "PECULIARITIES IN THE DEVELOPMENT OF PRESCHOOL CHILDREN WITH MENTAL RETARDATION." (2023).
7. Dildora, Madinahan Makhmudova Musayeva. "THEORETICAL SIGNIFICANCE OF THE DEVELOPMENT OF PROFESSIONAL

- COMPETENCE OF THE EDUCATOR OF A SPECIAL EDUCATIONAL INSTITUTION ON THE BASIS OF NATIONAL VALUES." *Confrencea* 4.04 (2023): 170-178.
8. Rakhimova Khurshidahon Sodiqovna. PREPARATION OF PRESCHOOL CHILDREN WITH COCHLEAR IMPLANTS FOR INDEPENDENT LEARNING. *European Journal of Research and Reflection in Educational Sciences* Vol. 8 No. 8, 2020 Part III, ISSN 2056-5852. Pageы 159-161.
 9. Sadikovna, Rakhimova Khurshidahon. "Objectives and tasks of cochlear implantation." *ACADEMICIA: An International Multidisciplinary Research Journal* 12.4 (2022): 671-675.
 10. Sadikovna, Rakhimova Khurshidahon. "Objectives and tasks of cochlear implantation." *Web of Scientist: International Scientific Research Journal* 3.4 (2022): 1250-1255.
 11. Sodiqovna, R. K., & Zulfiya, A. Formation of Independence Motivation Based on Rehabilitation Work with Children with Cochlear Implants. *International Journal on Integrated Education*, 3(10), 310-312.
 12. Rakhimova Khurshidakhon Sadikovna, HEARING-SPEECH REHABILITATION OF CHILDREN WITH COCHLEAR IMPLANTS AS A SOCIO-PEDAGOGICAL PROBLEM. *Asian Journal of Multidimensional Research* ISSN: 2278-4853 Vol. 11, Issue 11, November 2022 SJIF 2022 = 8.179 A peer reviewed journal, Pages 6-9.
 13. Sadikovna, Rakhimova Khurshidakhon, and Bakirova Muhlisakhan. "PROVIDING PSYCHOLOGICAL-PEDAGOGICAL SUPPORT TO HEARING IMPAIRED CHILDREN." *Web of Scientist: International Scientific Research Journal* 3.11 (2022): 501-506.
 14. Sadikovna, Rakhimova Khurshidakhon. "METHODS OF WORKING ON DIALOGICAL SPEECH IN OUT-OF-COURSE ACTIVITIES WITH HEARING-IMPAIRED STUDENTS." *Web of Scientist: International Scientific Research Journal* 3.11 (2022): 521-527.
 15. Sadikovna, Raximova Xurshidaxon, and Abdalova Nodira Bahtiyarovna. "KOXLEAR IMPLANTATSIYADAN SO'NG OGZAKI VA YOZMA NUTQNI EGALLASHIDAGI MUAMMOLAR." *Conference Zone*. 2022.
 16. Shermatovna, Erkaboyeva Nigora, and Akbarov Sardor Sodiqjon O'g'li. "Conditions of inclusive education." *Web of Scientist: International Scientific Research Journal* 3.7 (2022): 1-4.
 17. Teshaboeva F.R. Effective factors for the organization of theoretical training in the module" Special methods of teaching the mother tongue" in the field of higher defectological education. *Scientific Bulletin of Namangan State University* 2 (10), 383-387
 18. Shahnigor, Rakhimova Khurshidakhon Sadikovna Khomidova. "FORMATION OF KNOWLEDGE, SKILLS AND COMPETENCES IN THE PROCESS OF

- TRAINING CHILDREN WITH HEARING DEFECTS TO WORK." *Confrencea* 3.03 (2023): 188-192.
19. Sodiqovna, Rakhimova Khurshidahon. "USE OF INNOVATIVE TECHNOLOGIES IN THE FORMATION OF SPEECH SKILLS IN CHILDREN WITH HEARING DISABILITIES." *Euro-Asia Conferences*. Vol. 1. No. 1. 2021.
 20. Yuldashevna, Ayupova Mukarramxon, and Rakhimova Khurshidahon Sodiqovna. "CORRECTION-PEDAGOGICAL WORK SYSTEM OF PREPARATION OF CHILDREN FOR INDEPENDENT ACTIVITY AFTER COCHLEAR IMPLANTATION." *Archive of Conferences*. Vol. 10. No. 1. 2020.
 21. Sodiqovna, Rakhimova Khurshidahon, and Kadyrova Mahzuna Shamshidinovna. "DEVELOPING HEARING PERCEPTION IN HEARING-IMPAIRED CHILDREN OF PRESCHOOL AGE." (2021).
 22. Sadikovna, Rakhimova Khurshidakhon, and Bakirova Muhlisakhan. "PROVIDING PSYCHOLOGICAL-PEDAGOGICAL SUPPORT TO HEARING IMPAIRED CHILDREN." *Web of Scientist: International Scientific Research Journal* 3.11 (2022): 501-506.
 23. Рахимова, Хуршидахон Содиковна. "FACTORS IN THE FORMATION OF MOTIVATION FOR INDEPENDENCE IN CHILDREN ON THE BASIS OF AUDITORY AND SPEECH REHABILITATION AFTER COCHLEAR IMPLANTATION." *Scientific Bulletin of Namangan State University* 2.10 (2020): 391-396.
 24. Sadikovna, PhD Raximova Xurshidaxon. "Stages of pedagogical and psychological rehabilitation of children with cochlear implants with hearing impairments." *INTERNATIONAL JOURNAL OF SOCIAL SCIENCE & INTERDISCIPLINARY RESEARCH* ISSN: 2277-3630 Impact factor: 7.429 11.11 (2022): 192-198.
 25. Sadikovna, Rakhimova Khurshidakhon, et al. "ESHITISHIDA NUQSONI BO'LGAN BOLALARNING TASNIFI VA TIPOLOGIK XUSUSIYATLARI." *Conference Zone*. 2023.
 26. Sadikovna, Rakhimova Khurshidakhon. "Features of cochlear implantation rehabilitation." *Galaxy International Interdisciplinary Research Journal* 11.1 (2023): 333-336.
 27. Dilbarkhan, Yuldasheva, and Khudoynazarova Nailakhon. "CORRECTIVE WORK CARRIED OUT IN COLLABORATION WITH A SPECIAL SCHOOL DEFECTOLOGIST AND FAMILY." (2021).
 28. Хайитов Л. Р., Уктамова Ш. Г. Осознанный выбор школьников с ограниченными умственными возможностями, а также влияние семейной среды, социальной-психологии //Евразийский Союз Ученых. – 2016. – №. 6-3 (27). – С. 50-53.
 29. Sadikovna, Rakhimova Khurshidakhon. "COCHLEAR IMPLANTATION: AN INNOVATION IN THE DEVELOPMENT OF TECHNOLOGY, MEDICINE,

- DEAF PEDAGOGY AND SPEECH THERAPY." *Open Access Repository* 4.2 (2023): 321-330.
- 30.Sadikovna, Rakhimova Khurshidakhon, and Rustamova Feruzabanu. "CONTRIBUTION OF CHARLES MIKHAIL EPE TO THE EDUCATION OF DEAF CHILDREN." *Galaxy International Interdisciplinary Research Journal* 11.3 (2023): 563-566.
- 31.O'ghiloy, Rakhimova Khurshidakhon Sadikovna Kurbanuva. "CHILDREN WITH LOCAL MOVEMENT DEFECTS." *Confrencea* 3.03 (2023): 226-230.
- 32.Raximova, Xurshidaxon. "NATIONAL AND FOREIGN ADVANCED TRENDS IN HIGHER EDUCATION EFFICIENCY IMPROVEMENT." *JOURNAL OF NORTHEASTERN UNIVERSITY* (2022).
- 33.Sadikovna, PhD Rakhimova Khurshidakhon, and Nabiyeva Umidakhan. "ORGANIZING SOCIAL WORK ACTIVITIES OF STUDENTS WITH HEARING PROBLEMS." (2023).
- 34.Sadikovna, PhD Rakhimova Khurshidakhon, and Odilova Rislig'oy. "PROBLEMS OF PREPARING HIGH SCHOOL STUDENTS WITH HEARING DEFECTS FOR FAMILY LIFE." (2023).
- 35.Sadikovna, PhD Rakhimova Khurshidakhon, and Sharafuddinova Zuhra. "FORMATION OF MATHEMATICAL CONCEPTS OF CHILDREN WITH HEARING DEFECT USING INNOVATIVE TECHNOLOGIES." (2023).
- 36.Komiljon, Raximova Xurshidaxon Sadikovna Sattarova Kamola. "PEDAGOGICAL AND EDUCATIONAL SYSTEM OF EDWARD SEGEN IN SPECIAL PEDAGOGY." *Confrencea* 3.03 (2023): 63-67.

