

METHODS OF EXPRESSING GESTURE AND DACTILE ELEMENTS

Mukhlisa Rakhmatova

Tashkent State Pedagogical University named after Nizami

2nd stage graduate student

Tashkent, Uzbekistan

Annotation. This article describes the content of pedagogical work on the methods of expressing gestural and dactyl elements in teaching sign language and dactyl speech to students with hearing impairment. Development of gestures and dactyl speech - analysis, synthesis, understanding, re-imaging and analysis of psychophysical mechanisms was carried out.

Key words: Hearing-impaired students, sign language, dactylology, two-handed dactyl alphabet, international dactyl alphabet, stuttering speech.

It is not known exactly who invented the dactyl alphabet first. It is known that images of finger letters are found in the Latin Bible of the 10th century. It is possible that some hand signs, including letters, have been used since ancient times. According to researchers, the dactyl alphabet was first published in 1593 by the Spanish monk de Vebra (M. de Vebra) (Fig. 1).

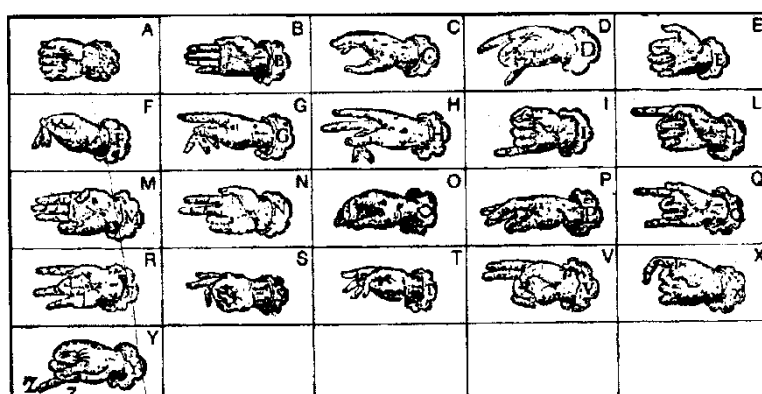


Figure 1. De Vebra's Spanish Dactyl Alphabet (S. Carmel, 1982)

Dactyl speech was used to teach the deaf by the Spanish monk Pedro Ponce de Leon, whose work dates back to the 16th century. A special dactyl alphabet created for teaching the deaf (Fig. 2) was published by Bonet (J. P. Bonet) in 1629. In the 18th century, Bonnet's dactyl alphabet was used by the first teachers of the deaf in France - Pereira (R. Pereira) and Delepe (Ch. M. De L'Epee), as well as in

the early 19th century by Gallaudet (T.N. Gallaudet) and Clerc (L. Clerc) is included in the basis of the American dactyl alphabet. The British dactyl alphabet, the first edition of which dates back to 1698, was created on a different basis. Unlike Spanish, French, American and many other languages, this alphabet is two-handed. Its modern modification (Fig. 3) is widely used in Australia, South Africa and other places besides Great Britain.

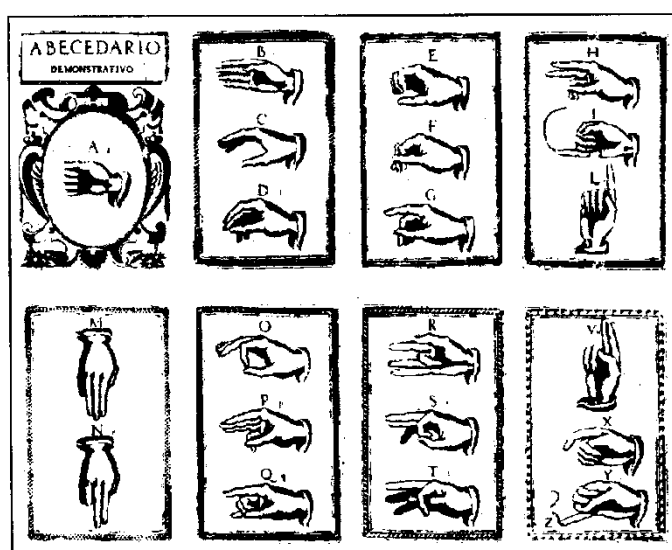


Figure 2. Bonet's Spanish Dactyl Alphabet (S. Carmel, 1982)



Figure 3. British two-handed dactyl alphabet



Figure 4. Russian dactyl alphabet

Figure 5. International dactyl alphabet

Figure 6. International for the deaf and blind (S. Carmel, 1982)

dactyl alphabet. Arrows indicate the direction of movement shows, the numbers do them shows the order. (S. Carmel, 1982)

The Russian dactyl alphabet was published in 1835 by V.I.Fleury - he described the dactyl alphabet used in the pedagogical process at that time. In this dactyl alphabet, G.A., the director of St. Petersburg school for the deaf and dumb. In the dactyl alphabet included in Gursev's book "Encyclopedic Course" (1838), the tradition originating from Bonet is clearly observed: representing the graphic image of a letter with a finger. G.A. Most of the dactylems presented in Gursev's book are included in the modern Russian dactyl alphabet (Fig. 4).

Currently, dactyl alphabets of national languages, including Ukrainian, Belarusian, Uzbek, and Armenian, have been created and are widely used (A.G.

Gerankina, 1972; I.F. Geilman, 1981). 43 dactyl alphabets used in 59 countries of the world are described (S. Carmel, 1982).

An international dactyl alphabet was developed, which has been used since 1963 at the conferences of the World Federation of the Deaf (Fig. 5).

Note that some countries also use special dactyl alphabets for the deaf-blind, which are based on national dactyl alphabets. There is also an international dactyl alphabet for the deaf-blind (Figure 6).

Various approaches to teaching dactyl speech to students of pedagogical institutes and translators are also based on the analysis of the structure of the Russian dactyl alphabet. According to the methodology proposed by A.G. Gerankina (1972), it is recommended to start learning dactylology with the expression of the simplest dactylems: G 3 L M O S. These dactylems are very similar and very different from their letters. Then, the dactylmes remaining in the three steps are now entered in alphabetical order. The method of representing letters by dactylem is included in the basis of the method recommended by I.F Geilman (1981).

Initially, the inconsistency between the orthographic and orthoepic norms inherent in the Russian language makes communication using dactyl speech difficult. After all, for example, when typing the word p-o-d-o-sh-yo-l, the speaker simultaneously pronounces [p'dashol]. Special training exercises allow you to overcome the difficulties that arise.

Dactyl speech, as a rule, is aimed at a deaf interlocutor who visually perceives the speaker's tactility and visually (or auditory-visual) oral speech. This should be taken into account. The typing hand should be in such a position that the deaf person should clearly see the face and lips of the interlocutor. Typing is usually done with the right hand, with the palm at the level of the speaker's shoulder.

There are different opinions about whether the hand should stay still while typing or move to the left so that the interlocutor can "read" the dactilems from right

to left.

Fingers and paws are in constant motion. By accurately dactyling each dactylem (so that similar dactyl letters do not get mixed up in the process of perception), the speaker simultaneously dactylizes the word as an integral unit of speech and gradually moves from the previous dactyl letter to the next. The integrity of typing is ensured by the omission of unnecessary actions. Let's say you need to type the word "key". After typing the letter K, the speaker does not relax all his fingers, does not return the palm to its original position, but joins the index finger involved in the dactyl letter K with the thumb, straightens it, simultaneously raises the remaining three fingers and thus expresses the dactylem A. then, while typing the letter L, raises the index finger and joins the middle finger with the thumb, then joins the thumb with the index finger, the middle finger and raises (for the second letter I) and so on.

Dactyl speech is used by deaf people in interpersonal communication, as well as by hearing people in communication with deaf people; less often - when deaf people communicate with hearing people.

How often deaf people use dactylology when communicating with each other depends on different situations: depending on the communicative situation, age, the level of development of gestures and oral speech, including pronunciation skills and the state of speech perception. 'liq.

Uzbek typefaces represent letters. Therefore, naturally, when communicating using dactyl speech, speakers follow the rules of the written form of speech, in other words, the orthographic standards of the Uzbek language. At the same time, typing necessarily accompanies speech. The pronunciation of the words and phrases being typed should correspond to the orthographic standards.

In the modern system of education and upbringing of children with hearing impairment, dactyl speech is used from preschool age along with oral and written speech - the main tools of the deaf-pedagogical process. they remember the sound-

letter structure of the word more firmly and make it easier for their classmates to understand their speech by listening and seeing. In free informal communication with peers and older deaf people, deaf people, as a rule, use sign language. However, using sign language, they use words and phrases that are typed in their signs, such as some names, scientific terms, etc.

Hearing people (mostly parents and relatives of deaf people, their friends, teachers and interpreters) often use dactyl speech when communicating with deaf people. In fact, hearing people hear, and deaf people usually communicate to them through oral speech. they apply. But if the interlocutor does not understand what was said, the deaf person repeating what was said and trying to explain to the teacher or parents; often typed this word. Thus, dactyl speech is included in the communicative activity of deaf people, as part of communication between deaf and hearing people.

References

1. Abdullayeva M.M. Development of communicative competence of future deaf pedagogues through sign language Ped. Doctor of Philosophy dissertation. - Tashkent, 2022.
2. Geilman I. F. Manual alphabet and speech tin. — M.: KOIZ, 2017. — 596 p.
3. Geilman I.F. Special means of deafness. Dactylology and mimicry. - L .: LAN VOG, 2015. - Part 1. - 164 p.
4. Zaiseva G.L., Slezina N.F. Mimic-gesture speech. Psychology of deaf children. - M., 2011. - P. 240-248.
5. Dimskis L.S. Sign Language // Program of Special Educational Schools for Children with Hearing Impairments. Preparatory class. MO RB NIO. - Minsk: NMSentr, 1999. - p. 23

6. Polatova P.M., Nurmukhammedova L.Sh., Yakubzhanova D.B., Mamarajabova Z.N., Amirsaidova Sh.M., Sultonova A.D. Special pedagogy (textbook). - T. "Science and technology" publishing house. 2014.

7. Nazarova D. Improving the education of children with hearing problems. // Scientific and practical solutions to increase the quality and efficiency of preparing a child for school. Proceedings of the international scientific and practical conference. - Tashkent, 2007. - P. 60-63. Rasulov, A., Madjitova, J., & Islomova, D. (2022). PRINCIPLES OF TOURISM DEVELOPMENT IN DOWNSTREAM ZARAFSHAN DISTRICT. *American Journal Of Social Sciences And Humanity Research*, 2(05), 11-16.

8. Rasulov, A. B., Hasanov, E. M., & Khayruddinova, Z. R. STATE OF ENT ORGANS OF ELDERLY AND SENILE PEOPLE AS AN EXAMPLE OF JIZZAKH REGION OF UZBEKISTAN. ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОТОРИНОЛАРИНГОЛОГЛАРНИНГ IY СЪЕЗДИГА БАҒИШЛАНГАН МАҲСУС СОН, 22.

9. Расулов, А. Б., & Расулова, Н. А. (2013). Опыт периодизации географических взглядов. *Молодой ученый*, (7), 121-123.

10. Nigmatov, A. N., Abdireimov, S. J., Rasulov, A., & Bekaeva, M. E. (2021). Experience of using gis technology in the development of geoecological maps. *International Journal of Engineering Research and Technology*, 13(12), 4835-4838.

11. Matnazarov, A. R., Safarov, U. K., & Hasanova, N. N. (2021). THE STATE OF INTERNATIONAL RELATIONSHIP BETWEEN THE FORMATION AND ACTIVITY OF MOUNTAIN GLACES OF UZBEKISTAN. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(12), 22-25.

12. Saparov, K., Rasulov, A., & Nizamov, A. (2021). Making geographical names conditions and reasons. *World Bulletin of Social Sciences*, 4(11), 95-99.

13. РАСУЛОВ, А. Б., & АБДУЛЛАЕВА, Д. Н. (2020). ПЕДАГОГИЧЕСКИЕ И ПСИХОЛОГИЧЕСКИЕ АСПЕКТЫ РАЗВИТИЯ НАВЫКОВ ИСПОЛЬЗОВАНИЯ САЙТОВ ИНТЕРНЕТА В ПРОЦЕССЕ ПОВЫШЕНИЯ КВАЛИФИКАЦИИ РАБОТНИКОВ НАРОДНОГО ОБРАЗОВАНИЯ. In *Профессионально-личностное развитие будущих специалистов в среде научно-образовательного кластера* (pp. 466-470).

14. Kulmatov, R., Rasulov, A., Kulmatova, D., Rozilhodjaev, B., & Groll, M. (2015). The modern problems of sustainable use and management of irrigated lands on the example of the Bukhara region (Uzbekistan). *Journal of Water Resource and Protection*, 7(12), 956.

15. Saparov, K., Rasulov, A., & Nizamov, A. (2021). Problems of regionalization of geographical names. In *ИИХОБАЌИИ В НАЙКЕ, ОБЩЕСТВЕ, ОБРАЗОВАНИИ* (pp. 119-121).

16. Rasulov, A., Saparov, K., & Nizamov, A. (2021). THE IMPORTANCE OF THE STRATIGRAPHIC LAYER IN TOPONYMICS. *CURRENT RESEARCH JOURNAL OF PEDAGOGICS*, 2(12), 61-67.

17. Nizomov, A., Rasulov, A., Nasiba, H., & Sitora, E. (2022, December). THE SIGNIFICANCE OF MAHMUD KOSHGARI'S HERITAGE IN STUDYING CERTAIN ECONOMIC GEOGRAPHICAL CONCEPTS. In Conference Zone (pp. 704-709).

18. Rasulov, A., Alimkulov, N., & Safarov, U. (2022). THE ROLE OF GEOECOLOGICAL INDICATORS IN THE SUSTAINABLE DEVELOPMENT OF AREAS. *Journal of Pharmaceutical Negative Results*, 6498-6501.

19. Nizomov, A., & Rasulov, A. B. (2022). GEOGRAPHICAL SIGNIFICANCE OF THE SCIENTIFIC HERITAGE OF MAHMUD KASHGARI. *Journal of Geography and Natural Resources*, 2(05), 13-21.

20. Rasulov, A. (2021). The current situation in the district of lower zarafshan plant species-eco-indicator. *ASIAN JOURNAL OF MULTIDIMENSIONAL RESEARCH*, 10(4), 304-307.

21. https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:dhFuZR0502QC.

22. https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:4DMP91E08xMC

23. https://scholar.google.ru/citations?view_op=view_citation&hl=ru&user=mzbOeBcAAAAJ&cstart=20&pagesize=80&citation_for_view=mzbOeBcAAAAJ:FxGoFyzp5QC.