



TECHNOLOGY FOR THE DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN THE MEANS OF SIGN SPEECH IN FUTURE SURDOPEDAGOGS

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Abstract

The field of professional training of translator-surdopedagogs needs new ideas, concepts, innovative methods, as a result of which, with the support of highly qualified specialists, teaching deaf and weak hearing children, adapting them to social life, can rise to the level of World templates. In the modern labor market, not only educated, but also able to communicate with various categories of people through the means of sign speech, having the ability to work in a team, intriguing others, a specialist with a number of important social qualifications, such as being able to attract, is considered to have a greater advantage. This article will highlight the content of the technology for the development of communicative competence in the means of sign speech in future surdopedagogs.

Keywords: future surdopedagog, translator of sign language, sign speech, communicative competence, development, technology, concepts innovative methods

Introduction

Skills such as being able to occupy large volumes and information of various contents in the means of sign speech, analyze them, systematize them, draw independent conclusions, make personal decisions and anticipate the results of this decision also play an important role. The listed forms of activity are an important element of the communicative level, and the work on the formation and development of the corresponding qualities of the individual– translator-surdopedagog is an urgent task of training specialists. But so far, surdopedagogs cannot be recognized as the level of mastery of sign speech at the level of demand, as evidenced by the analysis of experimental results that emphasize it. For this reason, the first thing that works as an interpreter is mainly hearing-impaired people brought up by deaf parents or close relatives with hearing disorders. They occupy sign speech at the level of family-household communication. Improving their qualifications in special courses conducted by the Deaf Society is aimed at enriching the lexical fund of translators with new allusions necessary to accurate translation[4; p.43]. Secondly, the professional





activity of translators is carried out in the form of services for the deaf in the fields of production, cultural-whitening, social. They are users of their services, karkattas, have a certain education and life experience. Translators perform the role of a connecting joint in relations with people who have hearing for them. Information conveyed to surdopedagogs through sign speech is an effective means for deaf children to know the world around them and socialize the deaf. Therefore, it is necessary for future surdopedagogs to acquire sign speech as a means of communicating with deaf students during the period of study and organizing the educational process.

Main Part

In the process of developing communicative competence in the means of sign speech in future surdopedagogs, since the teacher works with future surdopedagogs who are learning sign language for the first time, he should attach special importance to the formation of specific action skills necessary for the performance of sign and sign phrases, perception of the corresponding actions of a partner in sign communication, In translators who have learned sign language, this necessity usually does not arise. In solving this issue, the following factors were taken into account that represent the new content of training surdopedagogs in the higher education system for teaching sign speech:

- the official position of the speaker of the National sign speech has changed;
- recognition by the state as one of the means of teaching and educating him in school;
- to the educational plan of schools for children with hearing impairment
- Introduction of the corrective component of the “sign speech culture” of the moment;
- the content of programs on this subject.

We analyzed innovation approaches to Second Language Teaching in order to build a model for teaching sign language [5; -p.120.]. The study of the theory and practice of teaching the second language allowed the formation of a new paradigm (both theoretically and practically) strategy. "Modeling “has entered pedagogy from the disciplines of technology and is interpreted as” the creation of a project model of what is done in reality" [21; P.54] The modeling problem has been studied by many prominent educators. For Example, A.S.Makarenko was a proponent of modeling "the strong and rich nature of man, in which all the good" [7; p.22], V.A.Sukhomlinsky introduced the qualification of building a pedagogical process into the concept of” modeling”. V.V.Kraevsky argues that all scientific work in the field of pedagogy is, in a certain sense, a work on updating pedagogical projects, and its founder is





pedagogical modeling. Modeling is the imitation of images, various processes and systems, as well as the elimination of negative factors, we rely on the opinions of scientists who believe that at this time it should have a predictive, that is, prognostic character, which determines prospects in the preparation of a specialist. Considering the above, V.I.Zagvyazinsky, N.A.Bessmertnaya, Ye.N.Zhukatinskaya, A.Yu.Kruglikova, Ye.V.Koltakova, N.G.Specialist training models were developed by Petelina, but today it is not enough to build a specialist training model, the creation of a competency-based specialist training model is considered more relevant[1;p. 56.] Taking into account the theoretical developments of these scientists, we organized the design of a model for the development of sign speech of students–future surdopedagogs-on the basis of modern requirements. In scientific research conducted by scientists, the modeling process characterizes such qualities as research through the development and study of phenomena and object system models. In pedagogical research, the practical value of the model is determined mainly by its adequacy in relation to the studied sides of the object, as well as by how correctly the basic principles of modeling (exhibitionism, accuracy, objectivity) are taken into account at the stages of building the Model[3;p.47.]. Modeling is the process of constructing a hierarchy of models, in which the educational process is modeled in different aspects and by different means. Modeling[4; - p.22.]to describe the effectiveness of pedagogy, a special concept is introduced–pedagogical validity, which is close to, but distinct from, reliability, adequacy. In pedagogy, validity is structurally based: conceptual, critical, and quantitative, since usually multifactorial phenomena are modeled. Thus, the model we propose reflects the basic requirements for teaching students to sign speech etadi.Bo ' the theoretical aspects of the lajak surdopedagog sign speech development model achieve the integrity of the pedagogical system in the conditions of its effective implementation.The content and essence of the model for the development of sign speech in students through the model of development in the educational system includes educational, extracurricular independent work, the formation of a democratic way of life of an educational institution, in such tasks as establishing a system of public control in students, a primarily active approach to the development of all life spheres of the educational institution and in education will be associated with understanding as a result, which provides for the application of practical oriented interactive teaching methods. The interactive methods and technologies that we developed–outlined in the model of training future surdopedagogs in sign speech-formed the basis of experimental research, provided for in the logic of scientific research. Model development consists of integrating model representations into blocks and systematizing them in a hierarchical view. The





purpose of the development of communicative competence of future surdopedagogues in the means of sign speech is to arm students with knowledge and skills that ensure the possibility of using sign speech as one of the means of pedagogical influence (along with speech speech in oral, written and Dactyl forms) [2;-p.87.b.]. The complicated course "sign speech" is 30 topics corresponding to the relevant curricula of a special school and 2800 new units of pointing lexicon are combined, representing various scientific, socio-political phenomena. Topics included in the complicated course are related to the daily life of children, reading, Rest, family, the world around them, etc. At the closing stage of training, the lexicon is introduced, which is necessary for training with students, the development of their civil-legal, family-domestic, socio-cultural, subjective, communicative competence. In the complicated course, a special section is distinguished-the methodology for the development of pointing speech of deaf children of students. The first direction is the formation of abilities and skills in the transmission of educational and other information in students using speech pointing to children. The pointing and pointing phrases necessary to solve this issue are studied in the process of audience training; communication skills using them are strengthened during internships in children's institutions. The second direction is the development of communicative competence of future surdopedagogues in the means of sign speech. In order to achieve this goal, a complex course provides for the study of sign and sign phrases (for example, the introduction of some unfamiliar gestures to them regarding science, culture, phenomena of modern political life and others into the active speech of students), communicative exercises in the course of conducting a lesson and pedagogical practice in extracurricular activities. The content of the complicated course is also provided for the formation of the primary skills of sign translation in students. Sign language linguistics, a section that covers information about the role of sign speech in the communicative and cognitive activities of the Deaf, is mainly studied in lecture sessions. The Material is distributed between base (6 hours) and complicated (46 hours) courses and is stated using a "concentric method": the basic data is reported when the base course is taken; in the complicated step, this information is clarified, expanded and deepened. O'qitishning texnologiya, usullari—bu talabalar tomonidan dasturlashtirilgan mazmunni o'zlashtirishga mo'ljallangan uslubiy vositalar, uslublar, ishlash turlari va hokazolar tizimi to'g'risida modeli tasavvurlarni tashkil etuvchi blok.

The application of both traditional and new pedagogical Technologies is envisaged in accordance with the principles laid down on the basis of the construction of the model. Let's dwell on these in more detail. The process of recording a first-order issue when familiarized with a new hint was organized by the search for tools to describe the





intensifying cues. First of all, the hint was used as a guide to the independent study of speech (or hint speech improvement) I.Gaylman [[8; -p.76.]] the interpretive system it provided was sufficiently besogay. For example, the family required 37 words to describe the gesture, seven gestures–21 words, and a human gesture–24 words. As a result, the definition of three signals in the synopsis takes the form:

THE FAMILY is silent, and the letter **M** with the thumb tips uniting is placed side by side on the display, and a small movement is made in a circular way from itself; at this point all fingers are combined, indicating that people live together.

SEVEN - the left claw, the palm of which is aimed at itself, means “five”, the thumb and index fingers of the right hand are pressed against the palm, indicating “two”.

THE HUMAN-E is the right claw as shown in the letter E, only the bent wrist is lowered, in which the thumb and index finger are horizontal.

Conclusion

In students, special methods, ways and organizational forms of work are used to strengthen the skills of communication with deaf children, to transmit various educational and other information on modeling topics, which are carried out in practical classes and directly at school, through speech; it is also envisaged to participate in extracurricular activities in courses 3-4, which use sign speech during classes “teaching dactylology and sign speech” and pedagogical practice. The main utility of school activities is that students communicate with sign speech holders, i.e. deaf children, through sign speech in their reading process and in their daily lives. Joint activities with children with hearing impairments (reading, play, cocktails), various festive events in a special school will increase motivation, help children to more accurately understand pointing speech, the bites in dialogues and especially difficult, polylogs. In practical classes at school, during pedagogical practice, pointing makes it possible to methodological support of independent preparation of students to classes, extracurricular activities, etc. (more from the point of view of the effectiveness of pointing communication), to identify achievements and shortcomings, errors. The proposed model for sign speech formation is running from 2020, modified and improved in the next four ears. Observations in the first ear of teaching, as well as exams, the results of control work confirmed that the level of student mastery of sign speech is improving. The necessary condition for the effective model of the development of competencies of the application of sign speech in students, the determination of the achieved level of competence in each student, the monitoring of the process of the development of competence, we consider as an important component of our model.





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