

METHODS OF DEVELOPING THE ABILITY TO COMMUNICATE IN ENGLISH IN DEAF STUDENTS (BY SIGN LANGUAGE)

Nabiyeva Nodira Rustamjon qizi

Independent reseaecher

Annotatsiya: ushbu maqolada Kar-soqov o'quvchilarning Ingliz tilida muloqotga kirisha olish ko'nikmalarini shakllantirishning nazariy va amaliy jihatlari yoritilgan. Shuningdek, ular uchun qulay bo'lgan belgili-barmoq alifbosini o'rganishning eng samarali metodlaridan namunalar keltirilgan.

Kalit so'zlar: Kar-soqov, belgili-barmoq alifbosi, Metod, strategiya, muloqot, til, uslub

Аннотация: В данной статье рассматриваются теоретические и практические аспекты развития навыков общения глухонемых студентов на английском языке. Есть также примеры наиболее эффективных методов изучения азбуки языка жестов, которые им удобны.

Ключевые слова: глухонемой, жестко-пальчиковый, алфавит, метод, стратегия, общения, язык, стиль.

Annotation: This article discusses the theoretical and practical aspects of developing deaf students communication skills in English. There are also examples of the most effective methods of learning sign language alphabet that are convenient for them.

Keywords: deaf, sign language alphabet, method, strategy, communication, language, style.

Language, Conversation is a means of social communication. In social relations, information is delivered and received. Deaf and dumb people can also speak. They do this through the Surdo language. This language allows them to receive information using hand gestures and share information in the same way. This means that deaf and dumb people can also speak and communicate freely. Only

the style is unique: through hand and fingers, as well as lip movements. Given their ability to speak, it is an important task to develop speaking skills in applicants who want to learn English.

First, you need to master the English finger-marked letters. Because there are more than 100 finger-marked alphabets all over the world [1]. American or English character-finger alphabets can be used to communicate in English. The following is the American character-finger alphabet:

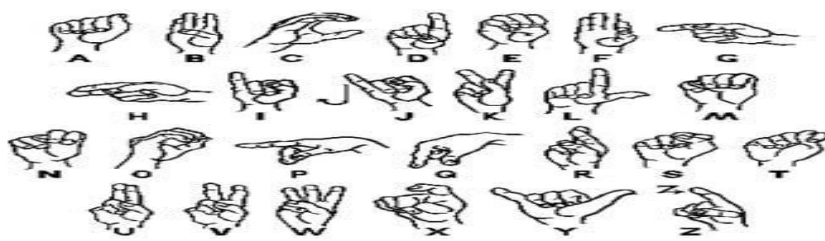


Figure 1. Character-finger (American) alphabet.

This alphabet is widely used around the world because it is very easy to learn and use. It has a total of 26 letters. Some letters serve as independent words or meanings [2]. Once all of the character-finger letters have been mastered, new words begin to be memorized as usual.

Technologies for learning the alphabet:

- The age of the learners is important in teaching this alphabet. We can also divide this category into 3:

- Young children
- Adolescents and middle-aged people
- The elderly

Each category differs in the duration of learning and mastering a specific letter. For example, letter learning in young children is relatively slow, 1 letter per day and its technology is enough. The teacher who teaches them the letter should teach them more through a variety of fun games, videos. The learning process can naturally take a long time. However, given that the knowledge learned at a young age is like a pattern carved in stone, the earlier they learn the letter, the more information they will be able to learn. The second category is adolescents and middle-aged people. These categories show a more effective result than the other categories. They learn the letters very quickly. They can learn letters independently, through manuals. They do not need the help of a teacher. The third category, this category will be as long-term as the first category. Unlike the first category, they are more likely to quickly forget the technology they have learned. Therefore, the responsible teacher attached to them should not only learn from the most effective methods, but also constantly review the Methods learned. Only then will a positive result be achieved.

Once the alphabet is fully mastered, the stage of memorizing new words and preparing them for communication using hand gestures begins. At this stage, the skill of the teacher plays a big role. He must constantly monitor that every word is presented by learners without the correct technological errors. The following are examples of effective word memorization techniques:

- Use more picture dictionaries to memorize new words;
- Write the Uzbek and English versions of the memorized words on the cards and then mix them well. Then for one minute (in the order of not more than 10 words, if time is added, the words can be added) the words are placed in English and Uzbek variants. This exercise will help the new words to stay in the memory.
- Memorized word in memory is displayed slowly, using the manual character-finger alphabet. To master this technique, a "quick finger word" game is played. In doing so, the teacher shows the new Memorized word to the students. Then a student comes up to the board. For a minute, you are required to show this given word frequently and repeatedly, without confusing the misspelled letters.

Students who do are listed. The teacher warns him when the time is up. So the game continues until all the students in the class are involved. At the end of the game, the student with the most moves is the winner. This game develops the ability to show words clearly, fluently and quickly in hand movements. Another game related to this technique. The teacher hangs an apple tree with apples on the board. Behind these apples are hidden English words. After the student on the board selects one of them, he explains it to his friends using the sign-finger alphabet. The reader, noticing which word he is saying, should stand up and explain the Uzbek version of this word using the sign-finger alphabet. Whoever finds the answer will be able to go to that board and get one of the apples where the words on the apple tree are hidden, and the game will continue in this way. Through this method, students develop the ability to understand words clearly and concisely and to explain them in the same way. Most importantly, the ability to convey information without getting excited in public is polished.

- The next stage is also called the "Chain" stage. Because at this stage, students are taught to compose short sentences using words they have memorized. It is recommended to use the following methods:

Sudoku game [5]. In this game, the teacher places cards with 5 or more words next to their desk for each child. They are placed in boxes, pre-mixed, resembling a Sudoku game.

When all students have been given a command, the one who finds the first sentence correctly and places it in the correct order is the absolute winner. And he will be given an incentive card. The remaining 2nd and 3rd graders will be given cards accordingly.

Dialog method [6]. Students are placed in pairs. And together they form a dialogue. The couple, whose dialogue is ready, go to the board and compose a dialogue using finger-letters. From the students who watched this dialogue, the teacher invites any pair of students to the board and asks them to repeat the dialogue the pair did. They are then allowed to perform their own dialogues. And it continues until all the couples have performed their dialogues. This method not

only develops students' ability to communicate with others, to express their thoughts, but also to strengthen their memory.

- It is recommended to watch deaf-translated videos. Because they have a high level of speed, professionalism and socialization. That is why these video lessons are well-established in the minds of students. Significantly enhances communication skills.

If the above methods and recommendations are used correctly and systematically, continuously, the intended goal will be achieved. The result is visible in few opportunities. Deaf and dumb people who have mastered foreign languages are an example to many people with disabilities and inspire them. People with disabilities, like themselves, create the conditions for people to take their rightful place in society.

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