

# Sign Speech Training of Future Teachers of the Deaf as A Social-Pedagogical Need

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**Abstract:** In this article, it is highlighted as a socio-pedagogical necessity to teach the future teachers of the deaf to sign language. The new position of sign language and dactyl speech, the wide use of sign language and dactyl speech in teaching and serving students with hearing impairment in the world, and the issue of formation of sign language as a means of communication have been researched.

**Keywords:** Sign language training for future teachers of the deaf, Sign language, students with hearing impairment, communication tool.

## 1. Introduction

The use of gestures as the main means of communication appeared fifty thousand years ago and was very important in human communication. For North American Indian tribes and Australians, silent communication was more convenient in situations of war and hunting, where signs were embodied as a communication tool and a component of religious rituals. The sign system was used by various Indian tribal groups as a means of interpersonal communication in common councils and trade deals. He had his own grammar and fully satisfied the needs of the interlocutors. Gestures are often used by the speaker, with the help of which the speaker expresses his opinion and makes logical points [7.-21.b]. There is an independent system of signs in transport, army, sports and other fields. For example, signals of drivers, instructions of regulators at checkpoints; there is a set of commands to control the row; in all types of sports, there are clear instructions from international referees to the participants, regardless of their nationality. In addition to these relatively narrow communicative systems, there are sufficiently universal communication systems in terms of the complexity of their purpose and structure. A number of studies have been carried out on the understanding and evaluation of sign language of the deaf.

## 2. The main results and findings

P.Ponso uses various forms of speech in his methodology: oral, written, dactyl and gesture. H.P. Bonet teaches the deaf in the work "The nature of sounds and the art of teaching the deaf-mute to speak". and while considering the goals and tasks of education at that time, he talks about the necessity of teaching them to spoken speech through dactyl and gestural speech [3.-45.p.]. Practical scientists such as J. Wallis and J. Bulwer, F. M. Van Gelmont, F. L. Tersi contributed to the further development of H. P. Bonet's ideas as separate attempts to teach the deaf to dactyl and sign language. Ye.R.Carrion, using the rich experience of his contemporaries and developing their ideas, works in deaf education based on sign language and tactile-vibration sensations, as well as hearing remnants. De Epe left a name in history as the author of the method of mimicry (gesture) mixed with the ideas of French intellectuals such as Voltaire, Denis Diderot, and Jean-Jacques Rousseau [1.-76.p.]. They pay particular attention to the issues of the need to prepare deaf children to live and work in society through sign language. But to solve these tasks, only the sign form of speech is used during teaching, and deaf students learn to write based on it. For example, Sh. M. De Epe, the creator of the "mimic approach" system, in assessing the linguistic essence of sign speech, derived from the theory of universal grammar, the most influential for that time [2.-134. p.]. According to this theory, every category of language embodies a category of logic. Since logic is the only thing in humanity, grammar must also follow it. Acknowledging that sign speech naturally provides communication between the deaf, S. M. De Epe wanted to turn it into a system built according to the laws of universal logic and grammar. He created stylistic cues, adverbial articles, adverbial auxiliaries, etc.

R. A. Sikar, agreeing to the ideas of Sh. M. De Epe, continued the work on the improvement of sign speech.

He created a whole series of signs marking plants, minerals, etc. [6.-176. p.]. However, the sign system, which was voluntarily improved, stopped responding to the principle of naturalness and was not accepted by the deaf. His student R. A. Sikar developed the ideas of Sh. M. De Epe and enriched the sign language with "methodical signs". That is, in the process of teaching based on this method, students are taught certain symbols to describe grammatical categories in the language. It is known that there are many grammatical categories in the language. As a result of not being able to master the signs, the number of students is increasing day by day, they do not have time to master the science-related knowledge, and despite the improvement of the teaching system based on the sign method, its practical use does not fulfill the tasks set before education. shows that it does not allow to solve the problem. Practitioner Alexander Blanche tried to prove that the most effective way is to teach deaf children together with hearing children based on his experiences. In the school established in this system, deaf children were taught in a separate class in a regular school, and hearing impaired children were taught together with healthy children. A. Blanchet in his "Teacher's Guide" offers the following three basic rules and tries to explain in detail the ways to achieve them [8.-90. p.]: general in teaching the deaf in this way it is necessary to observe the methodology; the categories of the deaf in teaching: separate approach to the deaf-mutes and the deaf who speak; it is necessary to observe the ways of developing oral speech through mimicry and dactyl form. Also, in France, Jean-Jacques Valade-Gabel created the "Intuitive (motherly) method" based on the ways of speech development of babies whose hearing is normal. While organizing the education of deaf children on the basis of this method, the scientist rejected the use of sign speech in teaching, and as an addition to the spoken (voiced) speech, the form of written speech reflected on the blackboards in the first place (holistic ( shows that using global) read) is highly effective. J. J. Valad-Gabel, since oral speech is a type of speech that cannot be mastered for deaf-mute, it is most effective for them to be taught spoken speech based on reading the letters of the alphabet as a whole (global) rather than separately. He tried to prove that he is and pays great attention to dactyl speech in the educational process. By I. May and F. Stork, the method of teaching mime is reconstructed with improvement: the dactyl alphabet is widely used in the educational process, and sign language is used as an auxiliary tool [8.-56.p.].

In Russian deaf pedagogy, A.N. Radishchev highly valued the role of gestures in communication in the life of the deaf and recognized them as a means of forming the thinking activity of the deaf. [9.-57.p.]. The most complete analysis of the features of the structure of sign speech was carried out by V. I. Fleury. V. I. Fleury distinguished three types of gesture speech[6.-87.p.]:

- "natural gesture" (formed according to the grammar of oral speech);
- a form of speech expressing a meaning that cannot be transmitted through writing;
- speech form with "artificial gestures" (not formed according to the grammar of oral speech);

The last type was considered by VI Fleury to be incomprehensible to readers, because it mixed various incompatible elements, in which the most respected natural pantomime seemed ridiculous. At the same time, V. I. Fleury creates some "grammatical" signs (for marking nouns, verbs, etc.) in order to teach Russian. The well-known deaf pedagogue N.D. Yenko also joined these views. .Lagovsky believed that sign speech does not recognize grammatical forms and rules, but he recognized the function of sign speech as a productive means of communication for the deaf. At the end of the 19th century and the beginning of the 20th century, Russian deaf pedagogues N.M. Logovsky, Ye.G. Lastochkina, I. Vasiliev, N.K. Patkanova discussed the specific features of sign speech and noted that sign speech prevents a deaf child from joining oral communication, and therefore it is of no interest to pedagogues of the deaf [1.-56.p.] A scientific approach to the evaluation of gestural speech was demonstrated by L.S. Vygotsky, who emphasized the rich functional significance of original speech.

P.M. Boskis first analyzed gesture speech on the basis of experimental materials[p. 3-45]. He described various methods of mimic expression: movements, imitation of experiences, description of an object (presenting a picture, plastic model), showing an object with the desired quality; translational signs with a more generalized conditional meaning. He considered such phenomena as "multiple words" and "multiple meanings". P.M. Boskis considered the idea that there are no grammatical rules in the mime point (he used this very term, considering the differences in the formation of words and mime expressions) as a mistake. This was one of the first attempts to identify some grammatical rules in the sign language of the deaf.

G.L. Zayseva's long-term research, which most fully takes into account the modern trends in linguistics and psycholinguistics, shows that Russian sign language has a wide set of lexical and grammatical tools for expressing meanings and the relationships between them. made it possible to prove its unique linguistic system [1.-76.p.]. Gesture as the main unit of meaning in gestural speech, that is, first of all, a kinesthetic act involving hands. The movement aspect of the gesture and its visual perception determine the main features of sign speech: the possibility of placing the gesture in a certain way in space (longer, wider, etc.), simultaneous execution with both hands (in spoken language, two words cannot be pronounced at the time). The unity of the visual substance of sign systems explains the presence of the same or similar signs in the national sign language. Grammatical universals are also distinguished. Taking this into account, an international language - sign language - was created, which provides communication for the participants of various events of the World Federation of the Deaf.

In the studies of G.L. Zayseva, the terms "calcified sign speech" and "Russian sign speech" were introduced for the first time in republican science[1.-34.b.]:

- the first concept covers each word of spoken sentences, signs are placed in the same order as in spoken speech. It is considered a binary sign system.
- The second concept is a system of communication using sign language. It is a separate system with its own lexicon and grammar. For example, in sign language there are ways to express plural, belonging, time duration, completion, non-completion, modal, spatial, etc.

The ability to change the way of performing a gesture and, according to G.L. Zayseva, the ability to create paradigms associated with the situation, is in the form of an inseparable complex. In it, the movement-spatial characteristics of gestures and their constitutive meanings are interconnected and mutually influence each other [p. 10-98]. Sign language has a wide set of unique tools that express different lexical, morphological and syntactic meanings. A sign with a complex structure as the main semantic unit of sign language. It has been proven that there is a level of sign structure (comparable to phonological) in sign language. Therefore, cursive sign speech and sign speech have different linguistic structures. Capping sign speech does not have its own grammar (it crams a verbal sentence), but it has various lexical means to express the meanings of words. Spoken sign language, or rather, all national sign language, is not a soul at all, but a sufficiently complex and unique system of communication. This is evidenced by the data of linguistic research conducted in the 70-80s of the last century in many countries of America and Europe (V. Stokoe, Ye. Klima, U. Bellugi) [7,-89. b.]. So, at present, the idea that gesture is a linguistic system of speech, previously accepted by many experts (we should note that, unfortunately, some scientists in our country have not changed their opinions), has been proven wrong by science. Views on the essence of the linguistic structure in many ways expressed the pedagogical attitude of the representatives of one or another school and direction. The problem of sign language in the education of deaf children has been and continues to be at the center of intense debates for several centuries. This problem was solved in different ways in different eras according to the methodological views of the founders of one or another pedagogical schools and directions, ideas about the purpose and tasks of teaching, and the understanding of the linguistic structure of sign language.

The following main approaches can be distinguished in the assessment of the role of sign speech in teaching and upbringing [9.-45.p.]:

1. recognizing the leading role of sign speech in the development of a deaf child ("mimic approach", "bilingual approach");
2. completely denying the role of sign language in teaching ("pure oral method", modern "oralism");
3. adding sign speech as an auxiliary tool (traditional Russian deaf pedagogy of the first half of the 20th century) or one of the main tools ("total communication") of the pedagogical process.

Sh.M., who created "Mimic method". De Epe and R. A. Sikar (France, second half of the 18th century), developed the "Spanish" and "English" schools of the era of individual education, and strongly believed in the need to include sign speech in the pedagogical process. Relying on the ideas of Voltaire, Diderot, Rousseau and

other scientists, S. M. De Epe and R. A. Sikar raised the issue of mental and moral development of the deaf for the first time in the history of deaf pedagogy[1]. S. M. De Epe and R. A. Sikar believed that children can develop on the basis of healthy organs. Therefore, the principle of "naturalness", "conformity with nature" of education (Rousseau) demanded that the child's native language, which is perceived by sight, should be introduced into the pedagogical process. S. M. De Epe and R. A. Sikar see in the sign language of deaf people a way of expressing their feelings and thoughts in a natural way. Therefore, the main role is assigned to the system of speech tools in sign language in the pedagogical process. The main scientist who opposed Sh. M. De Epe's opinion was S. Heinike, who created a completely different theoretical basis, "pure oral method" (Germany, 70s of the 18th century) [3.-76.p.] Heinike I. Kant's ideas, in particular, the idea of the importance of oral speech in the development of human thinking (I. Kant), and the idea that the primary goal of education is "formal" education, the development of thinking and speech based on the concept of A. Disterweg (A. Disterweg) [6.-65. p.]. So, according to Geinike, the main task of teaching the deaf is to form oral speech in them. Heinike and his followers assumed that it is impossible to solve the problem of development of thought processes of the deaf with the help of sign language, because signs are not able to express abstract concepts. In the "pure oral method", sign language was not only used in teaching, but it was also persecuted as a method of interpersonal communication of the deaf. Proponents of modern "oralism" directions of teaching deaf children abroad used the classical "pure oral method" as justification. "Oralism" trends displaced sign speech. Therefore, the representatives of "total communication" largely agree with the views of De Epe and strongly approved the expediency of using all means of speech, including sign speech, in the school of the deaf. The idea of "mimic method" was most consistently developed by the scientists who created the "bilingual method" system of teaching deaf children. This system, based on the latest achievements of linguistics, psychology, psycholinguistics, sociology, began to form in the countries of Western Europe and America in the 70-80s of the last century.

The results of the analysis of linguistic research are related to the role of sign speech in the communicative and cognitive activities of deaf children, to determine the importance of sign speech in the child's mental development, to determine the place of sign speech in the processes of formation of knowledge, skills and abilities, made it possible to determine the importance of sign speech in the formation of a deaf person. The recognition of sign speech as one of the developed natural languages, the recognition of the important role of sign speech in the life, communicative and cognitive activities of the deaf led to a change in the views of deaf people as members of society. In modern cultural sociological concepts, the development of a civilized society depends on the success of the mutual movement of micro-societies, which are distinguished by national, religious, linguistic and other traditions. Members of such micro-societies do not have to conform to a single "standard" for all, but have full rights to fulfill their special needs. This fundamentally changed the society's attitude towards disabled people, and therefore deaf people. Deaf people are no longer required to "be like the majority, the hearing people. And these deaf people, who consider themselves members of the deaf micro-society, have the right to develop their own culture, to own their own language, to receive education in the national sign language [8.-45 .b.]. These rules are based on the platform of the "bilingual approach" system. Leaders of the "bilingual approach" emphasize that two equal means of speech should be used in the education and upbringing of deaf children: the national language (English, German, etc.) and the national sign language.

Views on the role of sign language education in Russia were formed in close connection with the formation of the deaf education system in the country. This system was formed based on the experience of teaching and educating the deaf using sign language (since the 18th century) and the ideas of A.N. Radishchev, who considered sign language to be an important tool for the mental development of the deaf [9.-56.p.] . In the first half of the 19th century (G.A. Gursev, V.I. Fleury, etc.) schools for the deaf in Russia were supposed to solve a wide range of issues (moral education, mental and physical development of children, etc.)[7.-76.p.]. For this purpose, all means of speech were used: verbal speech (in oral, written and tactile forms) and gestural speech. Many issues related to sign language are detailed, surprising, and prescient, according to V.I. sign"), depending on the mastery of the target oral speech in the initial period of teaching, sign speech gradually becomes an auxiliary tool. V. I. Fleury believed that a deaf pedagogue should master sign speech and know how to work with deaf children "in order to combine three methods: facial expressions, writing and speech and harmonize them as much as possible." Y. T. Speshnev, I. Ya. Seleznev and other pedagogues, who worked in the 50-60s of

the XIX century, joined the views of V. I. Fleury and G. A. Gurseva.

However, by the end of the 70s (starting with A.F. Ostrogradsky), schools for the deaf in Russia gradually began to reconsider their work under the influence of the "pure oral method" [p. 3.-56]. the expediency of use is strictly denied. Therefore, it is interesting that sign language is of interest to experts. For example, N.M. Lagovsky, a true supporter of the "pure oral method", devotes a separate section to sign speech in his book "Education of the deaf to oral speech" [p. 6-78]. The author, who has enough experience in working with deaf children, concludes that sign speech gives deaf children great advantages as a means of interpersonal communication, with the help of which, for example, aesthetic education can be carried out, etc. However, according to N.M. Lagovsky, all these are dangerous for the formation of oral speech. The conclusion is that sign speech should be excluded from the use of lessons and students' interaction.

In Russia, the "pure oral method" was widespread at the end of the 19th century and the beginning of the 20th century. Most of the schools of the country according to the "pure oral method" worked even in the first decades after the October Revolution.

However, gradually, in the process of theoretical-experimental work of many specialists, as a result of summarizing the experience of the best pedagogical teams, the concept of Soviet deaf pedagogy begins to form. It is obvious that the "pure verbal method" is not suitable for solving new problems. L.S. Vygotsky made a great contribution to the theoretical basis of revising the content, methods and speech tools of teaching and educating the deaf [4.90.p.]. L. S. Vygotsky's approach to determining the nature and structure of the defect allowed him to consider the issue of speech formation as an important, but not the only component of educational work; in his opinion, educational work should be aimed at correcting and compensating the defect in general, and educating children socially.

As a result of the theoretical study of the problem, the analysis of data from experimental researches, familiarization with the experience of foreign specialists, L.S. Vygotsky came to the conclusion that the comprehensive development of the deaf, the expansion of the system of pedagogical influence to solve the issues of their socio-political education, the development of the speech of the deaf It is necessary to re-evaluate the traditional theoretical and practical attitude to some types, first of all, to mimicry and written speech.

L.S. Vygotsky was one of the first in Soviet deaf pedagogy to take a practical approach to the problems of sign speech: "By driving out mimicry from the scope of speech communication allowed by deaf children, deaf pedagogy is erasing a large part of the collective life and activities of a deaf-mute child from its scope." L.S. Vygotsky's idea that gesture speech is "original speech with all its functional content" is a novelty in world science. The recognition of sign speech as a developed communicative system allowed J. S. Vygotsky to see the developmental characteristics of a deaf child as development in the context of polyglossia. J. S. Vygotsky described his views at the All-Russian Conference of Teachers of Deaf Children (1930)[p. 4.-76]: "... we do not treat mimicry with disdain and treat it as an enemy We should not ignore different forms of speech, not only should they not compete with each other and slow down each other's development, but also understand them as a ladder for the deaf child to master speech, and use all the possibilities of the deaf child's speech activity. Therefore, the maximum use of all types of speech that a deaf child is capable of is a necessary condition for fundamentally improving the education of deaf children.

The works of L.S. Vygotsky had a great influence on the development of research on sign language by R.M. Boskis and N.G. Morozova, V.V. Oppel and others.

R.M. Boskis and N.G. Morozova collected extensive experimental material. They made a conclusion about the expediency of using sign speech in the process of teaching and educating the deaf to solve specific didactic issues [4.43.p.].

The researches of L.S. Vygotsky, R.M. Boskis, N.G. Morozova and other experts, the accumulated experience in school work made it possible to develop a system of speech tools aimed at ensuring the solution of the issues approved by the All-Russian meeting in 1938[4.-24.b .]. This meeting, which is the result of many years of theoretical and practical research of the country's experts, put an end to the practical dominance of the "pure oral method". At the meeting, the main and determining didactic principle of further development of deaf pedagogy



of the country was formed: education and comprehensive development of the child's personality on the basis of the formation of speech and logical thinking. To fulfill this requirement, it is proposed to use oral and written forms of speech as the main means of speech, and dactyl (from the 3rd grade) and sign speech as auxiliary means.

Unfortunately, after the meeting in 1938, research on the problem of sign speech was limited to determining the characteristics of the communication system of young deaf students (P.M. Boskis, N.G. Morozova) and determining the role of sign speech in the cognitive activity of deaf people (A.I. Dyachkov, T.V. Rozanova) is related to [6.-98.p.]. These studies were not numerous. That is why experts understood and interpreted the rule "sign language as an auxiliary tool of teaching and upbringing" in different ways. For example, according to A.I. Dyachkova, it is appropriate to use sign language as an auxiliary tool along with oral speech as the main tool for teaching and educating the deaf. Therefore, S.A. Zykov assumed that at the initial stage of teaching deaf students, certain actions of the teacher may play a certain role, and at the later stages of teaching, sign speech will play the role of an auxiliary tool. occupies [4]. (S.A. Zykov). Sign speech, which is widely used by children with hearing impairment, is manifested as a result of the need for communication. The first natural gestures used by a deaf child are very simple. For example, if he wants something, he shows it with his hand. Gradually, this process becomes more complicated, has a conditional character, and begins to perform the function of communication. Unlike spoken speech, gestural speech is manifested based on the senses of sight and movement. If the means of realization of the word is a sound or a graphic shell, the means of gesture speech are hand movements and corresponding facial expressions. Our speech serves two functions: a tool for communication and a tool for thinking. It is known that hearing-impaired children communicate using gestures. Sign language is considered a tool that helps to understand the environment. For example, a deaf child is raised in a family using sign language, but his level of development is high. Thus, it is worth noting that gestures perform a communication function for children with hearing impairment. In this respect, it is similar to the form of oral speech. But it appears in a limited circle, only among deaf people as a communication tool. Speech appears as a tool of thinking. He cannot fulfill his first task, he cannot function as a thinking tool. The building material of sign speech is the percentage of facial expressions. Unlike words, gestures have a number of characteristics. Some facial expressions have an element of communication, like words. The word has strict and universal meaning. Mimic signs are not fixed. Many concepts are expressed by the same sign among deaf people. Their character can be changed in the course of education by means of colloquial speech. The structure of the word has a sound complex and a strengthening connection in terms of meaning, which cannot be broken at will. If the sound structure of the word is broken, it will not fulfill its function. The sound complex has no general connection with its meaning. This connection is evident in some facial expressions. Many scientists tried to classify the signs of mimicry (N.G. Morozova, R.M. Boskis, G.L. Zayseva, N.F. Slezina). Based on the results of their scientific work, facial expressions can be classified as follows [5]:

- Symptoms based on visual perception:
  - o indicative work signs (nose, eye, table, closet, u);
  - o outline of the subject or its characteristic features;
  - o indicating facial expressions (star, goose, mother);
  - o completely or partially imitating characters.
- Symbols based on intuition.
- Signs based on the sense of smell.
- Symptoms based on skin sensations.
- Signs based on the sense of smell.
- Symbols based on Moza educational intuitions.
- Symbols based on organic senses.
- Symbols based on emotional sensations.

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- Mimico-dactyl sensations.
  - Natural senses.
  - Conditioned senses.
  - Sensations representing number.
  - Conductive mimicry senses.

The composition of facial expressions is not fixed and uniform. Mimic signs begin to appear as deaf people acquire new concepts and new words appear in speech (television, computer). Some mimic signs are characterized by concreteness and visibility on the one hand, and diffuseness and non-differentiation on the other[1]. Therefore, the sign of a house can be used in the sense of a multi-storey house, a place with a yard. Therefore, generalizations are common in facial expressions. In the educational system of hearing impaired children, speech changes and facial expressions become more differentiated. At first, if a deaf child does not represent different types of constructions with the sign of a house or brand-name car, he begins to use new differentiated signs with the help of spoken speech. Any mimic sign is a rule, even if it expresses objective reality, it can have different meanings in different groups of forms. This is especially true of display, plastic and imitative signs. In a mimic sign, an emotional sign is vividly expressed compared to a word. In mimicry, the designation of the subject-event and the attitude towards it are expressed at the same time. Both sides of the speech are given a meaningful character by the sound part of the language with the help of its grammatical side. Sign language is an agrammatical speech without a grammatical structure. But this does not mean that speech is chaotic. Sign language has its own rules for creating a sentence. Each word in speech has a certain grammatical form, and its grammatical form changes when it interacts with other words in a sentence. The form of the mimic sign does not change, it does not change grammatically even when it comes with other signs in the sentence. A mimic symbol is grammatically simpler than a word, but a specific tendency can be seen in the use of parts of speech in the construction of a mimic sentence. The arrangement of words in sentences in spoken speech and sign speech is the same. In particular, the participle consists of an instrumental filler. A common phrase is the same order of placement in spoken and sign language. In sign language, simple sentences are used more often than adverbial sentences. Prepositional adverbs in the sentence are rarely used in sign speech. The process of acquisition of sign language is affected by the degree of acquisition of spoken speech by a deaf child. Sign language also affects the formation of spoken speech, but this effect is negative. Thus, the sign speech of children with hearing impairment is very different from spoken speech. This difference is also inherent in its function, components and mimicry. Mainly, when comparing words and mimic signs, it is clearly visible in the speech form of speech in these two types. Sign language is the main means of communication for deaf people, despite its limitations and lack of improvement compared to oral speech. The use of sign speech in the pedagogical process is effective in the early stages. But the main goal of the educational process of the school for hearing impaired children is to form their oral speech.

Undoubtedly, determining the role and place of sign speech in the pedagogical process requires a special study of various aspects of the problem.

Dactylology is a unique form of speech of deaf and hard of hearing children. It is closer to spoken speech than to sign language. It resembles written speech in terms of written action. Its tools are hand and finger movements, not letters. Each letter of the Uzbek language has its own movement expression. Dactylic signs can be classified into three groups[5.-78.p.]:

- drawing letters (z, b, d);
- letters representing letter form (o, l, m, t);
- conditional symbols (v, j, n).

### 3. Conclusion

Experimental and theoretical study of the features of the structure of sign language for many years, and from the 90s - to develop the concept of bilingualism of Russia and to lead the successfully developing Moscow bilingual

gymnasium since 1992. Today, the bilingual approach, which is becoming more widespread in the education of the deaf, requires teachers to solve the problem of free acquisition of sign language. The data obtained by G.L. Zayseva, from this account, the data on the level of acquisition of sign speech by teachers of schools for the deaf, led the author to the need to make serious changes to the training of pedagogues of the deaf in sign speech. led to the conclusion. The new status of sign and typed speech, the widespread use of sign and typed speech in teaching and serving students with hearing impairments in the world, and the need to research the issue of the formation of sign speech as a means of communication.

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