

## The Role Of Imo Sign In The Life Of Children With Hearing Defects

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### **ABSTRACT**

The article describes the use of sign language in the educational system of deaf children as a tool to help them understand the world around them, their upbringing using sign language in the family, and the fact that sign language is a communication tool for deaf children.

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Our speech serves two functions: a tool for communication and a tool for thinking. Is this function also performed through sign language?

The use of gestures as the main means of communication appeared fifty thousand years ago and is of great importance in human communication. For North American Indian tribes and Australians, silent communication was more convenient in the conditions of war and hunting; where gestures are embodied as a tool of communication and a component of religious rituals. Various Indian tribal groups used the sign system for interpersonal communication in common councils and trade deals. He had his 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.

It is known that deaf children communicate using gestures. Sign language is considered a tool that helps to understand the world around us. For example: a deaf child is raised in a family using sign language, but his level of development is high. Thus, gestures can perform a communication function for deaf children. 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. 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 some characteristics.

The results of linguistic research allowed a different approach to solving problems related to the role of sign speech in the communicative and cognitive activity of deaf children. Psychological and psycholinguistic research in recent decades has proven the following:

- gestures and speech in the child's mental development;
- in the processes of formation of knowledge, skills, and abilities;
- is important in the formation of a deaf personality.

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 sign speech, simple sentences are used more often than adverbial sentences. Prepositional adverbs in the sentence are rarely used in sign speech. The process of acquiring sign language is affected by the level of acquisition of spoken language by a deaf child. Gesture speech also affects the formation of spoken speech, but the effect is always negative. Sometimes the construction of a sentence in written or oral speech expresses all the defects of sign speech: the exchange of parts of a sentence, and the violation of the grammatical connection of words.

Conversations about the story read in reading classes are very effective in developing the sign language of deaf children. It is advisable to use several methods to activate students' thinking and speech activity, develop their imagination, and teach them to ask questions about the text. Thus, deaf children's sign language is very different from spoken speech. This difference is also inherent in its function, components, and mimicry. Mainly, when comparing words and facial expressions, it is visible in these two types of words in the form of speech. Sign language is the main communication tool for deaf people, despite its limitations and improvements compared to oral speech. However, the main goal of the educational process of deaf children's school is to form their oral speech.

Many issues related to sign language are detailed, surprisingly, and presciently, V.I. According to Fleury, sign speech is a "temporary lever" in the teaching of the deaf, and its use (mainly "natural gesture") in the initial period of teaching, depending on the acquisition of the target speech, sign speech gradually becomes an auxiliary tool. V.I. Fleury believed that a deaf pedagogue should master sign language and know how to work with deaf children to "... combine three methods: facial expressions, writing, and speech and harmonize them as much as possible." V.I. Fleury and G.A. Based on the views of the Gursevas, Ya.T. Speshnev, I. Y. Seleznev, and other pedagogues joined.

Gradually, in the process of theoretical-experimental work of many experts, 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. A great contribution was made by Vygotsky<sup>28</sup>. 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 defects in general and educating children socially. As a result of the theoretical study of the problem, analysis of data from experimental studies, and familiarization with the experience of foreign specialists, L.S. Vygotsky concludes that the comprehensive development of the deaf, their pedagogical influence to solve socio-political issues, the expansion of the system of speech tools, "some types of deaf-mute speech, first of all, mimicry and written speech, traditional theoretical and practical attitude re-evaluation" is necessary.

L.S. Vygotsky, one of the first in Soviet deaf pedagogy, took a practical approach to the issues of sign speech: "By driving out mimicry from the sphere of speech communication allowed by deaf children, deaf pedagogy is erasing a large part of the collective life and activities of deaf-mute children from its scope." explains. L.S. Vygotsky's idea that gesture speech is "original speech in all its functional content" is a novelty in world science. Recognition of sign speech as a developed communicative system by J.I.S. It allowed Vygotsky to see the developmental characteristics of a deaf child as development in the context of polyglossia. L.S. Vygotsky described at the All-Russian Conference of Teachers of Deaf Children (1930)<sup>29</sup>: "... we must not treat mimicry with disdain and despise it as an enemy, and different forms of speech not only do not compete with each other and die they should not slow down each other's development, but we should understand them as a ladder for the deaf child to master speech, and use all the possibilities of the speech activity of the deaf child.

Therefore, the maximum use of all types of speech that a deaf-mute child can achieve is a necessary condition for the fundamental improvement of the education of deaf-mute children. L.S. Vygotsky's works R.M. Boskis and N.G. Morozova, V.V. Oppel et al.'s research on sign language had a great influence on its development. R.M. Boskis and N.G. Morozova collected extensive experimental material. They concluded the expediency of using sign speech in the process of teaching and educating the deaf to solve specific didactic issues<sup>30</sup>. L.S. Vygotsky, R.M. Boskis, N.G. The research of Morozova and other specialists, and 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. This meeting, which is the result of many years of

theoretical and practical research of our country's specialists, put an end to the practical dominance of the "pure oral method". At the meeting, the main and defining didactic principle of the further development of deaf pedagogy of the country was formulated: education and comprehensive development of the child's personality based on 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.

Conclusion: In modern cultural sociological concepts, the development of civilized society depends on the success of the mutual movement of micro-societies that differ in their composition 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 society's attitude towards disabled people, and therefore deaf people. Deaf people are no longer required to "be like the majority, the hearing people. These deaf people, who consider themselves members of the deaf micro-society, have the right to realize themselves as unique individuals, develop their own culture, own their own language, and receive education in the national sign language.

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