



SYSTEM OF DEVELOPMENT OF COMMUNICATIVE COMPETENCE THROUGH SIGN SPEECH OF FUTURE TEACHERS OF THE DEAF

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ABOUT ARTICLE

Key words: This article describes the content of the structural structure of gestures and dactyl speech. Views on the essence of the linguistic structure, scientists analyzed their pedagogical attitude.

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Abstract: The article deals with the problem of the development of communicative competence of teachers of preschool educational organizations. Author reveals effective forms and methods of methodological work, in the process of which the communicative knowledge and skills of educators in the field of interactions with children and their parents.

INTRODUCTION

Methodological possibilities of development of communicative competence of future pedagogues of the deaf through sign language. Determining the complex of pedagogical activities that contribute to the qualitative change of the system of training specialists of higher educational institutions requires changing the organizational and substantive components of education, establishing connections with other components of education, and forming new components.

THE MAIN RESULTS AND FINDINGS

Recently, due to the modernization of the special education system, the demand for teaching sign language is increasing day by day. In addition, the global demand for sign language requires future teachers of the deaf to be familiar with sign language and be able to use it effectively. Systematic work is carried out in the department of "Deaf pedagogy and inclusive education" to improve the communicative competence of future deaf teachers based on extralinguistic skills (coding and decoding) based on sign language and to improve the educational technology model of future deaf teachers based on the communicative competence of sign language. Currently, as a goal of training future deaf pedagogues in sign speech, it is envisaged to equip students with knowledge and skills that will allow them to use sign speech as one of the means of pedagogical influence (along with spoken, written and dactyl speech).

- formation of metalinguistic knowledge about dactyl and sign speech
- forming the linguistic structure of dactyl and gestural speech;

- future sign language-interpreters-sign language pedagogues to have the skills to convey educational and other information to children;
- development and improvement of sign communication and sign-interpreting skills.

The field of professional training of sign language interpreters-sign language pedagogues needs new ideas, concepts, and innovative methods, as a result of their application, education of deaf and hard-of-hearing children and their adaptation to social life can rise to the level of world standards with the help of highly qualified specialists. In the modern labor market, a specialist who is not only educated, but also able to communicate with people of different categories through sign language, has the ability to work in a team, and has a number of important social skills, such as the ability to interest and attract others, is considered more advantageous. Capabilities such as the ability to acquire a large volume and various content of information through sign language, analyze it, organize it, draw independent conclusions, make personal decisions and foresee the results of these decisions play an important role. The listed forms of activity are an important element of the communicative level, and the formation and development of the relevant qualities of a person is an urgent task of training sign language interpreters and sign language pedagogues.

But nowadays, the level of mastery of sign speech of deaf teachers cannot be recognized as in demand. Therefore, firstly, hearing-impaired people who were brought up by deaf parents or close relatives with hearing impairments work as interpreters. They mastered sign language at the level of family-household communication. Improving their skills in special courses conducted by the Deaf Society is aimed at enriching the lexical fund of translators with new signs necessary for accurate translation. Secondly, the professional activity of sign language interpreters takes place in the form of providing services to the deaf in the production, cultural and educational, social spheres. Users of their services, deaf adults, have some education and life experience. For them, sign language interpreters act as a link in their relationship with people with hearing disabilities. Information conveyed to deaf pedagogues through sign language is an effective tool for deaf children to learn about the world around them and socialize the deaf. Therefore, it is necessary for future teachers of the deaf to learn sign language as a means of communicating with deaf students and organizing the educational process. Since the teacher is working with future pedagogues of the deaf who are learning sign language for the first time, he should pay special attention to the formation of specific movement skills necessary for the execution of signs and sign phrases, the skills of perceiving the appropriate actions of a partner in sign communication, etc. Interpreters who have learned sign language usually do not have this need. When solving this issue, the following factors were taken into account, which represent the new content of training of deaf teachers in the higher education system for teaching sign speech:

- The official status of the national sign speech has changed;
- Its recognition by the state as one of the means of teaching and upbringing at school;
- To the curriculum of schools for hearing impaired children
- Introduction of the "Culture of sign speech" correction component;
- Content of programs on this subject.

CONCLUSION

The goal of teaching sign language is to equip with knowledge and skills that allow to use sign language as one of the means of pedagogical influence (along with verbal speech in oral, written and dactyl forms). Formation of training objectives determines the block of training tasks. The teaching tasks directly arising from the teaching goal are related to the following model concepts: acquiring metalinguistic knowledge about sign speech, mastering the linguistic structure of sign speech, its role

in the communicative and cognitive activity of the deaf, in the deaf-pedagogical process, etc. to have the qualification of future deaf pedagogues to convey educational and other information to children; development and improvement of sign communication and sign language skills.

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