

THE ESSENCE OF DACTYLIC SPEECH AND ITS DISTINCTIVE FEATURES IN RELATION TO ORAL CONVERSATION, AS WELL AS ORAL AND WRITTEN SPEECH

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Annotation: This article discusses pressing issues such as the concept of dactyl speech, its historical sources, methods of acquisition, the peculiarities of speech in deaf and hard-of-hearing children, and the significance of dactylology and sign language in the education of deaf children.

Keywords: speech, deaf child, dactylology, dactyl speech, oral communication, sign language, dactyling speed, lip reading.

Dactylology is a unique form of speech for children who are deaf or hard of hearing. It is closer to spoken language than to sign language. In terms of written movements, it resembles written speech. Its tools are not graphic symbols or letters, but hand and finger movements. Each letter of the Uzbek language has its own movement expression. Dactyl signs for the deaf can be classified into three groups:

- designer letters (z, b, d);
- letters representing letter forms (o, l, m, t);
- symbolic letters (v, j, n).

Dactyl speech is formed according to all the rules of spoken language, and a deaf child can learn it. During the kindergarten years, a deaf child turns to dactylology to learn literacy. Research shows that dactylology serves as an auxiliary tool for children with hearing impairments to develop spoken language.

According to the research findings of Ye.N. Marsinovskaya, this form of speech exhibits the following characteristics. In hearing children, fingerspelling lags 2.5 times behind spoken language. In children with hearing impairments, the pace of spoken language and fingerspelling is the same, and sometimes fingerspelling even temporarily overtakes spoken language. Dactylology is manifested in oral speech, but during conversation, children with hearing impairments use gestural language more extensively than dactyl speech. According to special studies conducted by L.A. Novikova and Ye.N. Marsinovskaya, dactylology, like oral speech, is based on kinesthetic sensations. It has been observed that in thinking operations, children with hearing impairments generate impulses not only in the articulatory apparatus but also in the muscles of the hands and fingers. However, speech kinesthetics in the articulatory apparatus are more refined compared to hand kinesthetics, and therefore require study as research subjects. Ye.N. Marsinovskiy studied the effect of fingerspelling speed on the coherence of oral speech pronunciation. These experiments showed that when a deaf child learns the fingerspelling technique well, dactylology has a positive effect on the pace and coherence of oral speech. Failing to master the fingerspelling technique properly negatively affects pronunciation accuracy and the intelligibility of speech.

Students who have well mastered dactylology fully grasp the sound structure of a word. They establish conditional links between the sound and dactyl image of the word. However, if the pronunciation of a word differs from its spelling, dactylology affects the study of its sound composition. The relationship between dactylology and written speech is very complex. This issue was studied in the research conducted by S.A. Zikov. At the initial stage of teaching a child literacy, the child relies on the acoustic and motor images of speech. Before a child begins to write words, it is possible to observe them reading the words either silently or aloud. Since a deaf child has oral speech, during literacy training, they rely on dactylology. Then this process happens simultaneously: the child both writes and signs. Depending on the level of mastery of spoken language, dactyl kinesthetics gradually diminish and are replaced by articulatory kinesthetics. Like other children, the child first pronounces the word and then writes it. Dactylology is also an important tool for lip-reading others' speech. For example, some sounds are difficult to read from the lips, so dactylology is used in this reading. However, using dactylology in lip-reading also produces positive outcomes. It is represented in the Colorea system of lip-reading. Caring for the education of a well-rounded generation that possesses modern knowledge, thinks independently, and looks to the future with confidence is a priority of our state policy. The system for training and educating personnel who meet the demands of the democratic and market reforms being implemented in our country has been thoroughly reformed. The legislative framework established in this regard serves as a solid legal foundation for these processes. As the President of the Republic of Uzbekistan, Shavkat Mirziyoyev, stated: "We want to completely change the order, discipline, and responsibility at the lower levels of our society." Our weakest point is that we are not working with the youth. It's easy to talk about it, but now we need to establish a system that will actually engage them. Responsible individuals should be appointed to these positions. The adoption of the Law on Education has initiated a new stage of profound reforms in this vital field. In our country, the development of education has been legally recognized as a priority sector that meets the economic, social, scientific-technical, and cultural needs of individuals, society, and the state. The main objective of reforms in our education system is to cultivate well-rounded individuals in every aspect and to prepare highly qualified, competitive specialists for various sectors of social life. The field of professional training for teachers and special educators for the deaf requires new ideas, concepts, and innovative methods, and by applying them, education for deaf and hard-of-hearing children, as well as their adaptation to social life, can be elevated to world standards with the help of highly qualified specialists. In the modern labor market, not only knowledgeable specialists but also those who can communicate with people of different categories using sign language, work in teams, and attract and engage others with interest, enjoy greater advantages. The ability to grasp a large volume of information in sign language, analyze it, systematize it, make independent conclusions, make personal decisions, and foresee the outcomes of these decisions also plays an important role. The activities mentioned above are an essential element of communicative competence and the relevant qualities of an individual.

Among the set of requirements for specialists, the ability to independently acquire sign language skills is gaining great importance. Therefore, training competitive deaf education specialists involves equipping them with methods, techniques, and tools for teaching sign language using new technologies. As the renowned scholar and educator F.F. Rau emphasized: 'Only a deaf educator who has complete knowledge of the experiences of past deaf educators

and the history of the development of deaf education is guaranteed not to repeat past mistakes and is able to approach their work creatively and advance their ideas with confidence.'

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