



Sign Interpreting as a Necessary Condition for Quality Communication

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Abstract: The article considers sign language interpretation as a necessary condition for high-quality professional education of people with hearing impairment. One of the complex and still debatable problems of deaf pedagogy is the problem of using various kinetic forms of verbal and non-verbal communication in teaching and social rehabilitation of the deaf. As a result, the qualitative level of education received, professional training, and the development of socially significant skills and roles as a means of necessary social adaptation have significant differences compared to people with normal hearing. Such differences are manifested in all spheres of human life and negatively affect the comfort of life.

Key words: language, interpretation, deafpedagogy, teaching methodology, education levels.

As is known, social rehabilitation provides for the restoration of abilities, i.e., the ways in which a disabled person interacts with society. Medical and social rehabilitation begins from the moment a stable hearing defect is established, leading to a limitation of life. Regardless of the moment when a violation of the auditory function appeared, when a stable hearing defect is established, specialists begin to implement an individual rehabilitation program.

Of all the categories of disabled people, only those with hearing impairments cannot fully use the verbal (sound) means of communication. Even a slight impairment of the auditory function makes it difficult to communicate in the conditions of verbal reality. This creates certain difficulties in mastering significant social roles as a necessary condition for successful adaptation in various spheres of human life. The most significant are considered to be the social, social, environmental, and vocational areas.

Medical studies of the causes of hearing impairment point to infectious diseases, toxic lesions, vascular disorders, mechanical, acoustic or contusion, etc. For their own reason, hearing loss and deafness can be hereditary, congenital and acquired. Hearing impairment occurs as a result of diseases that affect the outer, middle or inner ear, auditory nerve. Among the causes, a significant place is occupied by the consequences of acute inflammation of the middle ear. Persistent hearing loss often occurs as a result of inflammatory and non-inflammatory diseases of the nose and nasopharynx (chronic runny nose, adenoid growths, etc.) and obstruction of the Eustachian tube associated with these diseases. These diseases most seriously affect hearing when they occur at an early age.

Recently, thanks to the success of defectological science and practice teaching the deaf in solving the problem under consideration, great changes have taken place: the fund of speech gestures has expanded, the generalization of manual communication has been generalized, work has intensified on the unification of gestures within the framework of the World Federation of the Deaf. Much

attention was paid to the use of gestural speech (I. F. Geilman, R. M. Boskis, G. L. Zaitseva, L. P. Noskova, etc.)

In Russian deaf education, the system of gestural communication of the deaf is most deeply and consistently disclosed in the studies of Professor G. L. Zaitseva. The scientists have identified the features of national sign speech, tracing sign speech, analyzed their lexical composition, and determined the conditions for using gestures. Following the definition of G. L. Zaitseva, it can be noted that "tracing sign speech is a system of gestures designed to reproduce the structure of verbal languages, a kind of line translation-tracing paper of verbal speech. In this case, gestures act as equivalents of words, and the order in which they follow is similar to the arrangement of speech units (words) in a sentence.

Gestures in calque sign speech correspond to words in the initial form (the nominative case of a noun, the infinitive of a verb). Tracing signed speech does not have its own grammar. It traces the structure of verbal language. Therefore, CSS is a secondary sign system"[1]. According to G. L. Zaitseva, this is precisely the "fundamental difference between the Calque sign speech (CSS) and the Uzbek sign speech (USS), which is arranged quite differently." Calque sign speech is mastered by the deaf as they master the vocabulary and grammar of their native language, verbal speech. Assimilation of the meanings of new gestures occurs on the basis of mastering the meanings of the corresponding words. The functional purpose of the calque sign speech is the use in situations of official communication (at meetings, at conferences, at lectures).

According to linguists, LLL should be considered as "the result of the interaction between the systems of verbal and spoken sign languages. The level of proficiency in calque signed sign speech by the deaf is determined by the degree of assimilation of the verbal language, knowledge of the vocabulary of the second class of gestures and the formation of strong links between the meanings of words and their corresponding sign analogues. Improving the work on the development of verbal speech will contribute to more successful verbal communication of the deaf, to increase the effectiveness of the use of CLR in the communicative and cognitive activities of persons with hearing impairment "[2].

With certain gestures, students in special (correctional) schools of type I, II are rare, therefore, when entering professional educational institutions, they do not have sufficient knowledge of the sign language significantly helps students in learning the Uzbek language. In this regard, the clear articulation accompanying the gesture, i.e. pronunciation of each word with lips.

Studying at school, and then, receiving professional education in any educational institution, a deaf person needs to be accompanied by oral speech with sign language translation.

In the process of vocational training, it is important for a deaf student to master all the material with the help of sign language. Students acquire not only large amounts of theoretical knowledge, but also practical skills that allow them to acquire the practical skills they need. During the learning process, students learn new specialized gestures related to their future profession. Mastering tracing sign speech, a deaf student masters the language of hearing people, while at the same time transforming tracing sign speech into his Russian sign language.

Conducting training sessions without sign language translation makes students' knowledge superficial, poorly conscious. The student learns a set of words, even a set of letters (responding not with gestures, but with dactyl), without understanding the meaning. Translation into sign language is also widely used in educational and cultural work with the deaf. The participation of an interpreter is necessary when organizing lectures and seminars with groups of deaf students in vocational education institutions.

The technology for organizing training sessions using sign language translation is built as follows: the teacher prepares lecture material for students in accordance with the work program of the course and the calendar and thematic plan. Next, the teacher brings the lecture material to the audience, and the sign language interpreter simultaneously translates it into sign language. A significant difference between sign language interpreting at the household level and sign language interpreting in the

educational process is associated, firstly, with the high level of complexity of the professional language used by teachers, and secondly, with the variety of subject training disciplines. If questions arise during the lecture, the sign language interpreter translates the students' questions, and then the teacher's answers to them.

In order for an event organized using sign translation to be successful, a number of methodological requirements must be met.

1. The sign language interpreter must familiarize himself with the lecture text in advance, which makes it possible to discuss the content of the upcoming message with the teacher of the academic discipline. In the process of preparation, words and phrases are selected that require special explanation, and, accordingly, gestures-analogues of words or means of Russian sign language for their translation.
2. A sign language interpreter must take into account the specifics of the message material in advance and know the characteristics of a group of students, using gestures already familiar to students when interpreting.
3. A sign language interpreter must use sign language translation in combination with visual and verbal teaching aids in the course of training sessions in order to increase the information content of messages and improve the verbal speech of deaf students. This is especially important when studying special professional disciplines.
4. The sign language interpreter must work out in advance the gestures indicating professional terms and work on the unification of gestures.

Fulfillment of these requirements will enrich the vocabulary of students and provide a basis for creating an adequate sign translation that is understandable to students.

When using sign language translation, a significant problem is the method of developing new gestures. In the laboratory of sign language technology and sign language translation of the Institute of Social Rehabilitation of the Novosibirsk State Technical University (ISR NSTU), much attention is paid to solving this problem. Sign language interpreters, in collaboration with teachers and students, solve it as follows: the teacher provides sign language interpreters with a definition of the concept, its semantic and practical meaning, and examples of use in speech. Sign language interpreters develop a sign equivalent of this term in consultation with linguists and colleagues from other organizations. Also, when developing a new gesture, sign language interpreters turn to the help of students in order to really make sure that this gesture is understandable and conveys the correct meaning of the word. Further, the gesture is unified and put into active use within the same educational institution.

Thus, with the constant joint cooperation of a sign language interpreter, teacher and students, communication barriers that arise during work will be eliminated.

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