

## **THE COMPOSITION STRUCTURE OF GESTURE AND SIGNED SPEECH**

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### **Annotation**

This article describes the content of the structural structure of gestures and dactyl speech. The research works of the deaf pedagogic scientists on the structural structure of gesture and dactyl speech were analyzed.

**Keywords:** gesture, communication, dactyl speech, compositional structure, gestures, oral speech, written speech

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 situations of war and hunting; where gestures are embodied as a tool of communication 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, trade deals. He had his own grammar and fully met 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 [1].

Gestures are often used in various fields of art, they express human feelings and moods, express emotions in various situations. 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 pointers for row control; In all sports, there are clear instructions from international referees to participants, regardless of their nationality. In addition to these relatively narrow communicative systems, there are sufficiently universal communication systems in terms of purpose and complexity of structure. A number of studies have been carried out on the understanding and evaluation of sign language in the deaf.

P. In his methodology, Ponso uses different forms of speech: oral, written, dactyl and gesture. H. P. Bonet, in his work "The nature of sounds and the art of teaching the deaf and dumb to speak", considered the goals and tasks of teaching and

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educating the deaf at that time, and considered them as speech. talks about the need to teach speech through dactyl and gestural speech. He considers deaf children to be taught by a specially trained teacher, and activities aimed at developing speech and mental activity in the educational process are conducted using the form of questions and answers [2].

Later development of H.P.Bonnet's ideas was contributed by practicing scientists such as J. Wallis and J.Bulwer, F.M. Van Helmont, F.L.Tersi as separate attempts to teach the deaf to dactyl and sign language. E.R. Carrion While developing the ideas of his contemporaries, using the rich experience of his contemporaries, he works in the education of the deaf, relying on sign language and tactile-vibrational senses, as well as the residual hearing. De Epe left a name in history as the author of the method of mimicry (gesture) guided by the ideas of French intellectuals such as Voltaire, Denis Diderot, Jean Jacques Rousseau [3].

In the process of teaching, the practicing scientist pays special attention to the all-round mental and physical development of deaf children through sign speech, and the fact that this system should prepare a deaf child to learn general education, live and work in society. But in order 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, the creator of the "mimic approach" system Sh.M. Delepe's assessment of the linguistic essence of sign speech was based on the theory of universal grammar, the most influential for that time [4] . According to this theory, every category of language embodies a category of logic. Since logic is unique in humanity, grammar must follow suit.

Recognizing that sign language provides communication between the deaf in a natural way, Sh.M. Delepe wanted to turn it into a system built according to the laws of universal logic and grammar. He created stylistic cues, prepositional phrases, prepositional phrases, etc.

R.A. Sikar, Sh.M. Agreeing with Delepe's ideas, he continued to work on improving sign language. He created a whole series of signs identifying plants, minerals, etc. [5]. However, the voluntarily improved sign system stopped responding to the principle of naturalness and was not accepted by the deaf. His student RA Sicard developed the ideas of Charles Michel 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.

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As a result of students not being able to master the signs, which 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 shows that it does not allow to fully solve the tasks set before education.

Associated with the name Alexander Blanchet. The practical scientist tried to prove that teaching deaf children together with hearing children is the most effective way. In the school established in this system, deaf children were taught in a separate class in a normal school, while hearing impaired children were taught together with healthy children. A. Blanchet in his "Guide to the teacher" proposes the following three main rules and tries to explain in detail the ways to achieve them [6]: observance of the general methodology in teaching the deaf in this way; categories of the deaf in teaching: separate approach to deaf-mutes and speaking deaf; oral it is necessary to observe ways of speech development through mimicry and dactyl form. Also, in France, Jean-Jacques Valade-Gabel creates the "Intuitive (maternal) 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 shows that the use of the form of written speech reflected on blackboards (holistic (global) reading) as an addition to oral (voiced) speech in teaching is highly effective.

J. J. Valad-Gabel tried to prove that the most effective way to teach spoken speech is based on reading the letters of the alphabet not separately, but as a whole (globally), since oral speech is a type of speech that cannot be mastered by the deaf-mute, and he pays great attention to dactyl speech in the educational process. By I. May and F. Stork, the method of teaching mimicry is reconstructed with improvement: the dactyl alphabet is widely used in the educational process, and sign language is used as an auxiliary tool.

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 shaping the thinking activity of the deaf [7]. The most complete analysis of the structural features of sign speech V.I. performed by Fleury [8]. V.I. Fleury distinguished three types of gestural speech:

- simple gestures of a deaf person who was brought up outside the traditions of communication by means of sign language; "natural gesture" (with a grammar different from the grammar of spoken speech);
- a form of speech that allows expressing "many signs and extremely subtle

changes" that cannot be conveyed through writing;

- form of speech with "artificial gestures" formed according to the theory of our languages.

The last tour was conducted by V.I. Fleury considered it incomprehensible to readers, because it mixed up various incompatible elements, which made the most respected natural pantomime look ridiculous. At the same time, V.I. Fleury creates some "grammatical" signs (to mark nouns, verbs, etc.) in order to teach Russian. The well-known deaf pedagogue N.D. Enko was also added [9].

N.M. Lagovsky believed that sign speech does not recognize grammatical forms and rules, but recognized the function of sign speech as a productive means of communication for the deaf [10]. In the late 19th and early 20th centuries, Russian deaf pedagogues N.M. Logovsky, E.G. Lastochkina, I. Vasiliev, N.K. Patkanova, discussing the specific features of sign speech, pointed out that sign speech prevents a deaf child from joining oral communication and, therefore, is not of interest to pedagogues of the deaf [11].

A scientific approach to the evaluation of gestural speech was developed by L.S. Vygotsky demonstrated, in which he emphasized the rich functional significance of original speech.

P.M. Boskis first analyzed sign speech based on experimental materials [12]. 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 cues with a more generalized conditional meaning. He considered such phenomena as "multiple vocabulary" and "multiple meaning". P.M. Boskis considered the idea that there are no grammatical rules in the mimetic point (he used this very term, considering the differences in the formation of words and mimetic phrases) as a mistake. This was one of the first attempts to identify some grammatical regularities in the sign language of the deaf.

G.L., who most fully takes into account modern trends in linguistics and psycholinguistics. Zaitseva's many years of research allowed to prove that Russian sign language is a unique, unique linguistic system with a wide set of lexical and grammatical tools for expressing these meanings and the relations between them [13]. Gesture as the main unit of meaning in gestural speech, that is, a kinesthetic act in which hands are primarily involved. 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,

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wider, etc.), simultaneous execution with two hands (in the spoken language, it is impossible to pronounce two words at the same 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 [14].

Sign language, 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, sign language is based on the senses of sight and movement. If the means of realization of the word is sound or a graphic shell, the means of gesture speech are slave movements and corresponding facial expressions. Our speech performs 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 world around. For example, a deaf child is brought up in a deaf 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 thought. 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, such as words. The word has a 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 relationship in terms of meaning, which cannot be broken at will.

Many years of experimental and theoretical study of the problem, determination of the features of the sign language structure, consideration of many issues related to the role of sign language in the cognitive and communicative activities of the deaf, etc., discussion based on the role and place of sign language in evening



schools for the deaf and from the 90s - to develop the bilingual concept of Russia and to lead the Moscow bilingual gymnasium, which has been successfully developed 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. G.L. The data obtained by Zaitseva, in this regard, the data on the level of acquisition of sign speech by teachers of schools for the deaf, led the author to the conclusion that it is necessary to make serious changes to the training of deaf teachers in sign speech [15]. The new status of sign and dactyl speech, the widespread use of sign and dactyl speech in teaching and serving students with hearing impairments in the world, and the need for research on the formation of sign speech as a means of communication.

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