amalga oshirish, birinchi navbatda, kognitiv tajribani oshirishga qaratilgan bo'lib, u ma'lumotlar miqdorini ko'paytirishga kamaymaydi, balki shaxsiy va kasbiy maxoratga xissa qo'shadi. O'z-o'zini rivojlantirish.

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USING DIGITAL TECHNOLOGIES IN THE PROCESS OF TEACHING UZBEK SIGN LANGUAGE

Sh.A.Abdurakhmanova - Tashkent State Pedagogical Nizami University, Associate Professor, PhD, Head of the Department of Information Technologies

email : ashahnoza_78@mail. ru

B.B.Serikbayev - student of the direction "Information systems and technologies" of the Tashkent State Pedagogical University named after Nizami, Tashkent

M.A.Abduraxmanova - student of the INXA University in Tashkent

Sign language, or signed speech, is the main method of communication for people with hearing or speech impairments. According to the latest data from the

World Health Organization, 5% of the world's population suffers from hearing impairment. Although this number seems small, it actually means that more than 460 million people worldwide suffer from hearing loss. Of these, 34 million are children. Additionally, by 2050, more than 900 million people are expected to suffer from hearing loss, and 1.1 billion young people are at risk of hearing loss due to noise exposure and other noise-related problems [1, 15].

Sign language is a special type of language that is used by deaf people as a way to communicate. Unlike other natural languages, it uses meaningful body movements to convey messages, and these body movements are called gestures or signs. Hand and finger movements, head nods, shoulder movements and facial expressions are used to convey meaning. Sign language is a full-fledged natural language with its own syntax and grammar. Spoken languages vary from one region to another, and there are approximately 6,909 spoken languages in the world. Likewise, there is no universal sign language, and there are about 200 different sign languages in the world [2, p.4]. The technological progress of the modern world and the process of globalization have also contributed to the growth of the study of sign language using digital technologies [3, 16]. One of such studies is the project "Development of a linguistic dictionary of the Uzbek sign language based on the grammar of the Uzbek language and the dactylic alphabet based on the Latin alphabet," which is intended to teach sign language based on the Latin alphabet to hard of hearing or deaf people using digital technologies. The project will be carried out for two years (2024-2025) at the Tashkent State Pedagogical University named after Nizami[4,5, 14].

In our country, not only deaf people, but also hearing people turn to learning Uzbek sign language. By order of the President of the Republic of Uzbekistan, dated June 15, 2023 No. R-31 "On the parameters of the state order for admission to study at state higher educational institutions in the 2023/2024 academic year," pedagogical universities and institutes began implementing training programs for interpreters of the Uzbek sign language. Tashkent State Pedagogical University named after Nizami, where for the first time in Uzbekistan they began to train students in the

profile "Special pedagogy: sign language interpretation", educational and methodological complexes of disciplines were developed necessary for high-quality theoretical and practical training of future interpreters of the Uzbek sign language [6,7, 16].

Sign languages have less standardization than spoken languages. The lack of standardization of the Uzbek sign language is evidenced, in particular, by the presence of several dialects of this language. Dialects of Uzbek Sign Language are used in many areas of Uzbekistan [8,9, 15].

Let us clarify the theoretical foundations of digital technologies for the development of inclusive education. According to K. Abbott, the use of digital technologies for the development of inclusive education is "e-inclusion, " meaning [1, p. 71], that digital technologies are a set of digital devices and information and communication technologies[11,12,13].

Digital technologies in inclusive education are used to solve correctional and compensatory problems. Technical devices and software of digital technologies, alternative formats, for example, platforms, mobile applications, etc. facilitate the perception of educational material, promote equal participation in the educational process of students with developmental disabilities [2, pp. 134-135].

It has been proven that digitalization creates an accessible, adaptable learning environment in inclusive classes, eliminates certain barriers associated with sensory, motor, and behavioral disorders, and ensures the successful integration of students with developmental disabilities into the environment of healthy peers [14,17].

Thus, the means of intellectual information support in the digital educational environment contributed to overcoming the psychological discomfort of students with disabilities and ensured their motivation to learn. The use of a platform for free distance learning for hard-of-hearing or deaf students ensured that students received and transmitted information in accessible forms.

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