

RESEARCH ON TERMINOLOGY ISSUES IN UZBEK SIGN LANGUAGE

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Annotation: This article analyzes the relevance, formation process and practical application of terminology issues in Uzbek sign language. The development of sign language is an important factor in the education, socialization and professional activities of people with hearing impairments. The study covers the issues of creating terms, standardizing them and integrating them into the educational process based on modern linguistic approaches. It also shows ways to improve the terminological system based on national and international experience, regulatory legal acts and innovative pedagogical technologies. The results of the study serve to develop Uzbek sign language, consolidate terms into a single system and effectively use them in practice.

Keywords: sign language, terminology, Uzbek sign language, linguistics, special pedagogy, inclusive education, people with hearing impairments, communication, standardization, educational technologies, lexical system, translation problems.

Annotatsiya: Ushbu maqolada o'zbek imo-ishora tilida terminologiya masalalarining dolzarbligi, shakllanish jarayoni va amaliy qo'llanilishi tahlil qilinadi. Imo-ishora tilining rivojlanishi eshitish qobiliyati zaif odamlarni o'qitish, ijtimoiylashtirish va kasbiy faoliyatida muhim omil hisoblanadi. Tadqiqotda atamalar yaratish, ularni standartlashtirish va zamonaviy lingvistik yondashuvlar asosida ta'lim jarayoniga integratsiya qilish masalalari yoritilgan. Shuningdek, unda milliy va xalqaro tajriba, me'yoriy-huquqiy hujjatlar va innovatsion pedagogik texnologiyalar asosida terminologik tizimni takomillashtirish yo'llari ko'rsatilgan. Tadqiqot natijalari o'zbek imo-ishora tilini rivojlantirish, atamalarni yagona tizimga birlashtirish va ulardan amalda samarali foydalanishga xizmat qiladi.

Kalit so'zlar: imo-ishora tili, terminologiya, o'zbek imo-ishora tili, tilshunoslik, maxsus pedagogika, inklyuziv ta'lim, eshitish qobiliyati zaif odamlar, muloqot, standartlashtirish, ta'lim texnologiyalari, leksik tizim, tarjima muammolari.

Аннотация: В данной статье анализируются актуальность, процесс формирования и практическое применение терминологических вопросов в узбекском языке жестов. Развитие языка жестов является важным фактором в образовании, социализации и профессиональной деятельности людей с нарушениями слуха. Исследование охватывает вопросы создания терминов, их стандартизации и интеграции в образовательный процесс на основе современных лингвистических подходов. Также показаны пути совершенствования терминологической системы на основе национального и международного опыта, нормативно-правовых актов и инновационных педагогических технологий. Результаты исследования служат развитию узбекского языка жестов, консолидации терминов в единую систему и их эффективному использованию на практике.

Ключевые слова: язык жестов, терминология, узбекский язык жестов, лингвистика, специальная педагогика, инклюзивное образование, люди с нарушениями слуха, коммуникация, стандартизация, образовательные технологии, лексическая система, проблемы перевода.

Introduction. In the current era of globalization and informatization, the development of each language, its scientific and practical capabilities are one of the important indicators of the development of society. From this perspective, the development of Uzbek sign language is also recognized as one of the current scientific and practical problems. In particular, the quality of education, active participation in social life and acquisition of professional competencies of people with hearing impairments largely depend on the level of development of sign language.

Today, within the framework of state policy aimed at developing inclusive education, creating equal conditions for people with disabilities is identified as one of the priority tasks. In this process, the enrichment of the terminological base of sign language and its standardization are of particular importance. Because a perfect terminological system is necessary for a clear and uniform expression of concepts related to science, technology, education and other areas.

Practice shows that many terms in Uzbek sign language are not yet fully formed or are used differently in different regions. This causes misunderstandings in the educational process and reduces the effectiveness of knowledge transfer. Therefore, the creation of terms on a scientific basis, their systematization on the basis of a single standard and their wide implementation in practice are urgent tasks.

This article analyzes the theoretical and practical aspects of terminology issues in Uzbek sign language, and sheds light on existing problems and their solutions on a scientific basis.

Literature review: The study of sign language and its terminological system is considered one of the important research areas in world and national scientific literature. In particular, international studies have proven that sign languages are formed as an independent linguistic system and have phonological, morphological and semantic properties.

Researchers such as W. Stokoe[1], C. Kress[2], T. van Leeuwen, among other world scientists, have deeply studied the semiotic and linguistic aspects of sign language. In their scientific works, it is emphasized that the visual-communicative nature of sign language, that is, the harmony of hand movements, facial expressions and body position in expressing meaning, is the main tool. Also, the studies conducted by D. Branson[3] and M. Miller have widely covered the social significance of language for people with hearing impairments and its role as a means of identification[4].

Terminology issues have been considered in many studies as a separate scientific area. International experience shows the need to take into account linguistic, cultural and pragmatic factors in the process of creating and standardizing terms[5]. In particular, the adaptation of scientific and technical terms to sign language is a complex process, and many innovative approaches have been proposed in this regard.

Scientists from Uzbekistan and the CIS have also conducted a number of scientific studies in the field of sign language and special pedagogy. In particular, Uzbek scientists such as D. Nurkeldiyeva[8], M. Khudoyberdiyeva[9], Sh. Shomahmudova[10] have studied the issues of inclusive education, speech development and the formation of communicative competencies. Their works highlight the prospects for the development of Uzbek sign language, its possibilities for use in the educational process, and its methodological foundations[6].

At the same time, regulatory legal acts adopted in the Republic of Uzbekistan also play an important role in the development of this area. In particular, the Presidential decrees and resolutions set the development of inclusive education, support for people with disabilities, and the introduction of modern pedagogical technologies as priority areas[7]. This creates a solid legal basis for improving the terminological system in Uzbek sign language.

Analysis shows that in world experience, special terminological dictionaries, electronic platforms, and multimodal learning tools for sign languages are widely used. However, work in this area in Uzbek sign language has not yet been sufficiently systematized. Therefore, the creation of a national terminological base, its standardization, and implementation in practice are one of the urgent tasks of today.

Methodology. This study is aimed at a comprehensive study of terminology issues in Uzbek sign language, using modern linguistic, pedagogical and interdisciplinary approaches. In the research process, the combination of theoretical and practical methods was ensured, creating an opportunity for in-depth analysis of various aspects of the problem.

First of all, the theoretical basis of the study was an analysis of world and national scientific literature. Existing scientific views on the linguistic features of sign language, the principles of terminology creation and their standardization were studied and systematized. At the same time, regulatory and legal documents, in particular, state programs and decrees aimed at the development of inclusive education, were analyzed in their content and their practical significance was assessed.

The observation method was widely used within the framework of empirical research. Lesson processes were observed in special boarding schools and inclusive educational institutions, and the level of use of sign language terms by teachers and students was studied. Based on the results of the observation, the frequency of use, accuracy and understandability of the terms were assessed.

Also, the opinions of teachers, sign language teachers and students with hearing impairments were studied through interviews and questionnaires. Using this method, existing terminological problems, their causes and difficulties in practice were identified. The results of the questionnaire were statistically analyzed and summarized.

The comparative method also played an important role in the study. Terms in Uzbek sign language were studied in comparison with international sign languages, in particular, American and Russian sign languages. This made it possible to identify common and different aspects in term creation and use the most effective models.

In addition, experimental work was also carried out. In it, newly proposed terms were introduced into the educational process and their effectiveness was tested. Based on the results of the experiment, the level of mastery, communicative effectiveness and ease of use of terms were assessed.

Statistical analysis methods were used to process the data. The results were summarized in the form of diagrams and tables, and scientific conclusions were drawn. In order to ensure the reliability and objectivity of the research, a combination of different methods was used.

In general, the methodology used served to comprehensively study the terminology system in the Uzbek sign language, identify existing problems and develop scientifically based solutions to them.

Results and discussion. The results of this study showed that it has important scientific and practical significance in assessing the current state of the terminology system in Uzbek sign language, identifying existing problems and developing ways to eliminate them. The data obtained on the basis of observations, questionnaires and pilot studies were statistically analyzed.

A total of 120 students and 35 teachers from 5 special educational institutions and 3 inclusive schools participated in the research process. The results showed that 68% of students have difficulties in fully understanding the terms used in the educational process. In particular, it was observed that terms expressing scientific and abstract concepts are not sufficiently formed or are expressed differently.

According to the results of a survey conducted among teachers, 74% of them indicated the lack of a single standard terminological base in Uzbek sign language as the main problem. 63 percent of teachers noted that they are forced to provide additional visual aids or individual explanations to explain terms during the lesson. This situation negatively affects the effectiveness of the lesson and reduces the speed of students' mastery of knowledge.

The results of the pilot study showed positive dynamics. More than 50 new terms developed within the framework of the study and brought closer to standardization were introduced into the lesson. As a result, the level of understanding of students using these terms increased by an average of 30–35 percent. In particular, visually based and conceptually clearly expressed terms were mastered by students faster.

These results are consistent with regulatory legal acts aimed at developing inclusive education in the Republic of Uzbekistan. In particular, Resolution No. PQ-4860 of October 13, 2020 set the priority tasks of introducing modern pedagogical technologies for children with special educational needs, improving the quality of education, and developing special methodologies. The results of the study confirm that improving the terminology system in sign language plays an important role in implementing these tasks.

Also, Decree No. PF-5712 of April 29, 2019 specifically emphasizes the development of the public education system, the introduction of innovative approaches, and the expansion of inclusive education. As a result of the reforms carried out on the basis of these documents, modern technologies, including multimodal learning tools and digital platforms, are being widely introduced in special educational institutions. However, for the effective use of these technologies, the terminological system must be precise and have a single standard.

During the discussion, it was found that several important factors should be taken into account when creating terms in Uzbek Sign Language: linguistic compatibility, visual expressiveness, national cultural context and practical convenience. Otherwise, the created terms will not be widely used or will be misinterpreted.

Compared with international experience, in developed countries, special terminological dictionaries, online platforms and mobile applications have been developed for sign languages, which play an important role in standardizing and popularizing terms. Although initial steps have been taken in this direction in Uzbekistan, a systematic approach has not yet been fully formed.

In general, the results of the study showed that the development of the terminology system in Uzbek Sign Language is an important factor in improving the quality and efficiency of education. Based on statistical data, it can be said that the introduction of a single and scientifically based terminological system significantly increases the level of knowledge acquisition of students and has a positive effect on their social integration.

Conclusion. This study has shown that terminology issues in Uzbek sign language are an

urgent problem today, not only of linguistic, but also of pedagogical and social importance. As a result of scientific analysis and empirical research, it was found that the insufficiently formed terminological system creates a number of difficulties in the educational process. In particular, the lack of a unified approach to expressing scientific and abstract concepts prevents students from fully and accurately mastering knowledge.

At the same time, the results of the study confirmed that the development of scientifically based, visually clear and practical terms and their systematic introduction into the educational process significantly increases the level of understanding of students. Decrees and resolutions of the state aimed at developing inclusive education create a solid legal basis to support this process.

In general, the development of a terminology system in Uzbek sign language is an important factor in the quality education, social integration and professional development of persons with hearing impairments.

Recommendations:

- Create a single and scientifically based terminological base in Uzbek sign language and introduce it as an official standard;
- Develop terminological dictionaries, manuals and electronic resources in sign language for special and inclusive educational institutions;
- Organize regular refresher courses on terminology for teachers, sign language teachers and translators;
- Strengthen the scientific approach to creating new terms, taking into account linguistic, visual and cultural factors;
- Widely use modern pedagogical technologies, multimodal tools and digital platforms in teaching terms in sign language;
- Introduce innovative approaches in the field of terminology by studying international experience and adapting it to the national system;
- Expand support and funding for research work aimed at developing sign language within the framework of state programs.

Putting these recommendations into practice will contribute to the development of Uzbek sign language, improving the quality of education, and creating an inclusive society.

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