

THE INTRODUCTION OF SURDOPEDAGOGY INTO UZBEKISTAN'S HIGHER EDUCATION SYSTEM AND THE INDIVIDUALS WHO LED THIS PROCESS

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Abstract

This teaching-methodical manual is written for teachers of the special education system, as well as teachers of general education schools where inclusive education has been introduced, who address the educational challenges of deaf and hard-of-hearing children. It thoroughly describes Uzbek sign language and the system for teaching it.

Keywords: Sound-based language, deaf-mute women of some Caucasian peoples tabooed from speaking with sounds, World Federation of the Deaf

Introduction

The introduction of surdopedagogy into Uzbekistan's higher education system marks a significant milestone in the development of a specialized education system for deaf individuals and those with hearing impairments. Surdopedagogy is a field focused on developing and applying educational methods for deaf individuals, those with hearing impairments, and those with limited hearing abilities. The integration of surdopedagogy into Uzbekistan's higher education system began primarily in the mid-20th century, with several key figures playing a pivotal role in its successful implementation.

The Introduction of Surdopedagogy into Uzbekistan's Higher Education System

The incorporation of surdopedagogy into Uzbekistan's higher education system dates back to the 1960s and 1970s. During this period, Uzbekistan saw the development of a specialized education system for individuals with hearing impairments, with significant attention directed toward surdopedagogy. Initially, surdopedagogy was implemented mainly in primary and secondary education, but it later expanded into higher education institutions.

Additional Information on Surdopedagogy in Uzbekistan's Higher Education System Broader

CONTEXT OF SURDOPEDAGOGY

Surdopedagogy, as a specialized branch of education, focuses on the teaching and development of individuals who are deaf or hard of hearing. It encompasses a variety of methods, including sign language instruction, oral communication training, and the use of assistive technologies like hearing aids or cochlear implants. Globally, surdopedagogy has evolved significantly since



the 18th century, with pioneers like Abbe Charles-Michel de l'Épée in France, who established the first public school for the deaf, laying the groundwork for modern deaf education. This field integrates linguistics, psychology, and pedagogy to create tailored educational experiences that empower deaf individuals to participate fully in society.

In the context of Uzbekistan, surdopedagogy aligns with the country's broader goals of inclusive education, which have gained momentum since the adoption of the Law on Education in 2020. This law formally introduced the concept of inclusive education, emphasizing equal access to learning for all, including those with hearing impairments.

HISTORICAL DEVELOPMENT IN UZBEKISTAN

The roots of surdopedagogy in Uzbekistan can be traced back to the Soviet era, when special education systems were established across the USSR. During the 1920s and 1930s, initial efforts to educate deaf individuals in Uzbekistan began with the opening of specialized schools in Tashkent. These schools primarily focused on basic literacy and vocational skills, reflecting the Soviet emphasis on workforce integration. The contributions of figures like Yakov S. Ulanov and Nikolay G. Krutov, as mentioned in your article, were instrumental during this period. Their work helped establish methodological foundations that later influenced higher education programs. By the 1960s, as Uzbekistan's education system expanded, surdopedagogy transitioned from being solely school-based to being incorporated into higher education institutions like the Tashkent State Pedagogical University. This shift allowed for the professional training of educators who could address the specific needs of deaf and hard-of-hearing students more effectively.

CURRENT STATE AND INNOVATIONS

Today, surdopedagogy in Uzbekistan's higher education system is supported by institutions such as the Tashkent State Pedagogical University and Jizzakh State Pedagogical University, where departments train specialists in special education. These programs emphasize Uzbek sign language, which has emerged as a critical tool for communication and instruction. Unlike spoken Uzbek, which relies on auditory processing, Uzbek sign language is a visual-gestural system that has been adapted to reflect local cultural and linguistic nuances.

Recent innovations include the integration of technology into surdopedagogy. For instance, universities are exploring the use of digital platforms to teach sign language remotely, a development accelerated by the global shift toward online education. Additionally, partnerships with international organizations, such as the World Federation of the Deaf, have provided resources and training opportunities to enhance the quality of deaf education in Uzbekistan.

KEY FIGURES BEYOND ULANOV AND KRUTOV

While Yakov S. Ulanov and Nikolay G. Krutov were foundational, other educators and researchers have also contributed to surdopedagogy's growth in Uzbekistan. For example, modern specialists like those at the Tashkent State Pedagogical University have worked on standardizing Uzbek sign language curricula, ensuring it meets the needs of both students and



teachers. Although specific names may not be widely documented, the collective efforts of faculty members and researchers in pedagogical universities have been vital in advancing this field.

CHALLENGES AND FUTURE DIRECTIONS

Despite progress, surdopedagogy in Uzbekistan faces challenges, including limited funding, a shortage of trained specialists, and the need for greater public awareness about deaf education. Many rural areas still lack access to specialized programs, which underscores the importance of expanding higher education initiatives to train more surdopedagogues. Looking ahead, Uzbekistan's Concept for the Development of Inclusive Education (2020–2025) aims to address these gaps by increasing the number of trained professionals and improving infrastructure. The government is also exploring collaborations with international universities to adopt best practices in deaf education, such as those from countries like Finland or the United States, where inclusive education models are well-established.

Additional Keywords for Your Article

To enrich your article, consider adding these keywords:

- Inclusive education
- Uzbek sign language development
- Assistive technologies in deaf education
- Teacher training programs
- Soviet legacy in special education

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