

ТЕОРЕТИЧЕСКАЯ, ПРИКЛАДНАЯ И СРАВНИТЕЛЬНО-СОПОСТАВИТЕЛЬНАЯ ЛИНГВИСТИКА /
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THE USE OF VISUAL AIDS ON THE RUSSIAN SIGN LANGUAGE

Research article

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Abstract

The article discusses the issue of mastering new vocabulary on the Russian sign language. The review of dictionaries on the Russian sign language, which are used in practical classes with first-year students of Ufa Law Institute of the Ministry of Internal Affairs of Russia, is presented. The authors emphasize the importance of integrating dictionaries into the educational process, which contributes not only to the expansion of students' vocabulary, but also to the formation of their communicative competence. The use of dictionaries contributes to a deep understanding of cultural and socio-psychological aspects. Thus, they become a cornerstone in training, allowing future specialists to interact with the deaf and the hearing-impaired.

Keywords: Russian sign language, dictionary, communicative skills, educational process.

ИСПОЛЬЗОВАНИЕ СЛОВАРЕЙ ПРИ ОБУЧЕНИИ РУССКОМУ ЖЕСТОВОМУ ЯЗЫКУ

Научная статья

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Аннотация

В статье рассматривается вопрос освоения новой лексики на занятиях по русскому жестовому языку. Представлен обзор словарей по русскому жестовому языку, которые используются на практических занятиях со студентами первого курса Уфимского юридического института МВД России. Авторы подчеркивают важность интеграции разнообразных словарей в учебный процесс, что способствует не только расширению лексического запаса обучающихся, но и формированию их коммуникативной компетенции. Использование словарей способствуют глубокому пониманию культурных и социально-психологических аспектов. Тем самым они становятся краеугольным камнем в обучении, позволяющим будущим специалистам взаимодействовать с глухими и слабослышащими людьми.

Ключевые слова: русский жестовый язык, словарь, коммуникативные навыки, образовательный процесс.

Introduction

Philologists consider the process of selecting educational materials for the development of various forms of communication to be the initial step in achieving communicative learning objectives. The fundamental issue is the criteria for selecting vocabulary. Scholars such as L.V. Scherba, I.V. Rakhmanov, V.V. Morkovkin and many others have dedicated their research to this topic and have established a clear set of requirements for vocabulary selection [9]. The primary academic principle for selecting vocabulary is the linguistic and statistical analysis of lexical units from selected sources, followed by ranking lexemes based on their frequency of usage. The widespread use of dictionaries greatly enhances the effectiveness of language teaching.

Research methods and principles

To improve the quality and effectiveness of language teaching, it is essential to have a comprehensive database of language materials, which can be achieved by means of dictionaries. The primary and most important element in the framework of language teaching is linguistic teaching manuals, which are based on dictionaries that are tailored to the specific needs of students [1], [10]. The following dictionaries are commonly used by teachers and students in the Russian sign language classes: Dictionary of the Russian Sign Language for Internal Affairs Officers, 1st edition, featuring over 1000 photographs of different gestures [6] and Dictionary of the Russian Sign Language for Internal Affairs Officers, 2nd edition with QR codes for gestures [7].

These dictionaries provide users with multiple meanings for the word being studied. Therefore, a careful selection of vocabulary minimum is a crucial prerequisite for effective learning [4]. Thematic dictionaries are essential for expressing ideas and concepts as well. It is important to note that thematic dictionaries can be incorporated into the framework of a dictionary for learners.

The initial stage of acquiring vocabulary involves learning thematically organized lexical units, which lays the foundation for developing a comprehensive understanding of the Russian sign language culture [5]. To foster motivation and enhance language learning, it is essential to have a comprehensive toolkit for language study. This toolkit empowers students to tackle challenging tasks. The process of acquiring and integrating new words into active vocabulary is facilitated through the use of a dictionary. Tasks based on dictionary usage can be completed not only individually, but also in pairs or groups, reinforcing the learning process. The methodological framework of our research is based on a systematic analysis of Dictionaries of the Russian Sign Language for Internal Affairs Officers, which are utilized by instructors in the first year of Ufa Law Institute of Internal Affairs of Russia. This analysis is complemented by statistical analysis of dictionary usage, the systematic categorization of the use of lexicographic sources, and a comprehensive examination of the learners' approach to dictionary usage.

Main results

The approbation of the method of creating a thematic vocabulary and compiling it into a group dictionary proved to be highly effective in increasing student interest in the learning process and helping them effectively master new lexis and thematic vocabulary.

The task given to students was to compile a thematic dictionary based on the material in a specific unit. This was an individual homework assignment. In class, students had the opportunity to compare their results, discuss them, and then join forces to create a group dictionary.

Depending on the learning objectives, the tasks given by the teacher can vary. The topics for the dictionary can include wider and narrower concepts and notions related to general themes.

Students would have to improve their knowledge of the Russian sign language in various broad thematic areas, such as: "Person", "Society", "Work and employment", "Medicine", "Police", etc., depending on the level of the group and the requirements of the program.

Dictionaries created through joint efforts of students and teachers can follow the example of existing specialized thematic dictionaries. This activity increases cognitive activity among learners and helps develop their mental abilities.

The results of the research under discussion can be categorized into theoretical and practical aspects. The key achievement in the educational approach lies in the innovative method of incorporating a dictionary into the process of teaching the Russian sign language. The practical implementation of this method significantly enhanced the students' motivation, which contributed to the effectiveness of their work and statistically demonstrated improved performance in mastering vocabulary related to topics such as medicine, numbers, police, profession and others. The thematic vocabulary systematizes the acquired knowledge. The process of organizing lexical material can be illustrated through the creation of a dictionary. This method can be successfully applied by learners in their independent study [2], [8]. The process of creating a dictionary should begin with a familiar theme, as the more familiar the material is, the easier the task becomes for the students, and the more positive emotions accompany the process. The initial step is to include specific objects within the thesaurus, and gradually move on to abstract concepts that require more detailed explanation. Students created a dictionary with the help of Dictionaries of the Russian Sign Language for Internal Affairs Officers, although prior to the practical part, the teacher should introduce a dictionary entry from any printed dictionary used in the classroom for everyday tasks. Printed dictionaries typically have a more complex but more detailed and fundamental structure for the dictionary entry. This basic logical organization will be highly beneficial for learners to systematize their knowledge about a lexeme on all levels.

The use of a dictionary with a minimum set of entries can significantly reduce the time required for searching for a word.

In the contemporary approach to teaching the Russian Sign Language, preference is given to printed dictionaries, as they provide a sense of security and familiarity with the structure of a dictionary. Working with a traditional printed dictionary demands concentration and logical thinking.

Language education through the medium of art involves not only language proficiency, but also the ability to utilize dictionaries effectively [3]. To achieve the challenging goal of mastering the Russian Sign Language, it is essential to utilize all available resources, including books and both printed and electronic dictionaries. The combined use of these tools, supported by a knowledgeable teacher, will assist students in achieving their learning objectives.

The process of teaching a subject involves the use of all available resources in order to achieve an efficient and effective result. When it comes to teaching a language, we have observed that a traditional and seemingly well-known tool such as a dictionary is not widely used or utilized efficiently by students. Nevertheless, in our opinion, the dictionary should play a significant role in the teaching-learning process.

Conclusion

Therefore, the methodology of teaching the Russian Sign Language incorporates a variety of approaches, which can be employed to impart different aspects of this language. For first-year students at Ufa Law Institute of Internal Affairs of Russia, mastering vocabulary and acquiring new lexical items is a critical and fundamental component of their language course.

An innovative methodological approach that deserves attention is the transformation of one of the most basic and fundamental skills taught during the initial stages: the use of a dictionary. The proposed method involves students compiling a thematic dictionary either individually or in groups under the guidance of a teacher. This approach has proven highly effective in fostering a communicative and informative learning environment.

Конфликт интересов

Не указан.

Рецензия

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Conflict of Interest

None declared.

Review

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