



## **THE FOUNDATION OF SURDOPEDAGOGY IN UZBEKISTAN'S HIGHER EDUCATION SYSTEM**

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### **Abstract:**

This teaching-methodical manual is written for teachers within the special education system and general education schools with inclusive education programs, focusing on the educational challenges faced by deaf and hard-of-hearing children. It offers an in-depth description of Uzbek sign language and the structured system for its instruction.

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

### **Introduction**

The integration of surdopedagogy into Uzbekistan's higher education system, particularly from the mid-20th century onward, represents a significant milestone in the country's educational landscape. This process is closely tied to the development of a specialized education system for deaf individuals and those with hearing impairments. Surdopedagogy, the methodology of educating the deaf, began its systematic development in Uzbekistan during the Soviet era and continued to evolve after independence. Its incorporation into higher education not only impacted school-level education but also led to the establishment of specialized programs within universities and pedagogical faculties. This marked a shift toward professionalizing the training of educators equipped to meet the unique needs of deaf and hard-of-hearing students, aligning with global trends in inclusive and special education. The Introduction of Surdopedagogy into Uzbekistan's Higher Education System



## **1. Soviet Era and the 1940s-1950s**

The origins of surdopedagogy in Uzbekistan align with the Soviet Union's broader efforts to establish special education systems. During this period, particularly in the 1940s and 1950s, schools for the deaf were opened in Tashkent and other major cities, laying the groundwork for a formal deaf education system. These early initiatives were primarily focused on basic literacy and vocational training, reflecting the Soviet emphasis on integrating individuals with disabilities into the workforce. Surdopedagogical programs were gradually introduced into the curricula of pedagogical institutes and universities in Uzbekistan. Institutions such as Tashkent State University and the Tashkent Pedagogical Institute (now Tashkent State Pedagogical University) began offering training in surdopedagogy. During this time, educators worked diligently to develop teaching methodologies for the deaf and to integrate surdopedagogy into higher education. This period also saw collaboration with Soviet specialists from other republics, bringing in expertise that shaped Uzbekistan's early deaf education framework.

*Additional Insight:* The Soviet model heavily influenced Uzbekistan's approach, drawing from pioneers like Lev Vygotsky, whose theories on developmental psychology emphasized the role of social interaction in education—principles that were adapted for deaf pedagogy.

## **2. The Surdopedagogical Education System in Tashkent (1950s-1970s)**

Between the 1950s and 1970s, surdopedagogy in Uzbekistan expanded significantly. Tashkent became a hub for deaf education, with specialized schools playing a central role in establishing educational institutions for the deaf. These schools not only provided primary education but also served as training grounds for future surdopedagogues. Higher education institutions, particularly the Tashkent State Pedagogical Institute, established dedicated faculties and programs to prepare teachers in this field. These faculties advanced scientific research in surdopedagogy and developed innovative teaching methods tailored to the deaf. The focus shifted from basic education to a more comprehensive approach that included sign language instruction, oral speech development, and psychological support. This period marked the institutionalization of surdopedagogy as a formal discipline within Uzbekistan's higher education system. *Additional Insight:* The 1970s also saw the gradual recognition of Uzbek sign language as a distinct



linguistic system, influenced by both Russian sign language (due to Soviet ties) and local cultural expressions, enriching the pedagogical toolkit available to educators. Key Figures in the Introduction of Surdopedagogy into Higher Education Several individuals played pivotal roles in embedding surdopedagogy within Uzbekistan's higher education system, contributing to its formation and growth. Below are the key figures highlighted in your article, with expanded details:

### **1. Yakov S. Ulanov**

Yakov S. Ulanov is regarded as one of the founders of surdopedagogy in Uzbekistan. Active in the 1920s, he was instrumental in introducing deaf education in Tashkent. His teaching methodologies were implemented not only in schools but also in pedagogical institutes, forming the backbone of Uzbekistan's deaf education system. Ulanov's work emphasized structured curricula that combined sign language with vocational training, reflecting the needs of the time.

### **2. Nikolay G. Krutov**

Nikolay G. Krutov was a prominent scholar whose scientific contributions advanced surdopedagogy in Uzbekistan. Based in Tashkent, he played a key role in establishing deaf schools and developing teaching methods for the deaf. Krutov's efforts also focused on training educators, ensuring that surdopedagogy became a recognized field within higher education. His methodologies were widely adopted across pedagogical institutions.

### **3. Gulnora Rakhmonova**

Gulnora Rakhmonova emerged as a notable figure in the 1970s and 1980s, contributing significantly to surdopedagogy's integration into higher education. She conducted extensive research and developed innovative teaching methods that expanded educational opportunities for the deaf. Rakhmonova's work bridged theoretical advancements with practical applications, strengthening the field's academic foundation.

### **4. Zaynabkhon Rahimova**

Zaynabkhon Rahimova stands out as a leading advocate and pioneer who initiated the formal establishment of surdopedagogy as a discipline at Tashkent State



Pedagogical University in 1987. A distinguished pedagogue and surdopedagogue, she dedicated her career to improving education for the deaf. Her scientific research and pedagogical approaches were instrumental in shaping the curriculum, and she played a central role in founding the surdopedagogy faculty. Rahimova's contributions extended beyond academia; she worked to enhance the social integration of deaf individuals through education, leaving a lasting legacy in Uzbekistan's special education system.

**Additional Insight:** Rahimova's initiative coincided with growing global awareness of deaf rights, influenced by organizations like the World Federation of the Deaf, which may have inspired her advocacy for formalized training programs.

## **5. Professors of Tashkent State Pedagogical University**

A cohort of professors at Tashkent State Pedagogical University, including specialists in surdopedagogy, were instrumental in advancing the field. They conducted extensive research and implemented teaching practices that solidified surdopedagogy's place in higher education. Their collective efforts fostered a robust academic environment for training future educators.

Processes of Integration into Higher Education

### **1. Establishment of Surdopedagogy Faculties**

Dedicated faculties for surdopedagogy were established within Uzbekistan's higher education system, with Tashkent State Pedagogical University leading the way. These faculties trained specialists to address the educational needs of the deaf, creating a pipeline of qualified educators.

### **2. Introduction of New Educational Programs**

New curricula were developed in higher education institutions, focusing on teaching methods for the deaf and incorporating advanced surdopedagogical techniques. These programs emphasized both theoretical knowledge and practical skills, preparing educators for real-world challenges.

### **3. Scientific Research and Conferences**

Higher education institutions in Uzbekistan hosted research initiatives and conferences on surdopedagogy, fostering scientific development in the field. These



events facilitated the exchange of ideas and the creation of new methodologies, enhancing the academic rigor of surdopedagogy. Additional Insight: By the 1980s, these efforts aligned with international trends, such as the push for bilingual education (sign language and spoken/written language), which began influencing Uzbekistan's pedagogical strategies.

## **Conclusion**

The introduction of surdopedagogy into Uzbekistan's higher education system began in the mid-20th century, with significant strides made during the Soviet era. Key figures such as Yakov S. Ulanov, Nikolay G. Krutov, Gulnora Rakhmonova, and Zaynabkhon Rahimova, alongside educators at Tashkent's pedagogical institutions, were instrumental in developing teaching methodologies and integrating surdopedagogy into higher education. The establishment of the surdopedagogy direction at Tashkent State Pedagogical University in 1987, spearheaded by Zaynabkhon Rahimova, marked a turning point, enhancing educational opportunities and social integration for the deaf. This development reflects Uzbekistan's commitment to improving special education, a process that continues to evolve with modern innovations and international collaboration. Expanded Conclusion: Today, surdopedagogy in Uzbekistan benefits from technological advancements, such as digital sign language platforms, and aligns with the country's Concept for Inclusive Education (2020–2025). Rahimova's legacy, combined with ongoing efforts, ensures that deaf education remains a priority, fostering an inclusive society where individuals with hearing impairments can thrive.

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