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The content selection of educational material for police officers' training in Russian Sign Language

Статья будет полезна преподавателям русского жестового языка, обучающим сотрудников полиции в образовательных организациях МВД России. Приводятся общие сведения об особенностях взаимодействия с глухими и слабослышащими людьми. Рассматриваются основные трудности, возникающие в процессе обучения русскому жестовому языку, а также даются рекомендации, позволяющие их минимизировать.

Ключевые слова: русский жестовый язык, сотрудники полиции, учебный материал

The article will be useful for the teachers of Russian Sign Language, training police officers in educational organizations of the Ministry of Internal Affairs of Russia. General information about the special aspects of interaction with deaf and hard of hearing people is given. The main difficulties that arise in the process of teaching Russian Sign Language are considered, as well as recommendations are given to minimize them.

Keywords: Russian Sign Language, police officers, learning material

Regulatory legal acts determine that upon completion of a special advanced training course, a police officer will have to know the general theory of translation,

the basics of Russian Sign Language, its most common styles and special terminology related to law enforcement, and will also have to be able to translate oral speech into sign language and vice versa [3].

The huge amount of information necessary for learning and the natural physical fatigue of fingers during gesturing impose special requirements on the organization of the process of studying the basics of dactylology and sign speech by law enforcement officers. In this regard, the issue of selecting the content of educational material for preparing police officers to interact with deaf people is one of the leading issues in the activities of a sign language teacher.

An analysis of international and domestic regulatory legal acts in the field of hearing disability showed that, of course, knowledge of their content is generally useful for a police officer. However, it is necessary to understand to what extent these documents are really capable of helping the effective interaction of a law enforcement officer with deaf people. Thus, for example, the purpose of international law is to promote, protect and ensure the full and equal enjoyment by all persons with disabilities of all human rights and fundamental freedoms, and to promote respect for their inherent dignity. The provisions of these documents prevail over the system of national law, and citizens have the opportunity to appeal directly to these regulations.

Domestic legislation clarifies and specifies the rights of the person with hearing disabilities, but it does not define any special requirements for a law enforcement officer when communicating directly with a deaf person, except that a police officer must have a clear understanding of the existence of legally defined procedures for providing an interpreter for translation Russian Sign Language [4].

The federal law «On the Police» is a priority regulatory legal act for an employee of the internal affairs bodies, which determines the directions and procedure for his interaction with all people, including those with disabilities due to impaired health. As citizens of the Russian Federation, deaf people, like all other representatives of our society, are subject to the provisions of the current legislation. In this regard, knowledge of the legislation in the field of hearing impairment helps to strengthen not so much the legal as the moral and ethical aspect of the behavior of law enforcement officials when communicating with people with hearing disabilities.

The psychological characteristics of deaf people are determined, firstly, by the specifics of the course of mental processes associated with hearing impairment, which to a fairly strong extent has an impact on personality development. Secondly, this specificity determines the nuances of communication that hearing people encounter when interacting with the deaf. Therefore, the police officer needs to be aware of the categories of hearing disorder.

A police officer should be aware that the characteristics of the development of the personality of people with hearing impairments depend on a number of factors: the time of hearing loss, the degree of hearing loss, the level of intellectual

development, family relationships, the type of school attended, the formation of interpersonal relationships, the presence or absence of hearing disorders in parents [2, p. 672].

Hearing impairment and the forced way of communication have an impact on the formation of character traits. The analysis of scientific and educational literature allows us to identify the features that are most common for deaf people: sensitivity, increased emotionality, high self-esteem, excessive pride, arrogance, distrust of others, excessive anxiety, irritability, aggressiveness, irascibility, impulsiveness, malice, selfishness [1]. However, the manifestation of these features depends on the living conditions and the attitude of others towards the deaf. So, for example, in favorable conditions, sensitivity and emotionality can be expressed in feelings of strong love and affection for a loved one, and in unfavorable conditions, it contributes to the manifestation of malice and aggressiveness.

An analysis of criminological sources shows that, in general, deaf people are prone to law-abiding behavior, but the inability to control their emotional state, the inability to restrain themselves in conflict situations, irascibility and impulsiveness often lead to such offenses as hooliganism, resisting law enforcement officers, etc. Cases when deaf people commit robbery or theft, are largely determined by the social problems of the hearing impaired [6].

The need to form practical recommendations for organizing proper communication with deaf people is determined by the presence of a number of cases conflict interaction between police officers and people with hearing disabilities.

The logical construction of the training program assumes that, having mastered the theoretical knowledge of the history of the creation of the alphabet and sign language for the deaf, having gained an understanding of the legislation in the field of hearing disabilities, having mastered the moral and ethical foundations of communication with deaf people and the psychological characteristics of the deaf, the specifics of their subculture, students should gradually master the basics of dactylology, and then directly proceed to the study of Russian Sign Language. However, any person who has tried to start memorizing and practicing, for example, signs of the dactyl alphabet, will not be able to do this for several hours in a row. It is quite difficult both physically and psychologically. The actual practice of organizing the process of teaching sign language in a short time requires the distribution of various types of learning activities [5].

The experience of conducting classes with police officers showed that it is advisable to alternate the development of dactyl speech with the presentation of theoretical material and the development of a new portion of gestures throughout the entire course of study. The proportions of information presented during each academic hour of classes, the teacher must determine independently on the basis of the state of the students. In addition, it is advisable to alternate visual, auditory and kinesthetic classwork as often as possible, trying to diversify the types of education-

al activities, methods, and techniques. This includes individual practice of finger-spelling a phrase as well as demonstrating it in front of a study group; pairwork for modeling situations of professional communication with the use of sign language; preparing short independent reports on theoretical material; watching video lessons with various facilitators; taking tests; discussion of personal experience of interacting with deaf people; discussions about the content of the educational material of the program being mastered; doing exercises for the development of fingers and much more. Taking into account the fact that cognitive and volitional processes during training, as a rule, are automatically involved, special attention should be paid to the emotional component of the lesson.

The intensity of the process of training police officers in the skills of Russian Sign Language should be accompanied by a constant alternation of types of educational activities, a variety of teaching methods and techniques in order to vary the impact on the mental processes of students.

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