

CONTRIBUTION OF CHARLES MIKHAIL EPE TO THE EDUCATION OF DEAF CHILDREN

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ABSTRACT

This article provides information on the contribution of Charles Mikhail Epe to the education of deaf children, one of the scientists who contributed to the development of deaf pedagogy. Charles Mikhail Epe's lofty goals and the work he did to educate deaf children are fully covered.

Keywords: jurist, architect, history, Denis Diderot, sign speech, Germany, Samuel Heinike, native language, visual medium

INTRODUCTION

In order to develop the direction of deaf pedagogy of defactology, many scientists have contributed to this direction with their research. Among such scientists, Charles Mikhail Epe has his place in the history of France and the world. Charles Michael Epé was born on November 25, 1712, and his parents, who were the architects and craftsmen of the Palace of Versailles, gave him the opportunity to study at the best college of that time. He entered the law department of Epe College. After graduation, he became a lawyer at the Supreme Court and got a job, but he was not satisfied with the legal profession. Bribery prevailing in the court forced him to leave this service. At the age of 50, Epe started teaching two deaf girls.

In 1912, Epe's 200th anniversary was celebrated in France, and his pedagogical activity was marked from 1760. Sh.M.Epe started working with these girls without knowing the special methods of teaching the deaf. In the early period of his career, he used the letters of Denis Diderot to improve his letters about deaf mutes and the blind, and the theory of impaired sensory organs. At the same time, he worked based on Kamensky's pedagogical principles. In his practice, he used gestures used in communication with girls. Epe concludes his work in such a way that the deaf-mute who steps in his teaching knows it easily and clearly. He will have his own language, similar to his normal speech. Deaf children have never been wrong to understand that their needs, wants, and inclinations express their illness, sadness, and anxiety through sign language, and others express their feelings in this way. Through sign speech, deaf children received reports of receiving and completing tasks. Epe's achievements in training with girls gave him the idea to open an educational institution for the deaf and conduct training with small groups of deaf children. Epe taught the deaf twice a week at his home for free. Among them, they provided materially for the least well-off.

The number of students at Epe's institute reaches 75. Soon Epe's work was warmly received by society not only in France, but also in other countries. First of all, Epe gets to know a skilled teacher and an expert deaf pedagogue as a deaf pedagogue, and he begins to be convinced of the importance and usefulness of his work for society. Epe's classes with the deaf are offered by prominent scientists of that time and teachers who work individually with the deaf. The main purpose of this is to explain the importance of his work to his contemporaries. But resistance forces and religious supporters prevented the expansion of Epe's extra-pedagogical activities. Deaf children have to spend a lot of time to overcome the difficulties associated with their education. He also tries to take the time to theoretically base his experiences. He wrote two works during his career. His first work was written in 1776. The second work "Education of deaf and dumb by means of methodical symbols" was written in 1784. In his letters to German pedagogue Samuilu Geinike, who is involved in the development of oral speech in deaf people, he explains his views on the role of sign writing and oral speech in the education of the deaf with a pure, experimentally proven method of teaching deaf mutes. Epe's system of education for deaf children was well evaluated by the German Academy of Sciences. By 1789, it was recognized as a national institution at the Institute of Epe. Epe dies on December 23 of this year.

By the end of the 19th century, next to Epe's institute, it was made by the master deaf sculptor Felix Martin. A statue of Epe was installed. Even when the whole world recognized Epe's work, the religious representatives did not recognize him and did not come to the opening ceremony of the statue. Epe was considered the organizer of the first deaf educational center in France and the creator of the sign method.

Epe set high goals. In order to achieve this goal, to provide the deaf with the mental and moral education necessary for their future in the future society, to search for ways and methods to help the deaf and dumb to collect speech. He thinks that he should use sign language to teach oral speech. According to Epe, it is necessary to enrich sign language with various symbols, that is, with general lexical concepts and forms that complement Grammatical rules. Epe called methodical signs and used them to turn spoken speech into gestural speech and, conversely, to turn gestural speech into verbal speech. The didactic method of the artificially created "Gesture" method cannot be made into a didactic method by the conflicts that arise between gestural speech and oral speech. For the deaf, their mother tongue was like a foreign language in spoken or written form. The order of training according to the Epeni system was as follows. There are blackboards in the classroom with nouns on the first, verbs on the second, and adjectives on the third. During the first month of study, the students were asked to include nouns, verbs, adjectives and other parts of speech. 1800 words required to be mastered. By the end of two months of study, they should know more than 3000 words. In conclusion, it should be noted that Charles Mikhail Epe students, along with enriching their vocabulary, on the one hand, learn to observe the movement of objects and on the other hand, to express them using gestures and facial expressions. After that, gestures were improved and presented in the form of writing and words. In the initial period of Epe education, signs and gestures were visual tools that served to help students discover the meaning of words with the help of words and put them into written form. Epe called this process "Seeing with the mind's eye".

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