



# E Conference World

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## **METHODS OF TEACHING PRONUNCIATION TO CHILDREN WITH HEARING IMPAIRMENT**

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### **Abstract:**

In this article, the methods of teaching pronunciation in a school for children with hearing impairment, the formation of the skills of correct use of breath by pronouncing short words and phrases in one breath. In addition, students were informed about the development of the ability to use the voice at a normal level and without gross distortions, to pronounce their sounds correctly, and to form the ability to express them in words.

**Key words:** oral speech, dactyl speech, concentric method, speech breath, voice, sound, voice, accent, speech tempo.

Nowadays, in modern schools and pre-school educational institutions, oral speech education for children with hearing impairment is combined with the formation of spoken speech in the form of dactyl. This approach makes it possible to quickly learn the speech material necessary for communication. Synchronous typing and



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oral speaking of words by the pedagogue, encouraging students to speak verbally - dactyl, helps to pay attention to speech movements, the sound of speech, to receive it with the help of hearing, and the use of loudspeakers activates the children's speech apparatus. All this creates favorable opportunities for properly focused and systematic work on the formation of lip-reading skills. The main task of teaching lip reading is to develop children's ability to hear and see oral speech in the process of communicating with others.

The main task of teaching pronunciation of hearing impaired children is to develop their oral speech as a communication tool, to achieve its clarity and fluency. The characteristic of the analytical-synthetic method adopted in our special schools and pre-school educational institutions is that it has a concentric character. The concentric method is based on the laws of mastering the pronunciation aspects of the speech of a child with normal hearing. The essence of the studied method is that teaching deaf children who are admitted to schools without speech to the initial pronunciation consists of two concentrations - the first is conducted in the preparatory class, and the second is conducted in the 1st and 2nd grades. In preparatory classes, students are required to accurately pronounce the 17 main phonemes that make up the preserved system of phonemes. Basic sounds include vowels A, O, U, E, I and consonants P, T, K, F, S, Sh, X, V, M, N, L, R. These sounds differ from each other in terms of articulation, and mastering these sounds is considered much easier than mastering other sounds. Sounds that are not included in the main sounds according to the relationship of sounds are temporarily replaced by other sounds in words in accordance with the main sounds.



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<b>Basic phonemes</b>	<b>A</b>	<b>O</b>	<b>U</b>	<b>E</b>	<b>I</b>	<b>P</b>	<b>T</b>	<b>K</b>	<b>F</b>	<b>S</b>	<b>Sh</b>	<b>X</b>	<b>V</b>	<b>L</b>
<b>Interchangeable</b>		<b>P</b>	<b>T</b>	<b>K</b>	<b>S</b>		<b>X</b>	<b>V</b>	<b>L</b>					
<b>Phonemes</b>	<b>Y</b>	<b>B</b>	<b>D</b>	<b>G</b>	<b>Z</b>	<b>J</b>								
		<b>B</b>	<b>D</b>	<b>G</b>	<b>Z</b>	<b>I</b>								
					<b>S</b>									

Today, the analytical-synthetic, concentric-polysensory method of teaching pronunciation is adopted in the school for hearing-impaired children. Analytical - synthetic - this is work on a new word. This means analysis and synthesis, dealetic understanding of the relationship of whole and part. The analytical-synthetic method is psychologically justified in the formation of various speech act skills. Working with the requirements of the analytical-synthetic method is subject to work on the elements of words (syllables, sounds) and the sounds that are distinguished. Work on the pronunciation of words is directed to the development of rhythmic and planned skills. Children meet for the first time in pronunciation, sentences, words are analyzed. In some cases, the analysis is carried out only up to the joint. When developing exercises related to the pronunciation of words, it is suggested to read the word or divide the words into individual letter syllables. All this ensures independent pronunciation of speech material. We know that the process of education and pronunciation of children with hearing impairment is aimed at achieving social adaptation in the society of hearing people. These are achieved by solving a set of tasks that play an important role in the education of oral speech. This solution is carried out in complex conditions where the unity of hearing and speech is disturbed.



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I. Pavlov showed the compensatory capabilities of the human nervous system. The lack of one of the functions of the analyzer is compensated for by other analyzers. Therefore, the mentioned method is not only an analytical-synthetic, but also a poly-sensory method. So, in the process of teaching pronunciation to the deaf, it is assumed to rely on analyzers that create favorable conditions for teaching pronunciation, such as sight and skin feeling. The use of the residual function is the most important. By the end of the third quarter, students of the preparatory class master the basic sounds. In the first and second grades, work is carried out on the system of grouping the pronunciation of words. The second task of teaching pronunciation to the permanently deaf in speech is to achieve the maximum intelligibility of pronunciation. Along with the two tasks shown, there are other tasks. The intervention of speech kinesthesias, such as speech activity, lip reading, hearing and auditory reception of spoken speech, places great demands on deaf pronunciation. The content of teaching the deaf to pronounce includes the formation of the knowledge, skills, and abilities necessary to equip students with oral speech. Along with the general requirements for pronunciation, it is necessary to take into account partial requirements such as speech, phonetic arrangement of the voice, phrasal intonation, general pace and level of pronunciation. All general and partial requirements are expressed in a special program for teaching the deaf to pronounce.

Preparatory class is the first stage of work on the sound structure of the word. At this stage, children master the pronunciation of 17 basic sounds. Students are required to accurately pronounce words consisting of basic sounds. Voice and speech breath into educational content, along with working on words and phrases work on: the use of standard timbre in the narration related to word stress includes



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working on the change of voice strength. In the second stage (grades 1-2), work on the sound structure of the word includes deepening the pronunciation of words and restoring the previously replaced sound.

Thus, the following knowledge is included in the pronunciation training program:

1. Speech breath. The purpose of the work is to develop the skills of correct use of breathing by pronouncing short words and phrases in one breath, as well as to develop the skills of dividing phrases into syntagms.

2. Voice. The purpose of the work is to develop students' ability to use the voice at a normal level and without gross distortions.

3. Sounds and their expression. The purpose of the work is to form students' ability to pronounce all the sounds of the mother tongue correctly and to express them in words.

4. Work on words. Includes:

- a) word stress
- b) orthoepic rule
- c) takes the pace of speech.

This work forms the ability of students to pronounce words fluently, preserving the sound structure, at a normal pace, observing accents. Accents and intonations are not placed correctly. At the same time, there are people whose speech is incomprehensible even among normal hearing people. Taking into account the phonetic equipment of deaf people from the point of view of speech perception, measures are taken to improve the sound of speech and the speech of normal hearing and speaking people. This includes the quality of the voice, the pronunciation quality of the phonemes, paying attention to the syllables, and the



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orthoepic standards in the words. Oral speech plays an important role in deaf people as a means of communication with others. If the deaf person's speech is not fully understandable, it cannot be guaranteed that he will acquire the language, he cannot serve as a basis for speech thinking, which is compensated by written and typed speech.

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