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PRONUNCIATION LESSONS FOR HEARING-IMPAIRED CHILDREN

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Abstract:

In this article, information is provided about the forms of planning the pronunciation lessons in the school for hearing impaired children, the requirements for the lesson and the ways of their implementation.

Key words: plan, program, lesson, individual training, phonetic exercises, word stress, pronunciation, word, articulation, voice, control lesson.

Planning work during the academic term.

The plan is a document that expresses the content of the pronunciation work set for the academic term.

The program that determines the content of work for each academic year serves as the basis for drawing up the plan. The action plan for teaching pronunciation is drawn up not only based on the requirements of the program, but also taking into account the state of students' pronunciation skills.



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The action plan for teaching pronunciation includes 3 sections:

1. Lessons
2. Individual training
3. Phonetic exercises

In classes IX-XI, the plan includes only two sections.

1. Individual training
2. Phonetic exercises

In these classes, pronunciation lessons are not considered in the curriculum.

A lesson is an organizational form of teaching pronunciation in face-to-face working conditions with all students.

The content of the lesson can be implemented by including different sections of the program on teaching pronunciation. The pace and fluency of speech, word and logical emphasis, orthoepic rules distinguish difficult-to-pronounce sounds from similar sounds, etc.

In determining the content of the term paper, not only the requirements of the program, but also the state of students' pronunciation skills are taken into account.

In this, attention is paid to the material on the topic "Sounds". This material is determined for frontal work in cases where students have the opportunity to pronounce individual sounds independently. Let's look at the table below.

Pupils №	Checkable sounds				
	K	F	V	S	M
1	+, k	-	+, v	priz	+, mp
2	K	+, v	+, f	bok	+, mp
3	K	-	-	-	-
4	K, p	+, v	-	piz	+, mp
5	+, k	+, v	+, f	-	+, ms
6	K	-	-	sn	-
7	K	-	-	sn	-
8	GK	-	-	t	+, mp
9	+, k	V	-	+, t	M
10	K	+g/3p	+p/3b	son	-
11	GK	-	f	+	+, p



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On the basis of the table, it was found that in three students there is generally correct and defective articulation of (+k) sound. In all other cases, the wrong articulation is observed. Thus, it is appropriate to conduct a lesson on the sound "K" in the ongoing quarter.

In this lesson, there should be individual exercises that allow the student to master the correct articulation. After that, the student learns to pronounce the given sound correctly in the imitation lesson.

Now let's consider the work carried out on the sounds N, F, V, M. Most of the students do not pronounce strongly, along with correct articulations there are pronunciation defects (+,F) - V sound is sometimes mispronounced. The M sound is sometimes pronounced MP or P.

Based on the above, the quarter plan includes working on F, V, M, P sounds in this class. The purpose of these lessons is to differentiate sounds. Thus, the work plan for the quarter given in the 1st grade will consist of nine pronunciation lessons (one lesson per week) distributed approximately as follows:

1. F, V sounds - 1 hour
2. Word accent - 2 hours
3. M, P sounds - 1 hour
4. N,T sounds - 1 hour
5. Hard-to-pronounce sounds - 2 hours
6. Control lesson - 1 hour

One of the requirements for the term plan in the section "Lessons" is to correctly determine its content, taking into account the students' pronunciation situations and the program.



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The second requirement is individual training and communication between classes. This means that teachers acquire basic pronunciation skills in individual classes. Engaging exercises are mainly conducted in pronunciation lessons.

Pronunciation lessons should have a clear logical structure. It can be different depending on the content of the lesson.

When preparing a lesson plan for pronunciation, it is necessary to take into account the satisfying requirements of speech material. First of all, these materials must obey the requirements of words, syllables and phonetics. At the moment, the words and syllables chosen for this lesson should be familiar to the students in speech development, reading, and mathematics lessons, otherwise the content of the words and syllables correcting grammatical and lexical errors may take a long time to understand.

The correct use of lesson type speaking activities is a convenient tool for teaching pronunciation lessons.

Light types of speech activity include repeating the teacher's turn, reading inside, and for a broader view, answering questions, naming objects, images in a picture, making a sentence based on a picture, giving a report on the performed action.

The use of such different types of work increases the interest of the students. This is the basis for the students to develop the skills they need to master and retain them in their memory.



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