



Phonetic Rhythm In Music And Rhythm Correction Training Of Specialized Boarding Schools For Deaf And Hard Of Hearing Students

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Abstract:

This article discusses the role of phonetic rhythmicity in music and rhythmic correctional training of specialized boarding schools for deaf and hard-of-hearing students.

Keywords:

Phonetic rhythmicity, music and rhythmicity, correction, music, speech, deaf and hard of hearing child, sight-hearing, sensation, analyzer, kinesthetic, (tactile-vibration).

KAR VA ZAIF ESHITUVCHI O'QUVCHILAR UCHUN IXTISOSLASHTIRILGAN MAKTAB-INTERNATLARINING MUSIQA VA RITMIKA KORREKSION MASHG'ULOTIDA FONETIK RITMIKA

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Annotatsiya: Mazkur maqolada kar va zaif eshituvchi o'quvchilar uchun ixtisoslashtirilgan maktab-internatlarining musiqa va ritmika korreksion mashg'ulotida fonetik ritmikaning o'рни borasida so'z yuritiladi.

Kalit so'zlar:

Fonetik ritmika, musiqa va ritmika, korreksiya, musiqa, nutq, kar va zaif eshituvchi bola, ko'rish-eshitish, sezgi, analizator, kinestetik, (taktil—tebranish).

Currently, the education of children with special needs is one of the most important issues in our country. In particular, the organization of an educational



environment suitable for each of them, the training of high-quality and modern personnel in all aspects has risen to the level of a global problem. The proper upbringing and development of each student with special needs in a special boarding school depends on the special correctional and didactic processes organized in the institution.

It is known that 4 subjects are included in the curriculum of special boarding schools for students with hearing impairments. These are:

- development of hearing perception and formation of pronunciation;
- oral communication;
- music and rhythm;
- orientation to social household life.

These subjects are remedial activities, and in the process, defects of children with special needs are corrected. The main purpose of these trainings is to remove the obstacles for children of this category to find their place in society, and the formation and development of speech, which is the main factor of socialization, is given priority. On his own, a person with developed speech is able to interact with the people around him, and thus he becomes social. However, it was found out during the observations that the correct and systematic approach to the development of speech is not being taken in all these correctional trainings. Especially in music and rhythm classes, priority is given to children's rhythmic movements and musical abilities, ability to imitate and hear and distinguish non-speech sounds, and speech sounds are not being worked on. Questionnaires were conducted and analyzed to determine the reason for this. It was found that, according to rhythmic teachers, if they work on speech in music and rhythmic lessons, there will not be enough time for the main movement and balance work. Individual teachers should be engaged in speech during individual work. However, music and rhythmic correction training is a movement process, and taking into account the interaction of movement and speech, it has been proven in science that it is purposeful to develop speech in harmony with movement in this type of training. Based on our research, we offer phonetic rhythmic exercises, combining them with music and rhythmic training. The process of combining these two processes will be explained below.

In fact, the science of musical rhythms is considered one of the main correctional disciplines in the education of deaf and hard of hearing students, it helps the child develop as a person, his intellectual, moral, physical maturity, and his readiness for social life at the level of an independent mature citizen. Ensuring



the aesthetic development of hearing impaired children is one of the main tasks of the science of musical rhythms. This task is carried out with the help of musical instruments, along with the correction and development of movement motility during the educational process, as well as the development of speech pronunciation and hearing ability. This is the basis for the formation of aesthetic culture in children.

The purpose of the musical rhythmic lessons is to develop the vocabulary of deaf children by developing the balance of movement, emotional-volitional and educational feelings, hearing and pronunciation skills in the process of engaging them in all types of music-related activities based on the correction of defects specific to deaf children. is to increase speech.

Performing actions with toys and objects in musical rhythm lessons helps children develop speech skills. Learning to use common and familiar objects for a specific purpose (in the form of a game) helps students to establish relationships with other children. At the same time, the emergence of new relationships with music through toys strengthens children's interests. All the attributes used during the exercises must meet the aesthetic requirements: in order not to divide the attention of children, it is desirable if the color and shape of the attributes used are the same beautiful and comfortable.

The role of phonetic rhythms in deaf children's formation of oral language is incomparable. 10-15 minutes are allocated to phonetic rhythmicity in one lesson. With the help of phonetic rhythmic exercises, the student will be able to correctly distribute the speech breath, change the pitch of the voice according to the actions, direct the specified speech material to the standard voice, fluent, logical accent and follow the rules of orthography (forms skills). What is phonetic rhythmicity?

Phonetic rhythmicity is a general movement complex, which is performed on the basis of the coordinated movement of the body and speech apparatus movement analyzers. Pronunciation of a certain speech material (sound, syllable, word, phrase) is carried out using different movements (head, shoulders, body, hands, feet). The coordinated movement of the body and the speech apparatus during the lessons helps to eliminate the tension and monotony of speech characteristic of hearing-impaired children. Mastering the freedom of movement by the child in the process of performing rhythmic movements has a positive effect on the development of his speech organs.



The main purpose of phonetic rhythmic exercises: development of hearing ability in hearing-impaired children, development of the ability of visual-auditory sensory analyzers, combined with visual or auditory perception, development of skin sensation (tactile-vibration) analyzers, activation of voice functions, z speech (changing the volume of the voice in the process of pronouncing words, phrases, sentences, medium, fluent pronunciation, in words (following the rules of orthography) consists of forming control skills, developing general and speech skills.

Musical-rhythmic training is based on the interaction of music, movement and speech, where music and movement, music and speech, movement and speech, music, speech and movement interact. In the lessons, goal-oriented work is carried out on the formation of pronunciation skills of learners using phonetic rhythms and music. In the process of phonetic rhythmicity, work on sounds and sound combinations is carried out on the basis of the following directions: rhythm and pace, speech breath duration, voice and intonation.

Automation of pronunciation of sounds using phonetic rhythms

Vital (non-speech) breath in deaf children is almost no different from that of healthy peers, but exhalation characteristic of normal speech causes difficulties in them. Therefore, it is necessary to work on the insufficient development of the voice and articulation apparatus in the child. Based on imitating the teacher and independently (without movement and with the help of movements), singly or in syllables, in words, phrases and sentences, pronounce the following sounds (A,O,U,I,E; from consonants; P,T,K,G,F,V,Sh,M,N,L,R to pronounce words, phrases, sentences in a normal rhythm, fluently; they are taught to follow the rules of accent and orthography in z.

Conclusions

The ability to feel sounds at the kinesthetic level develops especially intensively during music and rhythm training, and kinesthetic is a compensatory sense for deaf and hard of hearing people. During no other corrective training, children are so active and active. That is why it is effective to work on speech in music and rhythm training.

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