



# FAN, TA'LIM VA AMALIYOT INTEGRATSIYASI

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## THE USE OF PHONETIC RHYTHMICITY AS A SCIENTIFIC- METHODICAL PROBLEM IN THE DEVELOPMENT OF THE SPEECH OF SPECIAL NEEDS ELEMENTARY SCHOOL STUDENTS

**Annotatsiya:** Ushbu maqolada alohida ehtiyojli boshlang'ich sinf o'quvchilar nutqini rivojlantirishda fonetik ritmikadan foydalanishning ilmiy-metodik tomonlari tahlil etilgan.

**Аннотация:** в данной статье анализируются научно-методические аспекты использования фонетической ритмики в развитии речи младших школьников с особыми потребностями.

**Annatation:** this article analyzes the scientific and methodological aspects of the use of phonetic rhythmicity in the development of speech of primary students with special needs.

**Tayanch so'zlar:** Ta'lim to'g'risidagi qonun, "O'zbekiston respublikasi konstitutsiyasi", inklyuziv ta'lim, fonetik ritmika, harakat, temp, og' zaki nutq, Koxlear implantatsiya, akustik+vizual+kinestetik, analizator, Pedro De Leon , ispeniya, daktil, imo-ishora, nutqning talaffuz tomoni, eshitishda nuqsoni bo'lgan, talaffuz ko'nikmasi, Luriya.

**Ключевые слова:** Закон об образовании, " Конституция республики Узбекистан", инклюзивное образование, фонетическая ритмика, движение, темп, устная речь, кохлеарный имплант, акустический+визуальный+кинестетический , анализатор, Педро де Леон, испанский, дактиль, жест, аспект произношения речи, нарушение слуха, манера произношения, Лурия.



**Key words:** The law on education, "Constitution of the Republic of Uzbekistan", inclusive education, phonetic rhythmic, movement, tempo, acute speech, Cochlear Implantation, acoustic+visual+kinesthetic, analyzer, Pedro De León, ispenia, Dactyl, gesture, pronunciation side of speech, hearing impairment, pronunciation pattern, Luria.

In recent years, with the initiative of the head of our state, we have not only shown love and kindness to the population with special needs in our country, especially children with special educational needs, but have also given them the opportunity to live, get an education, and make their own future like everyone else. The door of great opportunities to create by hand is opening. This was clearly manifested in the Law on Education adopted in 2020<sup>1</sup>, the new version of the "Constitution of the Republic of Uzbekistan" in 2023 (Article 50, Section 6)<sup>2</sup> and a number of decrees and orders, decisions. Now, the introduction of inclusive education for children with special educational needs in all educational institutions has solved many problems in the socialization of this category of children.

But in order for each person to find his place in life, it is important for him to start a relationship with the people around him. Speech attitude is especially important. There are many categories of people with special educational needs (people with vision problems, people with mental problems, people with speech defects, people with hearing problems, etc.) people with difficulty, the category that has the most difficulties in fully understanding the speech of others (without special training) and entering into communication like others are people with hearing problems.<sup>3</sup>

In order for a person to fully understand the environment, it is important that all his analyzers are equally involved. It has been proven that 13% of all the information that a person receives during his life is received through the auditory analyzer. Through hearing, the formation of speech, speech hearing has an incomparable role in the adequate implementation of communication, and its main task is speech perception. Full-fledged hearing is considered a factor in the formation of speech, through which a person's verbal and logical thinking, general and spiritual development takes place.<sup>4</sup>

Speech is one of the complex higher mental functions of a person. Speech movements are carried out through a complex system of organs, in which the activity of the brain plays the main role.<sup>5</sup> therefore, the lack of speech development of children

<sup>1</sup> ( 20-modda O'RQ-637-sonli 23.09.2020 )

<sup>2</sup><https://lex.uz/uz/docs/-6445145#:~:text=O%E2%80%98zbekiston%20Respublikasi%20Konstitutsiyasi%202023%2Dyil%2030%2Daprel>

3 Ishmatova, O. S. (2022). Korreksion mashg'ulotlarda a'loqadonlikni qo'llab-quvvatlash uchun qo'llaniladigan usullar. Chirchiq, 1(1), 70.

<sup>4</sup> Surdopedagogika Mamova Z.N. T-2017

<sup>5</sup> Logopediya M. Ayupova T-1993 yil



with hearing problems, the occurrence of "muteness" causes the secondary and biggest defect. For the first time, significant work has been done in Europe to develop the speech of the hearing impaired. In particular, the Spanish monk Pedro De Leon achieved positive results in the 1550s. To this day, in the age of advancement of science and technology, opportunities have expanded even more. Today's hearing-impaired children are far ahead of their classmates who lived in the past. As a result of cochlear implantation, which has become a tradition throughout the world, the hearing process of many of our children has been restored. More than 700-800 children are born with congenital hearing loss and deafness every year in our country, and more than a thousand people are diagnosed with acquired deafness. As of 2019, more than 1000 cochlear implant installation operations were performed.<sup>6</sup> about 180 children went to school this year. Most of them are studying in general secondary school along with healthy children.

*Unfortunately, experience has shown that implanting an implant and restoring functional hearing is not enough for the development of a child's speech. Post-operative rehabilitation is very important. From birth to this day, the child could not fully hear sounds, especially speech sounds. Post-operative rehabilitation requires, first of all, hearing training. The child learns to distinguish speech and non-speech sounds, acquires speech breathing, voice functions, learns to pronounce non-speech sounds and, of course, must learn to pronounce speech sounds. In our country, many effective methods have been put into practice by industry experts and scientists. These methods formed the ability of children with hearing problems to read lips, taught them to use gestures and dactyl speech. But now the child can hear, in this case it is necessary and necessary to gradually teach our children to speak. Now we need a method that maximally supports the development of this aspect of children. One of such methods is the Phonetic rhythmic method that we are studying.*

*Phonetic rhythmic is a complex of various movements (body, head, hands, feet) and is a system of speech exercises combined with the pronunciation of specific speech material (phrases, words, syllables, sounds).<sup>7</sup> Phonetic rhythmic is also a good kinesiotherapy and its basis is rhythm.<sup>8</sup>*

The main task in phonetic rhythmicity is visual, acoustic and kinesthetic representation of sound to the child. The child feels, hears and sees sound with his whole body. When the sound appears in speech, audial + visual + kinesthetic effect is shown to strengthen it in syllables and words. Rhythm is added to these processes. Because the oral speech

<sup>6</sup><https://kun.uz/uz/news/2022/11/14/toshkentda-koxlear-implantatsiya-boyicha-xalqaro-konferensiya-bolib-otdi>

<sup>7</sup>[https://scholar.google.com/co/citations?view\\_op=view\\_citation&hl=ru&user=sly7Y\\_8AAAAJ&pagesize=80&citation\\_for\\_view=sly7Y\\_8AAAAJ:IWHjjKOFINEC](https://scholar.google.com/co/citations?view_op=view_citation&hl=ru&user=sly7Y_8AAAAJ&pagesize=80&citation_for_view=sly7Y_8AAAAJ:IWHjjKOFINEC)

<sup>8</sup>Ishmatova, O. S. (2023). Phonetic rhythmic exercises in working on speech sounds. *ACADEMICIA: An International Multidisciplinary Research Journal*, 13(1), 79-85.



of children with hearing problems is defective from the point of view of prosody. If we do not work on accents and intonation in words or sentences the child's speech becomes unintelligible. The rhythm function in phonetic rhythmic exercises helps to solve this problem.

All components of the child's speech develop through phonetic rhythmicity. In this case, after words and phrases, work begins on sentences and texts. In addition to memorizing poems with children, a set of elementary exercises is also performed to develop the skills of emotional and expressive pronunciation.

From the research conducted since 2021, it has become clear that phonetic rhythmic is a very effective method for forming and developing the pronunciation side of the speech of our children with partial hearing loss, hearing-impaired elementary school students. We know from Luria's work "Basic neuropsychology" published in 2003 that it is a neurologically proven fact that movement is based on movement, and movement develops speech.

Phonetic rhythm has all the conditions for forming and developing pronunciation.

Phonetic rhythm exercises include the following corrective tasks:

- development of the child's general and fine motor skills;
- formation and development of speaking breath and voice;
- development of the child's kinesthetic sense;
- formation and development of pronunciation;
- formation and development of the prosodic aspect of speech;
- formation and development of the ability to feel tempo and rhythm;
- forming and developing the ability to move in the team and e.g.

We would like to inform you that experimental work is currently being conducted in 3 special boarding schools across the country. As a result of our research at the initial stages of the experimental work, it was found that most of the teaching of oral speech in the correctional classes conducted in special institutions is carried out only in the training of the development of auditory perception and the formation of pronunciation. This means that there is no emphasis on training for oral speech in other corrective exercises, fitness, etc. For example, in rhythmic classes, more emphasis is placed on teaching children to imitate the movements and sounds of animals or to teach them dances for festive events.

But this experience is not enough for a hearing impaired child to find his place in life like everyone else! Therefore, we believe that it will be easier for children to acquire oral speech if they refer to phonetic rhythmic elements in this and all other educational activities.



In conclusion, it is permissible to say that the versatility and differentiation of phonetic rhythms is the most optimal way for hearing impaired children to learn oral communication.

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