

## PHONETIC RHYTHMIC EXERCISES IN WORKING ON SPEECH SOUNDS

O.S. Ishmatova\*

\*Teacher ,

Independent Researcher,

Department of Pedagogy of the "Special Pedagogy",

Chirchik State Pedagogical University,

UZBEKISTAN

Email id: ozodaxonishmatova@gmail.com

DOI: **10.5958/2249-7137.2023.00012.5**

---

### ABSTRACT

*This article looks at the developments of approximate exercises on the use of phonetic rhythm in teaching children with hearing impairments the oral pronunciation of speech sounds.*

**KEYWORDS:** *Chirchik State Pedagogical University, Phonetic Rhythm Training Development, Research, Phonetic Rhythm, Surdopedagogy, Methodology , Correction, Postanovka, Automation, Hand, Foot, Movement,, Attention, Auditory Perception, Motorics, Music, Rhythm, Movement, Sound, Speech Breathing, Speech-Movemen.*

---

### INTRODUCTION

Presently, by the independent researcher of Chirchik State Pedagogical University 13.00.02-Specialization in the theory and methodology of education and training, to obtain the degree of Doctor of Philosophy (PhD) in pedagogic sciences, "From phonetic rhythmicity in the development of speech of special needs elementary school students" use (in the case of students with hearing impairment and speech impairment)" is being continued. The effectiveness of the phonetic rhythmic technology proposed by the researcher is recognized among practicing deaf pedagogues. You can see this in many articles of the researcher.

Children's actions accompanying the pronunciation of sounds and syllables in phonetic rhythmic training are characterized by three main elements: **tension, intensity, time.**

When we pronounce certain sounds, the muscles involved in their pronunciation tense or relax. The characteristics of these movements also depend on the level of participation of muscles in the movement. In the description of the actions performed along with the pronunciation of speech sounds, tension is defined by the terms: "tense", "a little tense", "relaxed".

Intensity determines the dynamics of speech, that is, the movements in the articulatory apparatus that occur when pronouncing this or that sound. When describing actions, intensity is determined by the following terms: "strong", "weak".

Time determines the speed at which we perform a certain action. It is represented by duration or brevity. When describing actions, the terms "long", "short", "extended" are used.

From the very beginning of phonetic rhythmic training, children should be taught to consciously organize their movements when performing exercises accompanying the pronunciation of vowels and syllables.

---

These movement exercises related to the pronunciation of vowels and consonants and syllables begin with three basic initial positions.

The legs are together, the arms are bent at the level of the chest, the elbows are down. This case is common to almost all sounds except i, k, l, r.

1. Stand with legs together, arms bent at the elbows and raised to shoulder level, elbows apart. From such D.h., i, k, l are common for sounds.
2. Legs together, hands stretched forward at chest level. This is for the r sound.

It should be noted that if the child has nasal pronunciation of vowels, then the exercises should be performed together with vowels and consonants, for example, pa, po, etc.

## **APPROXIMATE TRAINING WORKS ON PHONETIC RHYTHMIC METHODOLOGY**

### **Second training**

#### **Topic: Working on the pronunciation of T, P sounds.**

**Purpose:** To develop auditory perception of hearing impaired children; to enrich the visual and auditory imagination; Activate sound functions; Activation of the speech process; formation of pronunciation and rhythmic tone of speech based on kinesthetic sensations.

Lesson 2 Group training

- 1. Educational goal:** formation of T, P sounds, formation of syllables with vowels, teaching oral pronunciation.
- 2. Educational goal:** to cultivate a sense of respect for the person of the deaf pedagogue. Cultivating vigilance in following instructions.
- 3. Corrective purpose:** Development of auditory perception of hearing impaired children; enriching the visual and auditory imagination; activation of sound pronunciation and speech process; formation of pronunciation and rhythmic tone of speech based on kinesthetic sensations; Formation and development of a separate "isolation" pronunciation of the sound T, forming a syllable with p and t. to confuse the pronunciation of syllables such as pa-po-pu and ot-ut-at-it. Formation of diaphragmatic breathing skills. Formation of speech intonation.

#### **Course of training:**

**I. Organizational part:** Greeting. "Let's share a good mood" game.

#### **II. Formation of diaphragmatic breathing skills.**

Children stand in a circle, putting their hands on the diaphragm area (to control inhalation and exhalation). Breathing in through the nose, exhaling through the mouth.

#### **III. Remember the sound of A<sup>1</sup>**

Description of the training.

- a) D.h. Take a deep breath, spread your arms to the sides, and at the same time pronounce for a long time: pa\_\_\_.
- b) At the same time, jump up with the hands spread to the upper sides and say: pa.
- c) At the same time, jump up and say: pa.

The exercise is repeated several times.

A sharp blow forward with the fists: pa spread the arms gently to the sides: pa \_\_.

Short and long pronunciation is done in one exhalation.

The exercise is repeated several times.

#### **IV. Voice development**

Description of the training.

a) The hands are bent at the waist level, the fingers are born as mush. Light blow with fists at waist level: pa. Strong shaking of the fists above: pá.

b) Extend your arms to the sides and raise them up. Pronounce the syllable pá by starting with a low voice and increasing the power of the voice as the hands are raised. The highest position of the hands corresponds to the loudest voice.

The exercise is repeated several times.

Teacher. Listen to my pronunciation. Repeat.

The teacher turns his back to the students and says the syllables. Pupils repeat them with and without movement.

Reminder.

The teacher gives instructions when necessary. In most cases, one type of work is transferred to another without instructions, only by imitation

#### **V. T sound**

Teacher. Sit down.

Pupils sit on the floor "on a bench or on a chair".

Description of the training.

a) Hands are bent at chest level. Spreading them on the upper sides, then bringing them close to the mouth with a gentle movement: a\_\_t\_\_.

Repeated several times.

b) D.h.1. sharp downward movements (like punches) with the right and left hand clenched into a fist with simultaneous pronunciation of ta, ta syllables.

t\_\_a\_\_.

Repeated several times.

c) Extend the straight left arm slightly forward. With your right hand, gently stroke your left arm from shoulder to palm:o\_\_t\_\_.

It is repeated several times in a soft, loving voice.

g) With the right hand, gently rub the left hand from the shoulder to the palm: father

Repeated several times.

## VI. Intonation

Description of the training.

a) With the right hand, gently rub the left hand from the shoulder to the palm: father

Put your hands down, say at a normal pace without movement: father

b) Hands are bent at chest level. Spread the arms to the sides with a quick movement. In a joyful voice: father!

c) Hands are bent at chest level, elbows are slightly raised to the sides. Do the action that expresses the question: father?

g) Hands spread to the sides. Disturbed expression in voice: father...

d) Change the pronunciation of the words and repeat the exercise: Father, Father with different intonation.

e) Teacher. Listen to my pronunciation. Repeat.

Differentiation by listening to the parent word pronounced with different intonation.

The teacher turns his back to the students and speaks into the microphone. Pupils repeat the word with the given intonation, pronunciation accompanied by appropriate movements.

## VII. Work on logical emphasis:

Teacher:	Teacher:	Pupil:
That's father.	Where is?	That's father.
Where is father?	There is.	Who is?
That's father?	Who is?	Father.

(gestures are used when necessary)

## Third training.

### Topic: Work on the K sound

**Purpose:** To develop auditory perception of hearing impaired children; to enrich the visual and auditory imagination; Activate sound functions; Activation of the speech process; formation of pronunciation and rhythmic tone of speech based on kinesthetic sensations.

Lesson 2 Group training

**1. Educational goal:** to form the K sound, to form a syllable with it, to teach oral pronunciation.

**2. Educational goal:** to cultivate a sense of respect for the person of the deaf pedagogue. Cultivating vigilance in following instructions.

**3. Correctional goal:** Development of auditory perception of children with hearing impairment; enriching the visual and auditory imagination; activation of sound pronunciation and speech process; formation of pronunciation and rhythmic tone of speech based on kinesthetic sensations; Forming and developing a separate "isolation" pronunciation of the K sound, confusing the pronunciation of the syllable with the K sound. Formation of diaphragmatic breathing skills. Development of speech intonation. Voice development. Distinguish between K and T sounds.

**Course of training:**

**I. Organizational part:** Greeting. "Let's share a good mood" game.

**II. Formation of diaphragmatic breathing skills.**

Children stand in a circle, putting their hands on the diaphragm area (to control inhalation and exhalation). Breathing in through the nose, exhaling through the mouth.

**III. K sound**

Pronouncing the syllables ka, ka with a sudden strong movement, press the right and left elbows to the body at the same time.

The movement is tense, strong, short. Repeat the syllable several times.

Press the right and left elbows to the body at the same time with a sharp and strong movement, pronouncing the joints a-ak.

The movement is tense, strong, short. Repeat the syllable several times.

**IV. Differentiation of K-T sounds**

Description of the training.

a) Movement to the sound s will lead to movement to the sound a. (The actions are described above).

b) Dip on the right leg: tá.

Alternately change the pronunciation of the syllables tá — s\_\_a, which are pronounced in conjunction with actions.

c) Stand on the right leg , simultaneously throw the right hand to the side with a gesture : táм, then point to yourself with the index finger of the right hand: cáм.

Pronunciation of syllables and words is repeated several times along with movements.

**V. Intonation**

Description of the training.

a) Gently rub the left hand with the right hand from the shoulder to the palm: aka

Put your hands down, say at a normal pace without movement: bro

b) Hands are bent at chest level. Spread the arms to the sides with a quick movement. In a joyful voice: brother!

c) Hands are bent at chest level, elbows are slightly raised to the sides. Do the action that expresses the question: brother?

g) Hands spread to the sides. Disturbed expression in the voice: bro...

d) Change the pronunciation of the words and repeat the exercise: aka, Aka, Ota, Ota with different intonation.

e) Teacher. Listen to my pronunciation. Repeat.

Distinguish by listening the word aka pronounced with different intonation.

---

The teacher turns his back to the students and speaks into the microphone. Pupils repeat the word with the given intonation, pronunciation accompanied by appropriate movements.

**VI. Work on logical emphasis:**

Teacher:	Teacher:	Pupil:
That's brother	Where is?	That is brother.
That's father	Where is?	That is father.
Where is brother?	That's	Who?
Where is father?	That's	Who?
Brother is there	Who is?	Brother.
Father is there	Who is?	Father.

(gestures are used when necessary)

**VII. Work on the rhythm.**

Teacher. Turn in a circle with each other's backs.

Description of the training.

monosyllabic rhythm - and words to this rhythm.

Step on the right foot: top.

Step on the left foot : top.

Applause left and right: hop-hop.

b) alternate clapping with kicking: top - hop, top - hop.

**VIII. Completion of the lesson: Encouragement**

**LIST OF REFERENCES:**

1. Vlasova T.M., Pfafenrodt A.N. Phonetic Rhythm: Posobiedlyauchitelya. — M.: Humanist. Izd. Center "Vlados", 1996.
2. Ishmatova, O. S. (2022). Development Of Oral Speech Of Hearing Impaired Children Through Phonetic Rhythms In Corrective Training. Chirchik, 1(1), 70.
3. Ishmatova, O. S. (2022). The Role Of It In Using Phonetic Rhythm Technology. Eurasian Journal Of Academic Research, 2(12), 781-786.
4. Ishmatova, O. S. (2022). Role Of Phonetic Rhythm In Correction Of Speech Defects. Galaxy International Journal Of Interdisciplinary Research, 10(11), 487-491.
5. Ishmatova, O. S. (2020). Results of successful rehabilitation of children with cochlear implants to inclusive education. Science and education, 1(Special issue 4), 186-195.
6. Ishmatova, O. S. (2021). The role of phonetic rhythm in the development of oral speech in children with hearing impairments. In Student Scientific Research (Pp. 187-188).
7. Ishmatova, O. S. (2021). Goals and objectives of the study of the development of oral speech in children with hearing impairments by means of phonetic rhythm. in science, education, innovation: topical issues and modern aspects (pp. 241-243).

8. Ishmatova, O. S., &Abdujalilo'g'li, H. A. (2022). Mavzu: Imkoniyati Cheklanganlar Faoliyatida Akt Ning Roli. *Barqarorlik Va Yetakchi Tadqiqotlar Onlayn Ilmiy Jurnal*, 2(11), 24-28.
9. Ishmatova, O. S. (2022). Nutqiy Nuqsonlarni Bartaraf Etishda Fonetik Ritmikaning Roli. *Barqarorlik Va Yetakchi Tadqiqotlar Onlayn Ilmiy Jurnal*, 2(10), 378-380.
10. Ishmatova, O. S. (2022). The role of logopedic schools in improving the quality of primary education. *Online Journal of Sustainability and Environmental Research*, 2(10), 388-391.
11. Ishmatova, O. S. (2022). Development of oral speech of children with hearing loss in corrective exercises through phonetic rhythm. *Chirchik*, 1(1), 70.
12. Ishmatova, O. S. (2022). Effectiveness of "Kuvnoq phoneticrhythmics" technology in formation of cognitive/speech of children with hearing loss in correctional classes through phonetic rhythmic. *Mughallim*, 1(2), 135-138.
13. Ishmatova, O. S. (2022). Development of oral speech of children with hearing loss in corrective exercises through phonetic rhythm. *Chirchik*, 1(1), 70.
14. Ishmatova, O. S. (2022). Mavzu: Eshitishida Nuqsoni Bor Bolalarni Estetik Tarbiyalashning Muhim Omil. *Uzbek Scholar Journal*, 10, 333-336.
15. Ishmatova, O. S. (2022). Fonetik Ritmika Texnologiyasini Qo'llashda Akt Ning Roli.
16. Ishmatova, O. S. (2022). Role Of Phonetic Rhythm In Correction Of Speech Defects. *Galaxy International Interdisciplinary Research Journal*, 10(11), 487-491.