

## PERIODS OF TEACHING PRONUNCIATION

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### Abstract

In this article, the period of teaching pronunciation in the school of children with hearing impairment, the development of oral speech and the wide use of hearing in the educational process, the material of words and phrases related to the lessons of the development of oral speech information about the planned work system to be carried out.

**Keywords:** word, accent, orthography, dactyl speech, phonetics, imitation, mechanical, mixing, tactile vibration, articulation, speech breath, voice, tone.

Teaching pronunciation in school for hearing impaired children can be divided into two periods:

A) preliminary

B) improvement and automation of pronunciation skills.

The initial period includes the 2nd half-year of school education (preparatory and 1st-2nd grades), if children come to school without pre-school preparation (1st and 2nd grade), if children come to 1st grade at once, this during the period, students will have the ability to correctly pronounce a word with the desired sound content, observing the accent and orthographic rules. Today, two methods of pronunciation formation are used in the school for the deaf.

1. In the development of oral speech and extensive use of hearing in the educational process, the teacher dictates the word to the students and pronounces it at the same time. In this case, the students use words not only in dactyl form, depending on the opportunity, they are introduced into their oral speech and pronounced according to the requirements.

2. The main direction that ensures the systematic acquisition of pronunciation skills in students is expressed in the planned work on the material of words and phrases related to the lessons of oral speech development.

The period of improvement and automation of pronunciation skills is carried out in all subsequent years of education. During this period, previously learned pronunciation skills are improved, pronunciation defects are corrected, and a number of new skills are formed.

It is during this period that they acquire special knowledge about the phonetics of their native language. In the middle and upper grades, the formation of pronunciation continues in conditions where the use of dactyl speech is reduced.

During this period, work on pronunciation is carried out in conditions related to students' pronunciation skills and general development level. Pupils' activity in acquiring pronunciation skills increases.

Imitation is one of the important methods of mastering basic pronunciation skills. In the first period of education, he occupies a managerial position. Imitation retains its importance in the era of

automation. At the same time, there is an opportunity for self-examination based on verbal knowledge.

In the correction of pronunciation, imitation is expressed by students' understanding of articulatory movements.

The better the student learns the correct articulation, the more effective the teaching will be. Therefore, this period includes exercises on comparison with the initial period. During this period, oral speech is used as a means of education, students acquire a specific vocabulary.

In the period of improvement and automation of pronunciation skills, the importance of independent work of students increases. All types of work are interrelated.

Improvement of pronunciation skills in the deaf is carried out in conditions of extensive reliance on hearing and speech practice.

Speech breathing, voice and sounding methods in the deaf.

The formation of pronunciation skills in the deaf (in them, the speech apparatus) is related to the need to produce the required work of the speech apparatus by one or another method. There are three main methods used by the deaf to place breath, voice and sound:

The first method is based on imitation. The student receives what the teacher is demonstrating through stored analyzers. Imitation occurs through:

a) on the basis of hearing - the student hears what the teacher is saying behind the screen and tries to pronounce what he heard correctly.

b) by transfer - the student looks at the teacher's mouth (at the position of the tongue in the articulation of individual sounds).

c) sight - through hearing - the student hears and at the same time sees the articulation of the teacher (rehearsal in front of the mirror with a sound amplifier).

g) on the basis of tactile vibration or hearing - the student sees the position of the teacher's lips.

Imitation is widely used in the formation of one or another pronunciation skills, in correcting pronunciation at all stages of education.

This method involves the use of various visual aids. These sound-amplifying devices control vibration over pronunciation.

The second method is mechanical. In this case, the teacher uses one or other organs of speech. Work on the breath through the hands to the neck

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