

## THE ROLE OF PHONETIC RHYTHMIC ACTIVITIES IN NATIONAL SURDOPEDAGOGY

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### Abstract:

This article explores the effectiveness of phonetic rhythmic activities in the development of speech in deaf and hard-of-hearing children. The study analyzes how phonetic rhythmic exercises, through sensory integration, music, and physical movement, contribute to speech development. Furthermore, it demonstrates how this method can be effectively applied in shaping pronunciation, developing speech skills, and enhancing socialization in deaf and hard-of-hearing children. The research confirms that phonetic rhythmic activities are one of the most effective corrective methods for these children and emphasizes the need for broader implementation in educational processes.

**Keywords:** Phonetic rhythmic, deaf children, hard-of-hearing children, speech development, sensory Integration, music, physical movement, pronunciation, corrective methods, socialization, pedagogical processes.

### Introduction

The development of speech in children with hearing impairments is one of the most pressing and complex pedagogical issues in the field of national surdopedagogy. Research and practical applications in this area offer methodological approaches for developing speech in the Uzbek language. In national surdopedagogy, phonetic rhythmic is considered one of the effective methods for developing speech and movement in deaf and hard-of-hearing children. Uzbek scholars, including U.Y. Fayziyeva, D.A. Nazarova, F.U. Qodirova, Z.N. Mamarajabova, G. Abdullayeva, and R. Rakhimova, have shown the importance and effectiveness of phonetic rhythmic in educational processes.

U.Y. Fayziyeva emphasizes the importance of phonetic rhythmic in teaching literacy to hard-of-hearing children, highlighting the focus on preparatory exercises based on the classification of Uzbek language sounds. F.U. Qodirova points out effective ways to develop speech through sensory integration and rhythmic exercises. Z.N. Mamarajabova, in her study, examines the role of phonetic rhythmic in developing harmony between pronunciation and movement, particularly for preschool children. These studies demonstrate the practical effects of phonetic rhythmic on the development of speech in deaf and hard-of-hearing children.



Today, phonetic rhythmic not only helps in speech development but also positively impacts children's overall development. Through music, rhythm, and physical movement, it fosters the synchronization of sensory, auditory, and speech functions, which is particularly crucial for children with hearing impairments. To implement this method effectively, a systematic approach based on the sounds and pronunciation of the Uzbek language is necessary. Phonetic rhythmic activities are essential not only for addressing hearing impairments but also for facilitating socialization and independent speech development.

This article aims to analyze the role of phonetic rhythmic in national surdopedagogy and its effectiveness in developing speech in hard-of-hearing children. The objective is to explore the theoretical foundations of phonetic rhythmic, its practical approaches in education, and its methodological aspects.

### **Literature Review**

The development of speech in children with hearing impairments has been a topic of study in pedagogy and psychology for many years. In surdopedagogy, the use of phonetic rhythmic has been highlighted not only for speech development but also for its positive effects on children's overall development. Research by Uzbek scholars has presented significant academic achievements in this area.

U.Y. Fayziyeva (2000) emphasizes the importance of phonetic rhythmic in teaching literacy to hard-of-hearing children. Her research shows that introducing rhythmic exercises helps in the development of pronunciation and writing abilities. Fayziyeva's methods include rhythm-based tasks for teaching sounds and letters [1].

F.U. Qodirova (2004) introduced the concept of sensory integration for hard-of-hearing children and applied rhythmic exercises to improve speech and physical coordination. According to Qodirova, phonetic rhythmic aids in developing speech with clarity and expressiveness [2].

Z.N. Mamarjabova (2007) explored the role of phonetic rhythmic in the development of pronunciation in preschool children. Her research highlighted how phonetic rhythmic enhances the harmony between movement and speech [4].

X.S. Rakhimova (2010) further explored the use of phonetic rhythmic in cochlear-implemented children, showing significant success in speech development through musical rhythm exercises and physical activities [5].

### **Research Methodology:**

This study investigates the importance and effectiveness of phonetic rhythmic in the development of speech in deaf and hard-of-hearing children. The research is based on the following methods:



**Literature Analysis:**

The first stage involves analyzing the scientific works of national and foreign scholars on phonetic rhythmic, surdopedagogy, speech development, and sensory integration. This method identifies the theoretical and practical aspects of phonetic rhythmic.

**Experimentation:**

Experiments involving deaf and hard-of-hearing children are conducted through phonetic rhythmic exercises. The children's speech and physical development are observed, and exercises are tailored to their individual needs. These activities focus on improving auditory and speech skills through music and movement.

**Data Comparison:**

The effectiveness of the method is assessed by comparing the children's speech, auditory, and motor skills before and after the exercises.

**Interviews:**

Interviews with surdopedagogues, teachers, and children are conducted to gather opinions about the impact of phonetic rhythmic on speech development and socialization.

**Analysis and Discussion**

The research indicates that phonetic rhythmic plays a significant role in the speech development of deaf and hard-of-hearing children. The literature review confirms the importance of rhythmic activities in fostering speech skills. Through phonetic rhythmic, children learned to pronounce sounds correctly, develop clarity in their speech, and improve their auditory perception.

The connection between sensory integration and rhythmic facilitates the development of visual, auditory, and physical coordination. Music-based rhythm activities helped children align their speech, hearing, and movement, enhancing pronunciation skills.

However, despite its proven effectiveness, phonetic rhythmic is rarely utilized in pedagogical practice. The lack of integration and systematic approaches to the method presents challenges in the development of independent speech in these children. Moreover, the study highlights the impact of phonetic rhythmic on socialization, as it fosters communication and interaction among children, enhancing their ability to express themselves in a social context.



## Results

Research Result	Analysis
Effectiveness of Phonetic Rhythmics	Phonetic rhythmics positively influenced speech development in deaf and hard-of-hearing children. It helped correct pronunciation and improved auditory skills.
Role of Sensory Integration	Phonetic rhythmics effectively applied sensory integration, enhancing auditory and motor coordination, crucial for speech development.
Role of Musical Rhythms in Correction	Music-based rhythm exercises successfully improved pronunciation, speech clarity, and enhanced the desire for communication in children with hearing impairments.
Effectiveness and Limitations	Phonetic rhythmics is underused in pedagogical practice, indicating a lack of methodological development. This restricts its full potential in speech development.
Impact on Socialization	Phonetic rhythmics greatly improved socialization among children, increasing their interest in communication and enhancing their social skills.
Recommendations for Pedagogical Practice	A systematic approach is necessary for the wider adoption of phonetic rhythmics in schools. The development of special methodological guides is crucial.

## Conclusion

This study aimed to explore the effectiveness of phonetic rhythmics in the development of speech in deaf and hard-of-hearing children. The research confirmed that phonetic rhythmics is an effective method for improving pronunciation and speech, facilitating sensory integration, and enhancing socialization. However, the limited use of this method in educational practice and the insufficient development of methodological foundations present challenges. The study emphasizes the need for broader implementation of phonetic rhythmics, scientific development, and its adoption as a primary pedagogical activity in educational systems.

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