

TEACHING AUDITIVE PERCEPTION OF SPEECH AND NON-SPEECH SOUNDS**Khaydarov Islomjon Khatamjon ugli**

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Annotation: This article discusses teaching non-speech and speech sounds by listening, developing children's hearing abilities, enriching their understanding of surrounding sounds, and shaping their oral speech.

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TEACHING AUDITIVE PERCEPTION OF SPEECH AND NON-SPEECH SOUNDS

It is important that children in preschool age learn:

- Recognize the sounds of toys and musical instruments;
- determination of the number of sounds;
- the ability to distinguish the duration, integrity, tempo, pitch, and rhythm of sounds through hearing;
- determining the direction of sound;
- To be able to distinguish speech, music and song, musical melodies by listening to the performance;
- To be able to distinguish the sound of a male and female voice;
- Recognize the sounds of animals and birds;
- can distinguish household noises and urban transport signals by listening.

It should be noted that teaching non-speech and speech sounds by listening is carried out not only to develop children's hearing and enrich their understanding of surrounding sounds, but also to positively influence the formation of their oral speech.

The ability to perceive the duration, pitch, tempo, integrity, and rhythm of sounds by hearing allows for the development and refinement of the sensory foundation for perceiving the tempo-rhythmic side of the child's oral speech. Children acquire the ability to pronounce words and short phrases at a normal pace, adding and emphasizing them, imitating the correct speech of the teacher and educator perceived by hearing, seeing, and hearing. For this work to be successful, children are required to listen not only to the speech of adults but also to themselves. This is achieved through the adequacy of the choice of speech enhancement mode and the use of reverse microphones—microphones in children—when conducting sessions with stationary wired equipment. It is necessary to ensure that children always have the opportunity to hear the speech of both adults and themselves. Therefore, from the first days of classes, when the operating mode of individual hearing aids is determined, children use them throughout the day. Teaching non-speech and speech sounds by listening is carried out in a specific sequence.

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It is advisable to conduct auditory differentiation of non-verbal and speech sounds in frontal exercises for developing auditory perception and learning pronunciation, as well as in music lessons. In doing so, the educator must know:

which toys does each child in the group feel the sound of:

- a) with individual hearing aids (at what distance);
- b) without apparatus (at what distance);
- c) sound-amplifying equipment for collective use;

which toys does a particular child in the group not hear:

- a) without apparatus,
- b) individual hearing aids,
- c) with collective sound-amplifying equipment.

Auditory differentiation of sound-producing toys, determination of the number, duration, pitch, integrity, tempo, and rhythm of sounds, as well as the direction of sound, is carried out only on toy material that can be heard by all children in the group. For example, if at least one child does not hear a whistle, this toy cannot be used to distinguish other toys by hearing, to determine the number of sounds, their duration, etc. This also applies to the distance at which children perceive the sound of a toy. For example, if a child hears the sound of a flute from a distance of 1 m and a drum from a distance of 4 m, then auditory differentiation should be carried out at a distance of no more than 1 m so that the sound of both toys reaches the child's ears (in this case, the drum should be struck more slowly).

It is necessary to know the distance at which children perceive the sound of non-speech signals without sound-amplifying devices and with individual hearing aids to decide whether to use a particular type of equipment (or to conduct the exercise without it).

Let us dwell in more detail on the methodology of correctional work.

Distinguishing between sound-producing toys.

It should be noted that the choice of methodology for teaching non-speech and speech sound recognition depends on the age of the children.

As noted above, children's perception of various types of sounds not only enriches children's perceptions of environmental sounds but also serves as the foundation for forming certain pronunciation skills: speech tempo, integrity, and rhythm. That is, the child's auditory perceptions should be reflected in their own speech manifestations. Since articulatory movements are closely linked to gross motor skills, on which the rhythm of speech is based, it is important that the child's response to the perceived sound is accompanied by verbal pronunciation. For example, in response to the sound of a drum, children stamp their feet or, clapping their hands, sing the tatata as best they can; in response to the sound of a surnay, they stretch out their arms and pronounce the u sound, and so on. However, in children up to 2.5–3 years of age, voluntary movements are not yet well-developed; it is much more difficult for them to associate a perceived stimulus with an abstract action or their own speech. For younger children, a more stimulating, more effective method is the "objectification" of sound. This method consists of corresponding to each sound: drum, tambourine, trumpet, accordion, sharmanka, whistle—a specific toy, for example: a rabbit

jumps to the sound of the drum—papa, a doll "dances" to the sound of the accordion—tulip, and so on. To differentiate, for example, by suggesting the sound of a drum or an accordion, the educator encourages the children to choose a toy corresponding to the sound in response and perform actions with it: show how the rabbit is jumping and the doll is dancing, and pronounce (how they can do it) a papakha or a tulip, respectively. Gradually, the toys can be replaced with images of drums and accordions or their mock-ups (small paper or cardboard drums, accordions).

However, by the age of three, all children should be taught to respond to sounds with their own movements (walking, performing dance movements, etc.), which are accompanied by the pronunciation of certain syllabic combinations (for example, papapa, lalala).

If training begins at the age of three and older, this method of response is taught to the child from the very beginning during individual sessions.

Having verified that a particular sound corresponds to the children's hearing with the help of the developed conditioned motor response, having determined the distance and type of equipment used for sound differentiation, the educator teaches children to respond to sounds with a specific movement during frontal training for the development of auditory perception, while the educator, during games and physical exercises, and the music worker, during their training, teach children to respond to sounds with a specific movement, for example:

Drum "pa-pa-pa" and step in one place;

Childirma "ta-ta-ta" to kick on one leg;

Performing "la-la-la" dance movements on the accordion;

The flute made a "he" sound with its hands in its mouth like trumpets;

Whistle on tip of foot pronouncing "i" or "pi"

standing and raising the arms upwards;

metallofon sit-ups with hands at the waist, saying "lya-lya-lya";

harpsichord to sing

The differentiation of sound-producing toys is carried out in the following order:

1. Distinguishing between toys that produce two (later three or four, and for hearing-impaired children, five or six) sounds during auditory perception; i.e., the child sees the educator playing a particular "instrument" and listens to their voice; in response, they repeat the corresponding action: they walk, dance, sing, etc., or choose the appropriate toy or picture.

2. Demonstration of the toy's sound as a model: the educator indicates which toy makes a sound and plays it on a large screen; children perceive the sound of the "instrument" only by hearing and repeat the corresponding action, select the toy (the same is done with other sounds);

3. Distinguish by hearing between two (and later three, four, or more) sound-producing toys; the teacher produces a sound from one toy or another behind a large screen; in response, the children repeat the corresponding action and select the toy.

The large screen used in classes should be semicircular or P-shaped to conceal the teacher's hand movements from the children on the side. The sounding of all toys, including the flute and whistle, should be done behind a large screen. Otherwise, children will know that if the deaf educator is playing behind a small screen, it is a flute or whistle; if they are playing behind a larger screen, other toys are ringing. Only after preschoolers begin to perform movements to the sound of a particular toy does the educator step out from behind the screen and continue playing with the "instrument." The children see and hear what kind of toy is playing. The deaf educator approves those who correctly identify the sound.

For this work to be effective, it is also necessary to remember that the sound duration for each toy should be approximately the same, so that preschoolers pay attention not to the duration of the sound, but to its character. Furthermore, the sequence in which the sounds are presented must constantly change. In this case, the sound of one toy can be repeated 2–3 times in a row. It is important for children to listen, not to guess which toy is playing.

It is necessary to train hearing-impaired children, as well as preschool-age deaf children who successfully distinguish by hearing when choosing toys that produce 4 sounds, to recognize them by hearing. To this end, the work methodology will be changed. The sounding toys are behind a large screen. The children do not see which toy the teacher is playing with. They must determine what was heard based on auditory images. The response of preschoolers remains the same as when distinguishing sounds by hearing: drum—stepping in place with the pronunciation "tatata," harmonica—performing dance movements with the pronunciation "lyalyalia," as well as naming the toy making the sound: drum, this is a drum.

In the last two years of training, hearing-impaired children are taught to distinguish real musical instruments, such as drums, accordions, pianos, violins, etc., not toys that make sound, and then to recognize them by hearing. The sounds of musical instruments are suggested in telephone or computer recordings and supported by a corresponding clip and picture.

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