

FORMATION OF SELF-CONTROL SKILLS FOR PRONUNCIATION IN PRESCHOOLERS WITH HEARING IMPAIRMENT

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Abstract. *The article reveals an urgent problem in the study of self-control skills in hearing-impaired children in the preschool education system. The characteristics of the state of certain aspects of pronunciation and intelligible speech of preschool children are considered. The definition of self-control over pronunciation in the hearing impaired and the stages of its formation are given. The directions of work on improving pronunciation training for hearing-impaired preschoolers have been clarified in order to form their self-control skills over pronunciation. The article describes the benefits of early integration of hearing-impaired preschool children into the environment with normally developing peers for successful formation and subsequent consolidation of the skill of self-control over pronunciation.*

Keywords: *hearing-impaired preschool children; pronunciation control; pronunciation side of speech; external and internal control; integration.*

Hearing impairment brings global changes and difficulties to the child's life. Each sensory disorder has an impact on the formation of the child's personality, which is fraught with underdevelopment of speech in general.

Modern technologies allow us to determine the state of hearing at an early stage of development. In children with normal hearing, the speech motor and visual analyzers interact with the auditory, which determines the development of speech as a whole.

Special (correctional) pedagogy of one of the leading problems determines the formation of students' oral speech, violation of communicative functions (this includes the correctness of speech formulation, purity of sound pronunciation, compliance with pronunciation norms: word use, verbal and logical stress, the structure of phrases). Violation of one of the components complicates the use of oral speech as a means of communication [2].

The disadvantages of preschool training of hearing-impaired children cause poor use of the so-called sensitive, the most important period of speech development. It is known that for a hearing-impaired child, this period refers to the age of two or three. If this period is skipped, then the development of speech in hearing-impaired children is extremely diffi-

cult. Shortcomings in early preschool education lead to the fact that the most favorable period for the speech development of deaf children is missed and thus the process of mastering speech becomes more difficult.

Correction of the pronunciation side of the speech of hard-of-hearing children is formed taking into account the peculiarities of auditory perception. Basically, they can distinguish the sound of the voice with modification (in strength, height and duration) within the available range, are able to perceive the rhythmic contour of the word, acoustic signs of phonemes, intonation, and their sound structure.

During the entire period of teaching pronunciation to hard-of-hearing children, it is important to organize and consolidate their self-control skills. Self-control over pronunciation is the ability to correlate the results of your work, your achievements, with accepted standards, the ability to identify your mistakes and correct them [1].

Pronunciation skills are formed both during direct communication with the teacher, and during regime moments during the entire time of the child's stay in an educational institution (with the help of all participants in the educational process). If there is no external

control over pronunciation, then the pronunciation becomes careless, inarticulate.

Hearing, as an organ of perception, plays a major role in controlling one's own pronunciation. Auditory self-control in such children is built gradually in the process of interaction with others.

In their writings, Russian speech pathologists note that with special training, hard-of-hearing children master the basics of pronunciation, but it has multiple disadvantages that require specific, point-based correctional work.

At the initial stage of the work, pronunciation control and correction are carried out on the basis of a comparison of the child's perception organs (vision, hearing, touch) with sensations associated with understanding the samples that the teacher offers him.

The main role in the control of pronunciation at this stage is assigned to the teacher. With the help of his hearing and reflexes, he directs the child, corrects unsuccessful and reinforces successful attempts to reproduce the necessary element of speech. At this stage, under the supervision of a teacher, the process of forming the "correct" articulation takes place.

Through the acquired experience, the child develops articulation components that are fixed in speech activity. In individual classes, the teacher includes tasks to check perceptions when pronouncing given sounds. For example, "say the right sound "With".

Pay attention:

- how to stretch your lips;
- how is your tongue located, show it with your hands;
- identify where the air is coming from;
- what do you hear? (change in the strength of the voice, the flow of the air jet).

The next step in the formation of pronunciation control is the transition from the external control of the teacher to the internal control of the child, which is based on the established figurative type of thinking, already perceived elements of speech, in a certain form amenable to control [4]. This process is associated with the transformation of various types of information (sound, visual, tactile) auditory signals available to a hard-of-hearing

child into a single system of speech kinesthetic images.

Over time, the need for visual and tactile control over pronunciation fades into the background, giving way to kinesthetic and auditory. There is a process of consolidating previously acquired skills, auditory sensitivity is gradually developing.

Serious methods of teaching self-control include the use of modern sound-amplifying equipment, which makes it possible to create a base of self-control over various components of pronunciation [3].

In order for the child to master the process of controlling his pronunciation, it is necessary to clearly identify the semantic sequence of control actions. An important criterion for evaluating the actions of a hearing-impaired child is the ability to stay focused on a certain action.

The use of software and didactic complexes for children with hearing impairment significantly increases motivation. In the process of educational activity, a set of interactive games and exercises contributes to the formation and development of such basic skills and abilities as speech and physical hearing, correct sound reproduction. The process of forming self-control in a playful way makes the child's achievements visible, more real.

For the successful formation of independent control in the oral speech of hearing-impaired children, it is necessary to observe a certain sequence.

After the external and internal self-control is more or less developed, the teacher develops personal methods of self-control over the pronunciation of consonants and vowels with orientation to the phonetic pattern. It is necessary to act according to the individual characteristics of the pupils, the level of formation of the articulatory apparatus, the possibilities of using residual hearing. The achieved positive results are consolidated by daily repetition, the teacher's concentration of attention, as an example of external control, focuses on the meaningful reproduction of actions by the child. The speech material used for training in individual and frontal classes should be understandable and meet the age standards of hearing-impaired children.

Successful formation and subsequent consolidation of self-control skills in hearing-impaired children is the possibility of early integration into the environment with normally developing peers. Inclusive education gives equal rights to all children.

In order to solve the problems of correctional assistance and facilitate the process of social adaptation of hard-of-hearing children, teachers encourage children in every possible way to actively interact in regime moments, the purpose of which is mutual self-control over the pronouncing side of speech. Joint leisure is organized with the inclusion of specially selected games.

When organizing such games, one should adhere to the rule that the rights and obligations of all players should be equal, and the value of each player to achieve the overall result is clear and understandable.

The concepts of such leisure activities are most consistent with folk outdoor games ("Streamlet", "Kite and Chickens", "Ringle",

etc.), as well as all kinds of role-playing games, staging games, etc. Assistance to a player with impaired hearing on the part of the teacher should not disrupt the overall course of the game, the game material needs to think over the role and the possibility of participation of a student with hearing impairment [5].

Thus, in the conditions of integrated education of children with hearing impairment, a new task of correctional assistance from specialists and parents arises, which consists in including such a student in a new structure of social relations

From work experience, it can be concluded that the formation of the skill of self-control over pronunciation in hard-of-hearing children occurs not only in correctional and developmental individual and frontal classes. This process covers all kinds of activities of the child, which contributes to the fruitful organization of the communicative process.

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ФОРМИРОВАНИЕ НАВЫКОВ САМОКОНТРОЛЯ ПРОИЗНОШЕНИЯ У ДОШКОЛЬНИКОВ С НАРУШЕНИЕМ СЛУХА

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***Аннотация.** В статье раскрыта актуальная проблема в исследовании навыка самоконтроля у слабослышащих детей в системе дошкольного образования. Рассмотрена характеристика состояния отдельных сторон произношения и внятной речи детей дошкольного возраста. Дано определение самоконтроля над произношением у слабослышащих и этапы его формирования. Уточнены направления работы по совершенствованию обучения по произношению у слабослышащих дошкольников с целью формирования у них навыков самоконтроля над произношением. Описана польза ранней интеграции слабослышащих детей дошкольного возраста в среду с нормально развивающихся сверстников для успешного формирования с последующим закреплением навыка самоконтроля над произношением.*

***Ключевые слова:** слабослышащие дети дошкольного возраста; контроль за произношением; произносительная сторона речи; внешний и внутренний контроль; интеграция.*