



THE RELEVANCE AND NECESSITY OF USING PHONETIC RHYTHMICITY IN THE DEVELOPMENT OF SPEECH OF ELEMENTARY SCHOOL STUDENTS WITH SPECIAL NEEDS

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Abstract:

This article emphasizes the relevance and necessity of using phonetic rhythmicity in the development of speech for elementary school students with special needs. The development of speech skills is a fundamental aspect of education, particularly for students with hearing impairments or other challenges. The use of phonetic rhythmic exercises can significantly enhance the process of speech correction and development in these students, enabling them to improve articulation, comprehension, and communication abilities. The article explores various methods, including the use of rhythmic patterns, to promote language development in students with special needs, focusing on practical and effective approaches for educators.

Keywords: Article 50 of the Constitution, special pedagogy, students with special needs, inclusive education, cochlear implants, remedial education, hearing impairments, oral speech development, phonetic rhythmicity, speech correction, language development, hearing loss education, inclusive teaching methods, speech therapy, audiological rehabilitation, speech prosody, educational innovation, pedagogical technology, speech and language skills, psychological support in education.

Introduction

Globally, the UN's "Convention on the Rights of the Child" and the "Declaration on the Rights of Disabled Persons" emphasize the early social integration of children with disabilities. This has become a foundation for modern special education reforms, focusing on innovations that integrate children with special needs into society. Likewise, the UNESCO program "Education for All" and the "Community-Based Rehabilitation (CBR) Guidelines" emphasize the importance of education tailored to the needs of children with disabilities, especially those with hearing impairments, to ensure their full participation in society.

In practice, inclusive and special education for children with hearing impairments is an area of ongoing scientific research, particularly in developing effective approaches to speech development. Studies aim to improve the educational preparation of future surdopedagogues and apply new methodologies to enhance speech development for children with hearing difficulties. This includes identifying strategies for enhancing communication skills, ensuring equal opportunities for disabled children, and fostering their social activity.

In Uzbekistan, significant attention is paid to supporting children with disabilities, providing them with quality education, and integrating them into society alongside non-disabled peers. The development of legal frameworks in line with these goals has led to the creation of new strategies aimed at improving the social support systems for people with disabilities. For example, the "Inclusive Education" provisions in Article 50 of the Constitution of Uzbekistan align with global initiatives, ensuring all children, including those with disabilities, receive equal educational opportunities.

Literature Review

Research on the education of children with hearing impairments has been conducted by scholars such as F. Alimkhodzhaeva, N. Bekmurodov, X. Gaynutdinov, and others, focusing on various aspects of speech development, particularly in the context of general motor skills. X. Pulatova and G. Abdullayeva emphasized the importance of logorhythmics in correcting speech disorders, contributing to a more structured approach in using rhythmic exercises for speech therapy.

In the international context, significant research has been done on auditory-verbal methods, with scholars like H. Dirksen, L. Bauman, and Carol Padden exploring

bilingual education models and methods for preparing children with hearing impairments for independent life. Notably, recent research on cochlear-implant children has shown that rhythmic abilities play a key role in their speech development.

The Role of Phonetic Rhythmicity

Phonetic rhythmicity, which refers to the use of rhythm and patterns in speech sounds, is essential in speech development for children with hearing impairments. It helps to build prosody—the rhythm, stress, and intonation in spoken language—allowing children to improve their articulation, timing, and the clarity of speech sounds. The rhythm of speech acts as a bridge between auditory signals and motor responses, which is critical for children who are developing their communication abilities. Numerous studies have demonstrated that incorporating rhythmic exercises into speech therapy enhances children’s ability to articulate sounds and words more clearly. These exercises also contribute to better understanding of speech patterns and emotional cues, essential for effective social interaction. For children with hearing impairments, especially those with cochlear implants, phonetic rhythmicity can aid in the adjustment to auditory feedback. This is particularly true when using rhythmic activities designed to enhance motor coordination and timing, which directly affect speech production. Research by foreign scholars, including Céline Hidalgo, Annabelle Zécari, and others, has underscored the significance of rhythm in helping children with hearing impairments overcome challenges in speech development.

The Need for a Phonetic Rhythmic Approach in Special Education

Given the growing focus on inclusive education, it is crucial to create pedagogical models that are tailored to the needs of students with special needs. This includes the integration of phonetic rhythmicity into speech development exercises for elementary school students with hearing impairments. The current educational methodologies need to be expanded to include more holistic, rhythm-based approaches to support the development of these children’s speech.

Educational strategies must also be designed to assess and enhance not only speech clarity but also the child’s social interaction skills and cognitive abilities. Phonetic rhythmicity can contribute significantly to these areas, helping children

with special needs engage more fully in both educational and social environments.

Research Objectives and Methodology

This study aims to investigate the corrective and developmental potential of using phonetic rhythmicity in the speech development of elementary school students with special needs. The research will focus on:

1. Analyzing the pedagogical conditions required to implement phonetic rhythmicity in the development of speech for special needs students.
2. Improving models for using phonetic rhythmicity in speech development.
3. Developing methods for evaluating the effectiveness of phonetic rhythmicity-based interventions.

The research will involve students from special education schools in Jizzakh, Fergana, and Tashkent. A variety of research methods will be employed, including surveys, tests, observations, pedagogical experiments, and statistical analysis.

Conclusion

The use of phonetic rhythmicity is of paramount importance in the development of speech for elementary school students with hearing impairments. It offers a valuable tool for speech therapists and educators, enabling a more effective approach to speech correction and communication skills development. By integrating phonetic rhythm exercises into educational practices, we can support the social integration and academic success of children with special needs.

The outcomes of this research will be instrumental in refining educational practices for children with hearing impairments, providing both theoretical and practical insights into how phonetic rhythmicity can enhance speech development. The findings will also contribute to the broader field of special education, offering new strategies for fostering inclusion and effective communication.

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