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AUDITORY PERCEPTION IN THE INITIAL PERIOD OF EDUCATION THE UNIQUENESS OF DEVELOPMENT WORK

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ANNOTATION

This article provides information on the development of auditory perception, the main purpose of learning non-speech sounds, exercises used to further improve the lesson, and exercises to strengthen knowledge.

Keywords: auditory perception, non-speech sound, frequency, sound range, sound power, method, property, analyzer, perception.

At the initial stage of work on the development of auditory perception, it is appropriate to start with the study of non-speech sounds. These sounds produce more sound, the frequency characteristics are different, and when defining the name of the sound, it does not require a lot of vocabulary. It is very important for children, especially children without special training, when they go to school. Children quickly learn the sound without speech.

The main purpose of the study of non-speech sounds is to determine the perception of the environment in children, to prepare their auditory analyzers for life, that is, for everyday life, and then for speech perception. The program for the development of auditory perception through perfect sound is structured in such a way that it uses sounds that are easy for students to hear (circle, flute), but sounds that are sharply different from each other.

Gradually, they move on to playing low sounds (harmonica and metolophone). At the same time, students are taught to match sound with speech, that is, to understand sound with speech construction (is the sound of a circle coming from the left?, I hear a sound of a circle).

When working on the development of auditory perception through non-speech sound, the perception of sounds is initially divided into differentiated or undifferentiated sounds.

In the perception of non-speech sound, a distinguishable sound is a sound of unknown origin, that is, students hear a sound but cannot determine where it came from.

Early lessons on undifferentiated sound perception take into account the frequency and dynamics of the students' hearing range and use non-speech sounds. For this, the intensity and frequency characteristics of the sounds will be strong enough, that is, children should be able to hear sounds with the help of a sound amplifier. Children raise their hands when they hear a sound.

Before teaching, the teacher shows the source of the sound to the students (circle .....) by playing the sound of the circle, using the students' hearing and vision to perceive the sound. (after the circle is played), that is, if he hears, the student raises his hand, if there is no sound, he does not raise his hand.

Each student begins to raise his hand, perceiving the sound. The teacher asks the student to close his eyes, bow his head and circle (hit the circle) 2-3 times, the students should raise their hands when they hear the sound.

To check the students, the teacher sometimes does not click on the circle, asks the student to open his eyes and asks if he heard the sound. The teacher continues the lesson until every student learns or distinguishes the sound, and the lesson can be ended after most students have mastered it.

The following is for further improvement of the lesson

exercises should be done.

1. Flags are distributed to students. A student makes a sound using an instrument, students raise their flags, those who do not hear a sound do not raise a richer one.

2. Pupils march from their places with their backs to the table where the teacher is sitting, they also stop when the sound stops.

By distinguishing the perception of non-speech sound, he can tell the source of its origin, that is, the child clearly says the sound of a circle or the sound of a bell. In this case, it is necessary to use a sound amplifier.

In the first lessons, sound sources with sharply different sounds are used, for example, a circle or a flute.

The student must be able to distinguish the sound of a flute from the sound of a circle through auditory perception, and must be able to express the example given by the teacher through speech.

First, the teacher determines whether the students know this toy or not. For example, showing a toy, what does it say? If the student finds it difficult to say, then the student will say the name of this toy himself. A picture (representing something) and a table with what is written under it are hung on the blackboard.

After hanging the table on the board, the teacher instructs the students to listen to the sound coming from this toy and asks questions.

"What did you hear" (questions should be written on the board in advance). The student answers: "I heard the sound of the flute." After this task is completed, the teacher works only on the sound. Slowly - gradually new sounds are added. It is not recommended to use more than 4-5 sounds in the lesson. Out of those 4-5 used sounds, 3 should be new.

The greater the number of sounds, the more difficult it is for children to distinguish them. In the next lessons, children learn to distinguish sounds that are close to each other, for example, the sound of a circle from the sound of a drum, the sound of a flute from the sound of a trumpet, a metalaphone and a harmonica. This task can be performed in various game exercises.

1. Children stand in a circle, each holding a toy that makes a sound. The leader is blindfolded. At the teacher's signal, one of the students makes a sound through his toy. And the starter must determine what sound he heard.

2. Children are sitting at a desk, there is a toy or picture in front of them that makes a sound. The teacher makes a sound, the student holds up a toy or a picture and makes a speech sound accordingly. In the next lessons, students will be asked to determine the number of signals emitted by the device. The teacher beats the drum and starts to count each sound with his finger. Pupils first repeat together with the teacher, and then start counting independently.

This exercise is repeated several times by students in different chapters. In this case, students count the signals with their fingers using auditory perception without visual analyzers. Such an exercise can be conducted to strengthen knowledge. The teacher sounds the instrument several times, and the students count the sounds they hear on their fingers, clap their hands (for example, if they hear four beeps, they clap four times), repeat on the instruments, play round sticks. In the lesson program, the sides of the sound source, that is, from which side is the sound coming from, from the right, from the left, from the front, from the back? It is also indicated to identify these. This task is carried out without a sound amplifier. In this case, the lesson is conducted based on auditory and visual analyzers. First of all, it is necessary to start with sounds, because sound is important in human practice, for example, a door knocks or a bell rings, and a car passes by.

The student's task is to identify the sources from which the sound came out and express them in speech. At the beginning of the exercise, the source of the sound is mentioned and the direction of the sound is pointed with the hand. Before telling the source of the sound, students should be taught the meaning of the concepts of left, right, front, and back. Children can be asked: Where is the desk? Where's the board? Where is the window, the door? If possible, these exercises should be carried out in a spacious, large room, and amplifier speakers should be installed in the four corners of the room.

Students stand in a circle in the middle of the room. Then the speakers alternately emit sound, and the student determines from which direction the sound is coming.

The following exercises are recommended.

1) Children form a big circle. Each of them has a sound-producing instrument (toy), the leader stands in the middle of the circle, and his eyes are filled with it. One of the children makes a sound through the toy in his hand, the leader points to the side where the sound came from and answers.

I heard the sound of a harmonica from the right.

2) 4 students stand in 4 corners of the room. The leader stands in the middle of the room, blindfolded. One of the students makes a sound with his toy, the leader shows with his hand the side from which the sound came out, from which toy the sound came out.

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