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LOGOPEDIC WORK TOWARDS FORMATION OF PHONEMIC SYSTEM IN CHILDREN WITH HYPERNASALITY

Abstract. The article describes a scientifically based technology of formation of phonemic system of the native language in children born with cleft lip and palate. From the first days of the baby's life this birth defect impairs the development and functioning of the speech organs of the child (tongue, lips, jaws, soft palate, and voice producing apparatus), leads to the reduction of speech kinesthesia and control of articulatory movements. Such children cannot reproduce linguistic phonological oppositions by corresponding articulatory movements. Thus, when pronouncing vowels they tend to mix up articulations in height, backness and labialization; consonant articulations are confused in manner and place of production. Inability to reproduce linguistic phonological oppositions by corresponding articulatory movements and incomplete kinesthetic (articulatory) comprehension of speech sounds causes indistinct differentiation by the hearing; that is why accumulation of clear phonetic images of words is made difficult in such conditions and there appear a number of obstacles in the process of formation of the phonemic system of the language. Special training taking into account the mechanisms of underdevelopment of the phonemic system of the language in children suffering from hypernazality presupposes five interrelated sections: formation of linguistic phonological oppositions by corresponding articulatory movements; development of kinetic-kinesthetic basis of articulatory movements and control; correction of the phonetic system of the language; formation of phonemic, intonational and morphological comprehension, skills and habits of phonetic analysis; development of cognitive processes in the sphere of language.

Keywords: hypernasality; phonemic system of language; phonemic perception; articulation; acoustic characteristics of the sound; intonation comprehension; kinesthetic basis of articulemes; kinetic basis of articulemes.

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The phonemic aspect of speech production in children with cleft lip and palate is characterized by distortion of vowels and consonants in all differential features which leads to mixing them up in comprehension, to difficulties of phonemic analysis and synthesis, and at school – to difficulties of reading and writing. In this connection logopedic influence presupposes two connected lines of work: correction of pronunciation and

voice and development of phonemic awareness and sound analysis.

According to uranoplastics logopedic teaching is divided into two stages: pre-surgical and post-surgical ones. The pre-surgical stage of logopedic support is aimed at:

- formation of the skill to take various articulatory positions in accordance with the sound under study;
- transfer of articulatory focus into the front parts of the mouth resonator;
- stimulation of movements of the tip and the middle (front) of the tongue;
- development of differentiated kinesthetic perceptions;
- training the muscles of the articulatory apparatus for oncoming uranoplastics;
- development of correct pronunciation and phonemic system of language (phonemic awareness and sound analysis);
- development of breathing.

During the post-surgical period the state of the palate and pharyngeal muscles plays an important role in normalization of the phonetic system of language. That is why special attention should be paid to exercises allowing relaxation and activization of palatal and pharyngeal reflexes. These exercises include the techniques of relaxation; massage of the palatopharyngeal and palatoglossal arches, the soft palate and pharyngeal muscles; gymnastics for stimulation of the palate and pharyngeal muscles; gymnastics for training control of velopharyngeal closure.

Working on correction of consonants presupposes a certain sequence.

I. Preparatory Stage

The tasks of the given stage include the formation of skills and habits of:

1) comprehending the sound under correction in texts;

2) training breathing and articulatory positions for correct pronunciation of sounds.

Special texts (poems, proverbs, sayings and tongue twisters) are found in order to develop the ability to comprehend the sound under correction. While reading the text, the logopedist pronounces the sound in words longer than usual (thus singling it out by intonation) with a clear picture of the oral image. The children listen to the correct pronunciation and follow the instruction of the logopedists: "If you hear words (e.g. with the sound *ш*), throw a token or clap your hands".

The texts should be selected according to the following rules:

1. First we should select texts abundant in sounds under correction, then come texts with fewer such sounds, and finally selected are conflict texts containing no sounds under correction at all.

2. We should selected texts containing no words with oppositional sounds close to the sound under correction. For example, while correcting the sound *ш* it is undesirable that the text should have many words with sibilants (*с*, *з*, *ц*, *ч* и *щ*).

3. We should selected texts with words in which the sound under correction is in different phonetical positions (in the beginning, middle, or at the end of a word).

Work with texts is very useful for the child: it develops a focus on the phonological aspect of speech, realization of the fact that speech sounds may take different positions in words, and improves speech kinesthesia. Listening to model standard pronunciation children speak the text out to themselves and then try to "tune in" the organs of articulation to producing the necessary sounds (like normal children).

Formation of random articulatory movements is an important task of the preparatory stage. Articulatory gymnastics focuses on the formation of five basic positions of lips and tongue necessary for training pronunciation of the consonants. The following articulatory positions of the tongue should be trained especially hard: "dorsal", "vacuminal", "back tongue" and "alveolar" positions. Their realization needs the flattest position of the tongue (with the exception of the sound *л*) and strong airstream. Raising the tongue ("vacuminal position") produces close sounds (*ш, ж, ч, щ*), lowering the tongue ("dorsal position") produces low sounds (*с, з, ц*). Placing tongue from the low position to the "back position" is necessary for the pronunciation of the sounds *к, г* and the fricative *х*. Alveolar position is needed for the formation of the sonorants *р* and *л*.

Special articulatory gymnastics are worked out in correspondence with correct articulation of the sound under correction.

Requirements to the conduct of articulatory gymnastics:

1. to develop skills of taking the corresponding positions of the tongue, lips and jaw ("spade", "bridge", "cup", "smile", "trunk", etc.), which facilitates improvement of kinesthetic perceptions produced by the movements of the tongue, lips and jaw;

2. to combine formation of articulatory positions with development of oral exhale which improves the further accuracy of pronunciation and removes nasality;

3. to practice doing exercises on coordination of movements of the tongue, lips and jaw as while pronouncing speech sounds they act together and adjust to each other;

4. to reproduce and remember the "kinesthetic melody" of articulatory positions for creation of the kinesthetic image of the sound under correction (e.g. "fence", "spade", "cup" and exhale for improvement of the sound *ш*);

5. to systematically form visual, auditory and kinetic-kinesthetic control of correct reproduction and articulatory positions, intensity and length of oral exhale.

Training consonants pronunciation is achieved through re-creation of the basic articulatory position of the sound and the exhale involving auditory and visual control. The logopedist pronounces a sound making it prominent by means of intonation and attracts the attention of the child to the oral image of the pronounced sound.

For example, to learn the pronunciation of the sound *ш* the child reproduces the images of the "spade" and "cup"; they make their lips slightly protruded and rounded and follow the instruction: "Let us hiss like a snake". The intensity and length of

oral exhale is controlled through the comparison between the exhale of the child and that of the teacher (on the palm). Then children practice clear pronunciation of the sound.

Special attention should be paid to remembering the basic moment of articulation of the sound under correction and practicing intensity and length of the oral exhale. The oral exhale is formed: through visual perception (e.g. comparison of a paper tape deviation caused by the teacher's exhale and that of the child; how many butterflies or dragonflies flew away at the logopedist's exhale on them and when the child did the same, tactile perception (e.g. comparison of intensity and length of the exhale on the teacher's palm and on the palm of the child).

The given technique of correct training of consonant sounds allows children to remember the basic moments of articulation of the sounds under correction and thus form kinesthetic perceptions produced by the movements of the tongue and lips and teaches to control the speech organs and facilitates the development of breathing and voice.

The technique of training consonant sounds through re-creation of the "kinesthetic melody of articulatory movements" of the sound under correction with subsequent exhale. For example, to train the sound *ж* the child takes a sequence of articulatory positions ("fence", "spade", "tasty jam", "cup") with subsequent exhale. The child is given an instruction: "Let's buzz like a bug". Auditory and visual kinds of control are switched on. The logopedist pronounces the sound making it prominent by means of intonation and attracts the attention of the child to the sequence of articulatory positions and the oral image of the pronounced sound. This technique of training the sound does not only facilitate the development of kinesthetic perceptions, but also forms the kinesthetic image of the sound. The obligatory conditions of teaching correct articulation are:

1) demonstration and explanation of the position of the organs of speech while pronouncing the sound under study;

2) reference to various analyzers (visual, auditory, tactile);

3) use of a mirror which allows the child to see the position of their organs of speech and those of the logopedist and thus control their pronunciation.

Consolidation of the correct articulation of the sound is first effected on the material of syllables and words. The work on activization of the uvular muscles and the back of the throat and development of the oral exhale is continued on the same material.

So, different types of syllables are selected for activization of the uvular muscles and the back of the throat; they are trained in the following sequence:

- closed syllables (*áuu, óuu, ýuu*) – the vowel is short, abrupt and pronounced with a glottal attack;
- closed syllables. Vowels and consonants are pronounced short and with pauses (*á — uu, ó — uu*) in order to keep the uvular in the raised position;
- closed syllables. Vowels are pronounced with aspiration (*h — auu,*

h — ou);

- closed syllables. Vowels are pronounced with a palatal attack;
- consolidation of a sound in intervocalic position (*áua, óuo*). The initial vowel is first pronounced with a glottal attack (*áua, óuo*), then with aspiration (*h — aua, h — ouo*), and only then with a palatal attack (*aua, ouo*);
- open syllables (*ua, uo, uy*) are trained with a palatal attack.

II. The Stage of Formation of Initial Skills and Habits

The tasks of this stage include the formation of the following skills and habits:

1) to perceive the difference in the articulation of oppositional phonemes kinesthetically;

2) to comprehend oppositional phonemes.

In order that the child should not replace and confuse sounds in oral speech (and later should not mix up letters in writing), they must hear and kinesthetically perceive the difference in articulation of the sounds that could be mixed up.

For example, while pronouncing the sound *c* the tip of the tongue is low, the lips are spread as if smiling, the airflow is narrow and cold as a snowflake; while pronouncing the sound *u* the tip of the tongue is raised, the lips are protruded and rounded, the airflow is broad and warm as the "sun".

That is why in order to form the phonemic system of language in children with hypernasality special attention is paid to the development of kinesthetic and kinetic control on the basis of visual supports.

The method of articulatory-oral modeling with the help of cards-symbols (showing the position of the tongue, lips, teeth, lower jaw, character of the exhaled airflow, presence of voice) is widely used for ensuring children's acquisition of articulatory positions.

Then the child analyzes the articulatory position according to a visual support; models the articulatory-acoustic image of the sound according to a visual support; remembers the articulatory-acoustic image of the sound; models the articulatory-acoustic image of the sound according to a mental image (from memory).

The use of material supports (cards-symbols: "fence", "spade", "tasty jam", "cup", etc.) makes articulatory actions conscious, creates a plan of action, materializes the kinesthetic "melody" of the sound under correction and creates the kinetic image of the sound.

In the process of modeling the child begins to "tune in" the organs of articulation to general sounding. Constructing articulatory positions of the sound under correction on the basis of a visual image allows strengthening kinesthetic feelings and facilitates the transposition of the sound analogue into standard pronunciation. Cards-symbols give children a chance to manipulate them on their own, construct various kinds of articulatory positions, correlate the position of their own articulation organs with the model scheme and find correct variants and reject incorrect ones.

The following exercises may be

used for consolidation of the kinetic-kinesthetic control:

- finding a card with the picture of a concrete articulatory position;
- analysis of an articulatory position of a sound through the choice of corresponding cards-symbols;
- modeling an articulatory position of a sound with the help of cards-symbols and simultaneous execution of an articulatory action;
- tasks on comparison, correction and finding correct articulatory positions;
- modeling an articulatory position on the basis of a verbal instruction;
- finding a card-symbol of an articulatory position of a sound among other cards-symbols;
- finding changes, shortenings or complications (with the help of a plan) with surplus elements of the program of articulatory actions;
- matching the quality of performed movements to pictures or model, finding incompatibilities and stimulation to their correction.

Formation of correct articulatory positions is only one of the conditions necessary for the correct pronunciation of the sound. The child must learn to exercise self-control and evaluate the quality of the sounds in their own speech and distinguish standard pronunciation from non-standard one. Teaching pronunciation demands maximum presentation of normally sounding speech so that the child could observe, analyze and compare their own speech with the model, which facilitates, in its turn, establishment of a strong connection between articulatory and acoustic properties of a sound. Having formed articulation, it is necessary to give the child a chance to listen to the sound under correction pronounced in isolation, in syllables, words, sentences and texts.

Development of phonemic awareness and phoneme formation is allotted an important role in correction of pronunciation of sounds in children with hypernasality. As long as the phoneme is a sense distinguishing unit of language, its meaning is clearly expressed in a word, sentence or text because these units possess meaning. That is why formation of phonemic awareness should not be started on the material of a series of sounds and syllables, but on the meaningful material possessing sense.

Therefore, the formation of phonemic awareness should be first based on the material of words. The following exercises could be used.

- The teacher chooses words with similar sound composition and the matching pictures (for example, *korzina — kartina, moloko — molotok*, etc.) and the child is given the instruction: "Show where you can see a *korzina* and where there is a *kartina"*.
- The teacher chooses words with oppositional phonemes close in their articulatory properties (for example, *malina — Polina, medal' — pedal', dub — zub*), and the child is given the instruction: "Show where you can see a *dub* and where there is a *zub"*. The children's attention is attracted to the difference in the sound composition and meaning of the words.
- The teacher chooses words with oppositional phonemes close in

their acoustic properties (voiced – voiceless, hard – soft) and the matching pictures. The child is given the instruction: "Show where you can see a *bochka* and where there is a *pochka"*. The children's attention is attracted to the difference in the pronunciation of voiced and voiceless sounds in the words and the difference in their meanings.

● The teacher pronounces the words: *sledge, bough, ball, book, spike*. The child is given the instruction: "Listen to the words, remember and repeat the words which have the sound under study".

● The teacher chooses paronyms – words different in meaning but close in sound composition – and the child is given the instructions: "What do the words differ in?" (for example, *malina — mashina*); "Compare the words" (for example, *mnut, gnut, zhnut*); "Be a magician" (for example, turn a bird of prey into a domestic animal: *osel — orel*).

Tasks on inclusion of a sound into phonetic analysis also facilitate more successful development of sound differentiation. In order to attract the attention of the child to the phonetic aspect of speech and teach them to comprehend and single out sounds, it is first of all necessary to teach them to single out the sounds which they pronounce correctly and then the ones which are trained in the process of correction. With the purpose of formation of control the phonemic analysis is first conducted on the materialized basis:

● the teacher gives a picture for the child not to forget what word they are analyzing (for example, *som*);

● the scheme of the sound composition of the word under analysis is laid out under the picture;

● the child is given tokens for designating the sounds;

● the logopedist pronounces the word stressing each phoneme one after another by intonation (*sssom, sooom, sommm*). The children mark each phoneme by placing one of the tokens they got in the scheme slots in the same sequence.

● they get a three-dimension model of the word which represents a discrete series of tokens each of which designates a sound and takes a definite position in the series.

The psychological essence of the given method consists in the fact that the three-dimension model of the word created in this way represents, first of all, separate phonemes irrespective of their concrete pronunciation; secondly, it displays the series of the phonemes and their number and sequence. The graphical scheme and the tokens are means of designation of each singled out phoneme and control of the obtained result. So if the child has not filled in all squares of the scheme, they have not singled out all phonemes.

When the skill of analysis of the sound composition of a word with the help of a scheme becomes more stable, the pupil should pass on to stressing sounds first by loud, slightly exaggerated pronunciation and then – silently to oneself. The skill of word sound composition analysis is formed in the following way: comprehending separate sounds in the word composition, distinguishing them and defining

their sequence and number. And the sequence and number of sounds create the unique meaning of the word (*kot — tok, Kolya — Olya*).

After the children have mastered the process of sound composition analysis, we can go on to exercises with tokens of different colors (red tokens for vowels, blue – for consonants, green – for soft consonants) for constructing syllables of the types VC (vowel and consonant), CV and CVC.

It is important to teach the child to recognize a phoneme in different phonetical positions. The child suffering from hypernasality hears and recognizes a sound in the initial position, but finds it difficult to single it out in the medium and final position. The distinguished sound is correlated with the corresponding articulation and articulatory and acoustic properties of the sound are analyzed in detail according to the plan (position of lips, teeth, tongue, exhale, voiced – voiceless, hard – soft).

Thus, consolidation of pronunciation in complex with teaching phonetical analysis develops mental abilities of the children, attracts their attention to the phonetical aspect of speech, teaches them to observe and compare linguistic phenomena, forms generalized phonological cognitions which, in their turn, become a stimulus for improving articulation. The formation of qualitative evaluation by children of their own speech and that of other people also contributes to this end. By listening to how speech sounds, comparing one's own pronunciation with that of other pupils children learn to notice mistakes in articulation and to correct them in a proper way. After the child has mastered the correct pronunciation of a sound, the sound could be included in word combinations, sentences, tongue twisters, proverbs, etc. While working on the correct pronunciation of a sound (e.g. the sound *ш*), the logopedist should keep in mind that the use of its substitute (e.g. the sound *с*) is incorrect. This is vividly expressed at the school age when children write: "*koska*", "*sar*", "*myska*". That is why the sound-substitute is also defective because the child does not distinguish it from the sound *ш*. The main aim of such lessons is to teach the children to recognize the sound-substitute and single it out in different phonetical positions.

The child with hypernasality finds it difficult to switch over from the semantics of a word to its sound composition. That is why it is necessary to demonstrate to the children the sense-distinguishing function of the phoneme. For this purpose:

- the child is given a picture showing, for example, *usy* (moustaches);
- a sound-syllabic analysis of the word *usy* is carried out (the number and sequence of syllables in the word, the syllable with the sound *с* is found and delimited);
- then the children are asked to replace the sound *с* by the sound *ш* and say what new word was coined (*ushi*);
- the logopedist gives the children a cue that "the change of a sound inside a word changes its meaning";
- after that the logopedist asks a general question: "What do the words

usy and *ushi* differ in?" The child with hypernasality concentrates only on the semantic aspect of the word and shows moustaches and ears in the pictures;

● with the help of other questions ("What else do the words differ in?", etc.) the logopedist brings the child to the conclusion "The words *usy* and *ushi* differ in sense and the sounds *c* and *ш*".

A system of games on the basis of paronyms – words close in pronunciation but different in meaning (zhaba – baba, vecher – veter , etc.) can be used for consolidation of the skill to perceive the sense-distinguishing function of the phoneme in words.

It is important to teach the child to observe, compare and distinguish these words by their sound composition and understand their meaning. The following tasks may be used for this purpose.

● Look at the picture and show where there is a *shapka* and where there is a *lapka* (*shary – fary, shilo – mylo, shishka – Tishka*, etc.).

● Listen to the words and compare their pronunciation and meaning (*utki – ushki, sheya – feya, shilo – mylo, shuba – guba*, etc.).

● What do the pairs of words differ in what are they similar in (*sheya – feya, shilo – mylo*, etc.)?

● It is worth while using "sense absurdities" and their analysis:

Spit v svoey norushke *mishka*,

V berloge soset lapu *myshka*.

Paronyms cause children's lively interest and as a result serve as a valuable material for activization of sense-distinguishing processes, enrichment of the vocabulary, speech comprehension, development of the skills of phonetical speech analysis, cognitive activity in the sphere of language, concentration of attention and development of memory. Paronyms are chosen in accordance with the sounds under corrections at the lessons (V. Buyko, G. Syropyatova).

After the child has learnt to pronounce each of the confusable sounds, to recognize it in speech and to correlate the sound with articulation, we can begin its differentiation. Differentiation of the sound is conducted according to the following plan:

● finding confusable sounds in words (e.g. shary – sani);

● differentiation of the found sounds and their opposition to one another. Children's attention is attracted to the difference in articulation and pronunciation and sense-distinguishing role of the sound in the word. Thus, on the basis of visual perception and kinesthetic feelings the child realizes how the sounds *c* and *ш* are pronounced, what is similar between them and what they differ in: while pronouncing the sound *c* the lips are spread in a smile, and while pronouncing the sound *ш* the lips are protruded and rounded; the tip of the tongue in the sound *c* touches the lower teeth, the front part of the tongue is raised in the direction of the alveoli and makes up a narrow channel, and while pronouncing the sound *ш* the tip of the tongue is raised to the upper teeth, but does not touch them and makes up a narrow channel; in pronouncing the sound *c* the airflow is narrow and cold as a snowflake, in pronouncing the sound *ш* it is wide and

warm as the sun. The logopedist asks the children to feel and compare the airflow while pronouncing these sounds. The uvular is raised and blocks the passage of air into the nose, both sounds are pronounced without voice. Then the children model the articulation of both sounds with the help of cards-symbols and compare them.

Then the teacher gives tasks for consolidation of articulatory differences:

– define the sounds *c* and *ш* by articulation without sound (by lip movements);

– identify the sounds by the picture of the lips and pronounce them;

– reproduce the sounds by the signals: the wrist is raised as a "cup" – *ш*; the wrist is lowered as a "down glide" – *с*.

– define the sound by the exhaled airflow.

The acoustic image of a sound is associated with non-speech sounds: the pronunciation of the sound *с* resembles whistling, and of the sound *ш* – hissing;

● after this, the sense-distinguishing role of the sounds under comparison is defined. The teacher offers pairs of words which are opposed with the help of differentiating sounds: *krysa – krysha, miska – Mishka*, etc. The logopedist attracts the children's attention to the change of the meaning of the word connected with the use of one or another confusable sound;

● differentiation of sounds in words. Differentiation of sounds in words is carried out on the background of specifying the sound composition of a word:

– compare the paronyms by meaning and pronunciation (sutki – shutki, bashnya – basnya, usy – ushi);

– single out from a series of orally presented words those that contain differentiating sounds and pronounce them (*som, kom, soki, shkaf, lapa, rama*);

– change the verbs according to the model: *plyasat' — plyashu*, paying attention to sound interchange *с – ш* (pisat'… – kosit'…, krasit' – …);

– divide the pictures into two groups, name the objects and define the position of the differentiating sound in the word;

– select the pictures in which the objects contain both differentiating sounds, name the objects and define the positions of the differentiating sounds in the word (sushka);

– select the words with differentiating sounds in the given syllable;

● differentiation of sounds in sentences and texts. The following tasks can be used:

1) compare the meaning and pronunciation of the paronyms, pronounce them and make up sentences with them;

2) make up sentences for pictures of objects, pronounce them and mark the words with differentiating sounds;

3) oral test dictation. The logopedist reads out sentences and the children find the words with differentiating sounds.

Much attention is paid to sentence analysis. Sentences with deep syntactic structure are selected for teaching analysis. The teacher organizes:

- structural sentence analysis (number and sequence of words in the sentence);
- semantic sentence analysis (using special questions beginning with *who, what, why*, etc.).
- intonational sentence analysis (stressing each word in the sentence by intonation, which is especially important for particularizing prepositions and conjunctions);
- predicative sentence analysis (allows the pupil to see the organizing effective function of verbs in the sentence).

Special attention is paid to the work on the functional sentence perspective – definition of the theme and the rheme of the sentence. The children should remember that the content of the sentence is expressed by the rheme. The logopedist should teach asking questions of the type "Who is … about?", "What new information is given about … ?, "What is … about?".

Work on correction of voice and articulation accompanied by the development of phonemic perceptions significantly improves the mental activity of children and enhances their cognitive efforts aimed at mastering the sound composition of the word and prepares children for school education (adequate reading and writing).

Analysis of practical teaching of children with developmental disorders shows that the logopedic support is often unilateral. Logopedists focus on correction of articulation and voice but neglect the formation of correct intonation. But deprivation of the motor component in children with the given developmental disorder does not only lead to articulation and voice defects, but also to underdevelopment of speech comprehension (Z. A. Repina). The process of speech comprehension always needs repeating the partner's words to oneself (A. R. Luriya, A. A. Leont'ev).

In order to prevent underdevelopment of the impressive aspect of speech the logopedist should systematically plan work aimed at the formation of intonation. Speech intonation helps to reveal the content of oral speech and its communicative meaning. A. A. Leont'ev writes that… "the speaker should be able to use not only linguistic means but also psychologically essential communicative means of expression of thought and, first of all, intonation".

Our program on formation of intonation is based on the following principles.

- The principle of development of intonation ear. The teacher plans communicative exercises on formation of skills to concentrate the attention on oral speech; to analyze and evaluate it; to develop the ability to properly and fully comprehend the feelings and thoughts of the speakers by intonation.
- The principle of development of linguistic flair. The teacher plans communicative exercises on realization of the emotional state of the speaker by posture, gesture and mimicry; correlation of intonation contour of an utterance with various plot illustrations; comparison and evaluation of intonation contour of oral models and peers' utterances; replacement of in-

tonation utterance taking into account the change of intonation.

- The principle of support in working over intonation. It employs the method of observation of oral speech of the peers and their own speech recorded on video- or tape recorder and comparison of the result with the model.

The given program presupposes the development of the following skills and habits:

- to change voice intensity according to the meaning and situation of communication;
- to use logical stress to single out the most important words by their meaning;
- to comprehend and evaluate voice melody;
- to use semantically relevant pauses and define their position in speech;
- to change timber and quality of voice according to the communicative situation.

The given program of work on formation of intonation facilitates the improvement of oral comprehension, the ability to attract attention to oral speech and evaluate it from the point of view of correctness and expressiveness, the ability to properly and fully comprehend the feelings and thoughts of the speakers by intonation.

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