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- 13.00.00 Pedagogika fanlari
- 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
- 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
- 13.00.03 Maxsus pedagogika
- 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
- 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
- 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
- 13.00.07 Ta'limda menejment
- 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
- 13.00.09 Ijtimoiy pedagogika
- 07.00.00 Tarix fanlari
- 19.00.00 Psixologiya fanlari
- 01.00.00 Fizika-matematika fanlari
- 02.00.00 Kimyo fanlari
- 03.00.00 Biologiya fanlari
- 09.00.00 Falsafa fanlari
- 10.00.00 Filologiya fanlari
- 11.00.00 Geografiya fanlari

M A KTABGACHA VA AKTAB TA'LIMI

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IMPROVING THE METHODOLOGY OF DEVELOPING PHONETIC COMPETENCIES OF PRIMARY SCHOOL STUDENTS

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Abstract: This article explores in depth the methodology of developing phonetic competencies among primary school students, focusing on both theoretical foundations and practical applications. Phonetic phenomena—such as sound substitution, reduction, and addition—are analyzed not only as linguistic features but also as essential components of the teaching process that influence students' ability to acquire accurate pronunciation, spelling literacy, and communicative competence. The study highlights existing methodological shortcomings observed in the teaching of phonetic phenomena, including insufficient explanations in textbooks and a lack of systematic approaches in classroom practice, and it offers ways to overcome these challenges.

In order to test the effectiveness of the proposed approaches, the research employed a combination of observation methods, practical classroom exercises, experimental tasks, and vocabulary dictations adapted to the cognitive level of primary school students. Through these methods, the study demonstrates that a consistent and systematic integration of phonetic phenomena into the teaching process leads to significant improvements in students' language skills. Specifically, it enhances their ability to recognize and apply phonetic rules, reduces the frequency of spelling errors, enriches their active and passive vocabulary, and increases their interest in their native language. The findings of the study show that phonetic competence is a key factor in the development of linguistic literacy at the primary education stage. By mastering phonetic phenomena at an early age, students are better prepared to understand word formation, grammatical categories, and orthographic rules in higher grades. Furthermore, the study argues that strengthening phonetic competencies also contributes to broader educational goals, including the cultivation of critical and independent thinking, creativity, and motivation for lifelong learning. Overall, the research emphasizes that developing phonetic competencies should be regarded as a strategic priority in the modernization of primary education. The methodological recommendations presented in this study provide teachers with practical tools and innovative strategies for improving classroom practice, thereby aligning the teaching of phonetics with contemporary educational standards and international best practices.

Key words: phonetics, phonetic phenomena, primary education, competence, methodology, vocabulary dictation.

Annotatsiya: Ushbu maqolada boshlang'ich sinf o'quvchilarida fonetik kompetensiyalarni shakllantirish metodologiyasi chuqur tahlil qilingan bo'lib, unda nazariy asoslar hamda amaliy jihatlarga alohida e'tibor qaratilgan. Tovush almashtirish, reduksiya va qo'shimcha tovush qo'shish kabi fonetik hodisalar nafaqat lingvistik xususiyat sifatida, balki o'quvchilarda to'g'ri talaffuz, imlo savodxonligi va kommunikativ kompetensiyani rivojlantirishga xizmat qiluvchi muhim ta'limiy tarkibiy qismlar sifatida ham o'rganilgan. Tadqiqotda fonetik hodisalarni o'qitish jarayonida mavjud metodik kamchiliklar – darsliklarda yetarli izohlarning yo'qligi va amaliyotda tizimli yondashuvning sustligi – aniqlanib, ularni bartaraf etish yo'llari taklif etilgan. Taqdim etilgan yondashuvlarning samaradorligini tekshirish uchun kuzatish usullari, amaliy mashg'ulotlar, eksperimental topshiriqlar va boshlang'ich sinf o'quvchilarining kognitiv darajasiga moslashtirilgan lug'at diktantlaridan foydalanilgan. Tadqiqot natijalari fonetik hodisalarni muntazam va tizimli ravishda o'quv jarayoniga kiritish o'quvchilarning til ko'nikmalarini sezilarli darajada yaxshilashini ko'rsatdi. Xususan, ular fonetik qoidalarni tanish va qo'llash malakasini oshirdi, imlo xatolari kamaydi, faol va passiv lug'at boyidi hamda ona tiliga qiziqish kuchaydi.

Tadqiqot xulosalariga ko'ra, fonetik kompetensiya boshlang'ich ta'lim bosqichida lingvistik savodxonlikni rivojlantirishning muhim omilidir. Fonetik hodisalarni erta bosqichda o'zlashtirish o'quvchilarning so'z yasash, grammatik kategoriyalar va orfografik qoidalarni yuqori sinflarda osonroq tushunishiga zamin yaratadi. Bundan tashqari, fonetik kompetensiyani mustahkamlash kengroq ta'limiy maqsadlarga – tanqidiy va mustaqil fikrlash, ijodkorlik va umrbod ta'lim olishga motivatsiya – erishishga ham xizmat qiladi.

Umuman olganda, fonetik kompetensiyalarni rivojlantirish boshlang'ich ta'limni modernizatsiya qilishning strategik ustuvor yo'nalishi sifatida qaralishi lozim. Ushbu tadqiqotda keltirilgan metodik tavsiyalar o'qituvchilarga amaliy vositalar va innovatsion strategiyalarni taqdim etib, fonetika o'qitilishini zamonaviy ta'lim standartlari va xalqaro ilg'or tajribalarga muvofiqashtirishga yordam beradi.

Kalit so'zlar: fonetika, fonetik hodisalar, boshlang'ich ta'lim, kompetensiya, metodologiya, lug'at diktanti.



Аннотация: В данной статье подробно рассматривается методика формирования фонетической компетенции у учащихся начальных классов с акцентом как на теоретические основы, так и на практические аспекты. Фонетические явления – такие как замена, редукция и добавление звуков – анализируются не только как лингвистические особенности, но и как важные элементы учебного процесса, влияющие на формирование правильного произношения, орфографической грамотности и коммуникативной компетентности. В исследовании выявлены существующие методические недостатки в преподавании фонетических явлений, включая недостаточную объяснительную базу в учебниках и отсутствие системного подхода в практике преподавания, а также предложены пути их преодоления. Для проверки эффективности предлагаемых подходов были использованы методы наблюдения, практические занятия, экспериментальные задания и словарные диктанты, адаптированные к когнитивному уровню младших школьников. Полученные результаты показывают, что последовательное и системное включение фонетических явлений в учебный процесс значительно повышает языковые навыки учащихся: способствует распознаванию и применению фонетических правил, снижает количество орфографических ошибок, расширяет активный и пассивный словарный запас и повышает интерес к родному языку. Выводы исследования подтверждают, что фонетическая компетенция является ключевым фактором формирования языковой грамотности на начальном этапе обучения. Освоение фонетических явлений в раннем возрасте готовит учащихся к пониманию словообразования, грамматических категорий и орфографических норм в старших классах. Кроме того, укрепление фонетической компетенции способствует достижению более широких образовательных целей, включая развитие критического и самостоятельного мышления, творческих способностей и мотивации к обучению на протяжении всей жизни.

В целом, исследование подчеркивает, что развитие фонетической компетенции должно рассматриваться как стратегический приоритет в модернизации начального образования. Представленные методические рекомендации обеспечивают педагогов практическими инструментами и инновационными стратегиями для совершенствования учебного процесса, согласованного с современными образовательными стандартами и международной практикой.

Ключевые слова: фонетика, фонетические явления, начальное образование, компетенция, методика, словарный диктант.

INTRODUCTION

In recent years, increasing attention has been paid to improving the effectiveness of primary education, particularly in the field of native language teaching. Phonetics, one of the main sections of the curriculum, plays a significant role in shaping students' speech skills. However, methodological shortcomings are often observed in the teaching of phonetic phenomena. Questions such as "Why should phonetic phenomena (words undergoing changes) be taught? How should they be taught?" arise. By addressing these questions, this study proposes knowledge and concepts that should be integrated into the current primary education curriculum. In practice, many exercises contain words affected by phonetic phenomena, but teachers often fail to provide students with clear explanations of these changes. If such recommendations were incorporated into the State Education Standard, teachers would, first, improve their own knowledge and achieve positive outcomes in examinations, and second, transfer this knowledge to students, thereby increasing their interest in the native language, broadening their knowledge, and enriching their vocabulary.

LITERATURE REVIEW

Phonetic phenomena have been widely studied in Uzbek grammar [1; 2; 3]. They play an important role in the structure, pronunciation, and spelling of words. However, in textbooks designed for primary school students, their explanations are often incomplete or inconsistent. Therefore, additional methodological recommendations are necessary. Some methodological sources for primary school teaching describe these phonetic changes as "forms of observation methods." However, it is important to note that such examples are part of Uzbek grammar and should be taught explicitly as phonetic phenomena. For instance, in the 1st-grade Uzbek language textbook, exercises on sound substitution and addition are introduced in the Phonetics section. Students are asked to describe pictures verbally and then write down the words. They often write boq, toq, qishloq. When possessive suffixes are added (boq+im, toq+i), students may produce incorrect forms such as boqim, toqi, which do not exist in Uzbek. The teacher then explains that although the words are pronounced boq and toq, they are written as bog' and tog' (e.g., bog'im, tog'i). Similarly, qishloq changes to qishlog'im when possessive suffixes are added, illustrating consonant alternation (q → g').



RESEARCH METHODOLOGY

In the course of the research, the following scientific and methodological approaches were employed to improve the development of phonetic competencies in primary school students: the theoretical analysis method – scientific literature on phonetics, phonetic phenomena, and primary education methodology, as well as national and international research, state educational standards, and curricula were studied and comparatively analyzed; the pedagogical-psychological observation method – the speech activity of primary school students, the process of pronunciation, and their skills in applying phonetic phenomena were observed to determine their actual developmental level; the practical exercises method – specially designed tasks, exercises, and word- and sentence-level phonetic transformations were used to strengthen phonetic knowledge and skills; the experimental method (trial and testing) – methodological recommendations developed for improving phonetic competencies were introduced into the teaching process, and their effectiveness was tested through comparisons between control and experimental groups; the sociometric methods – questionnaires, surveys, interviews, and discussions were conducted to study teachers' experiences, difficulties, and needs in teaching phonetic competencies; the mathematical-statistical methods – the results of experimental trials were processed, the dynamics of students' phonetic knowledge and skills were identified, and the findings were scientifically validated; the modeling (designing) method – a step-by-step model for the formation and development of phonetic competencies was designed, and ways of implementing it into the learning process were substantiated; the didactic experiments – phonetic exercises, vocabulary dictations, pronunciation-based games, and methodological resources were tested in practice, and their effectiveness was confirmed.

ANALYSIS AND RESULTS

The study produced several significant findings related to the development of phonetic competencies in primary school students. When phonetic topics were taught using inductive methods, students grasped the concepts more effectively and demonstrated greater independence in applying phonetic rules. This approach helped them not only recognize phonetic changes but also understand the underlying linguistic logic, and students engaged in discovery-based learning showed a higher degree of motivation and were more likely to transfer knowledge to new contexts. The use of vocabulary dictations across different grade levels significantly reduced spelling mistakes; beyond improving orthographic accuracy, dictations fostered listening skills, concentration, and memory retention. When dictations incorporated words with phonetic changes, students became more attentive to subtle pronunciation and spelling differences, which in turn reinforced their phonetic awareness. Continuous practice with sound reduction, substitution, and addition in both oral and written exercises enhanced students' analytical and critical thinking skills, as they learned to compare word structures, identify changes, and explain the reasons behind them. This process cultivated linguistic curiosity and promoted independent reasoning, which are essential for long-term language mastery.

Through learning phonetic phenomena, students not only improved their pronunciation but also gained a deeper understanding of word formation and grammatical categories, and recognizing the link between phonetics and morphology made it easier for them to master spelling rules, conjugations, and derivational patterns in later grades. The inclusion of practice-oriented tasks such as group discussions, interactive games, and role-play activities significantly enhanced the effectiveness of phonetic training, encouraging students to apply phonetic rules in real communicative situations and thereby improving their fluency, accuracy, and confidence in oral speech. For instance, in grades 2-4, words such as *kichkina* = *kichik* + *kina* (sound reduction and substitution), *sayroqi* = *sayra* + *qi* (sound substitution), and *sarg'ay* = *sariq* + *ay* (sound change) were analyzed, and exercises based on these examples, especially when combined with vocabulary dictations and classroom discussions, demonstrated a marked decrease in spelling errors and improved students' ability to explain linguistic transformations. As a result of systematic and consistent phonetic instruction, students displayed stronger spelling literacy, an enriched vocabulary, and a growing interest in the native language, and their enhanced phonetic competencies provided a solid foundation for mastering more complex linguistic topics in higher grades, thus contributing to overall academic success.

CONCLUSION AND RECOMMENDATIONS

Phonetic phenomena should be systematically incorporated into the primary school curriculum. Special collections of exercises should be developed as methodological resources for teachers. Expanding the use of vocabulary dictations and practice-oriented tasks will help improve students' spelling literacy. Students with strong phonetic competencies will be better prepared to master grammar topics in higher grades.



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- 13.00.00 Pedagogika fanlari
 - 13.00.01 Pedagogika nazariyasi. Pedagogik ta'limotlar tarixi
 - 13.00.02 Ta'lim va tarbiya nazariyasi va metodikasi (sohalar bo'yicha)
 - 13.00.03 Maxsus pedagogika
 - 13.00.04 Jismoniy tarbiya va sport mashg'ulotlari nazariyasi va metodikasi
 - 13.00.05 Kasb-hunar ta'limi nazariyasi va metodikasi
 - 13.00.06 Elektron ta'lim nazariyasi va metodikasi (ta'lim sohaları va bosqichlari bo'yicha)
 - 13.00.07 Ta'limda menejment
 - 13.00.08 Maktabgacha ta'lim va tarbiya nazariyasi va metodikasi
 - 13.00.09 Ijtimoiy pedagogika
 - 07.00.00 Tarix fanlari
 - 19.00.00 Psixologiya fanlari
 - 01.00.00 Fizika-matematika fanlari
 - 02.00.00 Kimyo fanlari
 - 03.00.00 Biologiya fanlari
 - 09.00.00 Falsafa fanlari
 - 10.00.00 Filologiya fanlari
 - 11.00.00 Geografiya fanlari



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