

METHODOLOGY FOR DEVELOPING PHONETIC COMPETENCIES IN THE PROCESS OF PRIMARY EDUCATION

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Abstract: *This article examines the pedagogical and methodological necessity of developing and integrating phonetic competence in the primary education process. The research analyzes the components of phonetic competence, such as phonemic perception, pronunciation accuracy, adherence to orthoepic norms, and the use of stress and intonation. The article provides a comparative study of the scientific views of Uzbek and foreign scholars (T. Ziyadova, N. Bekniyazova, G. Ahmedova, A. Bobomurodova, etc.), highlighting the semantic-pragmatic and communicative functions of phonetic competence. Furthermore, it substantiates that integrating phonetic skills not only in native language lessons but also with mathematics, music, and foreign languages is fundamental to enhancing students' general literacy and writing culture.*

Key words: *phonetic competence, primary education, integration, phonemic perception, speech culture, orthoepic norms, intonation, communicative ability, methodical approach, interactive methods.*

INTRODUCTION

In recent years, large-scale reforms have been implemented in our Republic to modernize the education system and improve pedagogical methodology. Specifically, the Decree of the President of the Republic of Uzbekistan No. PQ-231 dated June 21, 2024, and the national programs for 2022–2026 (PF-134, PF-152) established tasks for increasing the professional potential of teachers, modernizing textbooks, and methodological manuals. In the Law “On Education” and the Development Strategy of New Uzbekistan, special attention is paid to the deep teaching of the native language and the formation of students' speech culture. A number of regulatory and legal documents aimed at radically renewing the quality and content of education in our country, including the Law on Education, the National Program for Personnel Training, as well as Presidential decrees and resolutions adopted in recent years, focus on the deep teaching of the native language and the formation of students' speech culture. These documents require updating methodological approaches in the educational process and increasing the professional potential of the teacher. From this point of view, the issue of developing phonetic competence appears as one of the priority directions for modernizing primary education methodology.

In the plans of native language lessons in primary education, topics related to phonetics such as “What is a sound?”, “Sound and letter”, “Vowel sounds and letters”, and “Voiced and voiceless consonants” are given. To study them, 24 hours are allocated in the 1st grade, 36 hours in the 2nd grade, 17 hours in the 3rd grade, and 10 hours in the 4th grade. Although a significant total time is allocated for topics related to phonetics in primary school native language textbooks from the 1st to the 4th grade, developing an effective methodology for mastering them remains an urgent problem. In previous chapters, the scientific-theoretical foundations and pedagogical necessity of developing phonetic competence were highlighted.

Specifically, in Chapter 1, the definition of phonetic competence, the necessity of its integration into the primary education process, and its didactic possibilities were analyzed.

In paragraphs 2.1 and 2.2, modern technologies for forming phonetic competence and the content of its model were developed. These scientific-theoretical foundations serve as a basis for developing methodological approaches in paragraph 2.3. Thus, this section focuses on the direct application of the conceptual and model bases formed in the previous chapters into the educational process.

Methods

In developing the methodology, it is important to rely on several basic principles. First of all, the principle of systematicity is taken into account. Phonetic exercises should be carried out not in an isolated and fragmentary form, but in a regular and consistent manner. For example, instead of practicing the pronunciation of sounds in one lesson and learning intonation in another, phonetic exercises should be systematically included in every lesson. This approach consistently forms phonetic skills in students and strengthens them in long-term memory.

Secondly, the principle of gradualness is of great importance. Phonetic competence in students is formed gradually: initially hearing and distinguishing sounds and pronouncing them, later correctly saying syllables and words, then using intonation and accent at the sentence level, and finally, the free application of phonetic competence in speech communication.

These stages correspond to the developmental characteristics of students and ensure the stable formation of phonetic competence.

Thirdly, the principle of integration increases the effectiveness of the methodology. Phonetic exercises should be used not only in native language lessons but also in other subjects.

For example, exercises for fluent reading and intonation can be performed in reading lessons, pronunciation and intonation can be strengthened through songs in music lessons, and expressive dialogue and monologues can be practiced in theater lessons. Through this, phonetic competence develops comprehensively and approaches real-life communication. Fourthly, the principle of an individual approach allows for the full involvement of students in the process.

Because the level of phonetic development of each child is not the same: someone learns quickly, while someone else faces difficulties. Therefore, a system of differential exercises should be developed in the methodology: simplified tasks for weaker students and more complex exercises for stronger students should be offered. This approach actively involves all students in the process and ensures their individual development.

The necessity of developing a methodology can also be explained from another perspective by the role of the teacher. In traditional approaches, the teacher performs more of a controlling and instructing role. In modern methodology, the teacher acts not as a manager but as a guide (facilitator).

The teacher organizes the exercises and shows examples, but allows students to practice independently, research, and be creative.

This puts the students' activity at the center and turns them from passive objects into active subjects of the knowledge process.

Results

Developing phonetic competence depends not only on language and art subjects. It is possible to integrate phonetic exercises in mathematics, natural sciences, and even physical education lessons.

In mathematics lessons: expressively pronouncing numbers and examples, and reading problems out loud.

In natural science lessons: clearly pronouncing terms and orally describing observation results.

In physical education lessons: practicing pronunciation by fluently saying commands and collective slogans.

In this way, phonetic exercises are embedded into the content of various subjects, and speech competence is formed in students on a large scale. Supporting phonetic competence through each subject, in general, integrating phonetic exercises into various subjects yields the following results:

Students learn to use phonetic exercises in different situations. Phonetic competence is not limited to the native language but also adapts to real-life speech situations.

Pronunciation, fluency, and intonation skills are regularly strengthened in students. Each subject serves to develop phonetic competence through its own content.

The methodology of using phonetic exercises during the lesson process comprehensively supports the speech development of students. In native language lessons, the sound-letter connection is strengthened; in reading lessons, fluency and expressive pronunciation develop; in music lessons, intonation is practiced; and in other subjects, phonetic exercises adapt to real-life situations. Thus, phonetic competence develops consistently and systematically through all subjects. Applying the developed methodological approaches to the lesson process showed the following positive results:

1. Growth of phonemic perception: Students learned to clearly distinguish sounds (for example, “s” and “sh”, “o” and “u”) and pronounce them correctly, which led to a reduction in writing errors.

2. Speech fluency and intonation: Pronunciation accuracy increased through articulatory exercises and tongue twisters. Students acquired the skill of correctly using accent and tone according to the types of sentences.

3. Activity and creativity: Through games such as “Making words from words” or “Find the sound”, as well as poems and songs, students' speech activity and creative potential increased.

4. Comprehensive coverage: As a result of the individual approach, even students with low mastery were fully involved in the process, which ensured the inclusiveness of education.

Discussion

Research results show that phonetic competence is not only a product of the native language subject but a complex process formed in the integration of all subjects. Expressively saying numbers in mathematics lessons or clearly pronouncing terms in

natural sciences adapts phonetic skills to real-life situations. This encourages students to work on themselves and confirms the practical effectiveness of the methodology. Pronunciation accuracy and speech fluency develop. As a result of the methodological approach, students learn to produce sounds correctly and control the movement of articulation organs. Through articulatory exercises, tongue twisters, and expressive reading exercises, they acquire the skill of making pronunciation clear and fluent.

Speech fluency increases students' confidence in oral communication. Fluent pronunciation serves as an important factor not only in the lesson process but also in daily life. This ensures that the student can express their thoughts freely, clearly, and logically. The skill of correctly using intonation and accent is formed. Another effect of phonetic exercises is the correct application of intonation and accent. Students learn to distinguish the meaning of words in a sentence with accent, and to use appropriate intonation in questions, surprise, and command sentences. For example, the difference in tone between the sentences "Are you going to school?" and "You are going to school" helps students understand the importance of intonation in communication. This skill later serves students to successfully participate in expressive reading, stage speech, and public speaking. Through the correct use of intonation, speech culture is formed in students.

The speech activity and creativity of students increase. The system of phonetic exercises increases the activity of students because they actively participate in games, creative tasks, and theatrical exercises. For example, "Making words from words" or "Find the sound" games increase students' interest and encourage independent thinking. By memorizing poems, singing songs, and performing stage scenes, students manifest their creative potential. This further strengthens their speech activity and accelerates their formation as a creative person. Every student is included in the process. One of the most important aspects of the methodology is involving every student in the process. Exercises are selected according to the ability and opportunity of students based on the principle of an individual approach. Simplified tasks are given to weaker students, and complex tasks are given to stronger students. In this way, no student is left out. Each child performs an activity suitable for their level in phonetic exercises and develops gradually. This approach ensures the inclusiveness of education and serves to develop all students in equal conditions.

As a result, phonetic competence is formed not just in individuals but in the whole class. The effectiveness of the methodology for developing phonetic competence is manifested in the following main results:

- Students learn to clearly distinguish sounds.
- Pronunciation accuracy and speech fluency develop.
- The skill of correctly using intonation and accent is formed.
- The speech activity and creativity of students increase.
- Every student is included in the process.

The methodology developed in our research serves as an effective tool in developing phonetic competence. It prepares students not only for theoretical knowledge but also for practical speech activity, creating a solid communicative foundation for them.

The process of developing phonetic competence in primary education requires the systematic formation of components such as pronunciation, intonation, phonemic hearing, and speech fluency in students. Therefore, the evaluation system serves as an important control tool in determining the effectiveness of the developed methodology. This evaluation procedure was developed based on the control-evaluation component of the module “Developing Phonetic Competence” and it is aimed at identifying the gradual growth of students' phonetic skills, eliminating identified shortcomings, and checking the practical effectiveness of the methodology.

In conclusion, the proposed methodology creates a solid communicative foundation for primary school students and prepares them comprehensively for speech activity. A special evaluation system was developed to monitor the effectiveness of the methodology. This system is based on the principles of objectivity, systematicity, motivation, and integrativity. The evaluation process covers the student's phonetic activity not only in theoretical knowledge but also in music, theater, and native language lessons.

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