

Advantages of modern methodology in forming phonetic competence in primary school students

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Abstract: The article analyzes the methodological foundations and modern approaches to forming phonetic competence in primary school students. Mechanisms for developing students' pronunciation and phonemic perception based on the principles of activation, integration, and individual approach are highlighted. According to the research results, the use of modern interactive methods increased students' speech activity by 45%, while pronunciation errors decreased by 30%.

Keywords: phonetic competence, primary education, interactive method, speech activity, pronunciation, visual aids, individual approach

Introduction. In the current education system, developing phonetic competence is viewed as a crucial stage in ensuring students' communicative readiness. At the initial stages of language learning, students' correct acquisition of pronunciation, intonation, stress, and rhythm directly affects their future oral speech culture. Existing studies show that the volume and quality of phonetic exercises in general education schools are insufficient (M.Q.Erkinova, 2021). Consequently, students are unable to fully utilize the sound system in their speech activities. G.A.Atamurodova (2022) emphasizes that introducing interactive approaches in phonetic exercises can double student participation. From this perspective, the aim of this study is to analyze the effectiveness of applying modern technologies in developing phonetic competence. Effective formation of phonetic competence is possible only when didactic opportunities are applied comprehensively. Teaching aids provide students with theoretical and practical foundations, methods enable applying this knowledge in speech activity, and the learning environment engages students in independent, motivational, and innovative exercises. Thus, forming phonetic competence in primary school is firmly established through systematic use of didactic opportunities and supports successful development in subsequent education stages.

Our study's comparative table shows that interactive, multimodal, and innovative approaches act as complementary mechanisms: interactive methods enhance motivation and application, multimodal approaches deepen perception, and innovative technologies ensure adaptation and monitoring. The existing opportunities in textbooks and manuals serve as the "supporting framework" for these three directions; episodic nature can be overcome by time norms, rubricated assessments, and teacher resource collections. If the proposed model for integrating phonetic competence is implemented, short-term (one academic term) growth in phonemic perception, pronunciation accuracy, and prosodic indicators is expected; mid-term (one academic year) improvements in fluent reading and spelling are also anticipated. These conclusions will serve as a solid methodological basis for the methodology model and experimental design developed in subsequent chapters.

The concept of phonetic competence holds special importance in educational theory and practice. It encompasses the individual's ability to correctly perceive speech sounds, distinguish phonemes, achieve pronunciation accuracy, adhere to orthoepic norms, and apply stress and intonation appropriately according to speech situations. Thus, phonetic competence not only involves knowing theoretical rules of the language system but also the ability to apply them

practically. In this respect, it is both a linguistic phenomenon and an essential component of the pedagogical process.

The necessity of integrating phonetic competence into primary education is determined by several factors. First, phonetic competence is invaluable in literacy teaching. A child must consciously perceive sounds, distinguish syllables, pronounce words clearly, and understand phoneme-grapheme relationships to learn reading. Phonetic competence forms the foundation of literacy, and integrating it strengthens students' writing and spelling culture. Second, developing phonetic competence contributes to shaping students' speech culture. Pronunciation accuracy, correct use of stress and intonation, and proper articulation of words according to orthoepic norms make students' speech fluent, expressive, and comprehensible. This process is not limited to reading and writing but also plays a vital role in communication culture, social activity, and personal development. Third, integrating phonetic competence is a key factor in developing students' communicative skills. Effective communication relies on clear pronunciation, correct intonation, and phonemic perception. A primary school student well-prepared phonologically can freely, clearly, and expressively convey thoughts at higher stages. Therefore, phonetic competence must be continuously incorporated into the education system as part of communicative competence. Fourth, phonetic competence is closely related to the development of creative thinking. Practicing sounds, using stress and intonation in various ways, dramatization, and role-playing encourage creativity in children.

Methodology. Phonetic competence is the ability of students to understand the sound system, distinguish phonemes, correctly articulate and pronounce, perceive sound-letter relationships, and master the prosodic features of speech (stress, intonation, rhythm). This competence is a fundamental factor in literacy at the primary level, laying a solid foundation for students' future acquisition of reading, writing, and speech culture. Therefore, developing phonetic competence is both a linguistic and pedagogical challenge.

Firstly, phonetic exercises are often conducted episodically in current education practices and are not systematically integrated step-by-step. Secondly, exercises focusing on phonemic awareness, syllable and sound differentiation, addition, and substitution are insufficiently included in lessons, slowing the development of phonetic skills in students. Thirdly, phonetic skills are not separately assessed as indicators, often limited to orthographic results. As a result, pronunciation errors, difficulties in phonemic analysis, and slow reading fluency are observed among students.

The study employed the following methods:

- Observation and analysis: 60 lessons were studied with 1st to 4th-grade students in 15 schools.
- Survey: 100 teachers and 250 students participated.
- Experiment: Conducted over 6 months with 5 experimental and 5 control classes (320 students in total).
- Statistical analysis: Measured students' pronunciation accuracy, phonemic hearing, and speech activity levels.

The following methodological approaches were tested during the study:

1. Activating exercises: tongue twisters, voice dictation games, word competitions.
2. Integrative lessons: phonetic tasks related to literature, music, and visual arts.
3. Technological tools: audio recordings, video lessons, online pronunciation programs (Forvo, PhoneticFocus).

Results. During the experiment, students showed significant positive results in mastering phonetic skills. Indicators Initial condition Final condition (experimental class) Control class. The

level of correct pronunciation 58% 87% 65%; Intonation accuracy 61% 84% 66%; Number of phonetic errors (average) 12 6 10; Speech activity 49% 90% 60%. During the experiment, 78% of students rated phonetic game exercises as “the most interesting”. 85% of teachers noted that the effectiveness of the lesson increased with the help of interactive technologies. In addition, as a result of the experiment, the number of phonetic errors decreased by 30%, and the rate of speech increased by 20%. This confirms the high effectiveness of innovative methods in the formation of phonetic competence.

Discussion. In-depth analysis of this issue highlights the direct importance of phonetic competence development from cognitive-psychological studies. Linnea Ehri's model of word reading stages shows that children can read words quickly and accurately through orthographic mapping only if they can distinguish phonemic units. Usha Goswami and Peter Bryant proved that early phonological skill development is a causal factor in reading and spelling progress. M. Adams' book "Beginning to Read" extensively discusses phonological awareness as a key determinant of early reading success. These scientific views provide a solid basis for the necessity of developing phonetic competence in primary education.

National and international studies (e.g., UNICEF and Ministry of Public Education's "National Learning Achievement Study") reflect this issue within the Uzbek education system. They indicate that reading speed and pronunciation shortcomings in the primary stage directly impact students' subsequent academic achievements, confirming the need for methodological improvement in developing phonetic competence.

Three approaches proved most effective in developing phonetic competence:

1. Activation technology: students become active participants in lessons, independently identifying pronunciation errors.
2. Integrative approach: phonetic exercises are harmonized with other subjects, creating a natural speech environment.
3. Individual approach: tasks are selected according to students' phonetic readiness.

Additionally, a diagnostic table developed for teachers measured each student's phonetic development level. The table included criteria for pronunciation accuracy, stress, intonation, and phonemic hearing.

Conclusion. The issue of developing phonetic competencies in primary school students is considered both theoretically and practically significant in the education system. This chapter substantiated phonetic competence as a pedagogical necessity, analyzed the need for its integration into primary education, and explored didactic opportunities. Several scientific and theoretical conclusions were drawn:

1. Developing phonetic competence in primary school students is a key factor underpinning literacy. Students' understanding of sound-letter relationships, phoneme differentiation, and correct use of pronunciation and intonation determines their success in reading and writing. Therefore, developing phonetic competence is a highly relevant pedagogical problem.
2. Phonetic skills should be formed not only through separate exercises but integrated into all subjects of primary education. Harmonizing phonetic exercises in native language, reading, singing, and art lessons deepens students' understanding of the sound system and fosters speech culture.
3. Complex use of traditional, technical, interactive, visual, and integrative tools is required to develop phonetic competence. These tools enhance phonemic perception, improve pronunciation, increase motivation, and engage students actively in the learning process.
4. A psychologically comfortable environment, acoustic and technical conditions, teacher's speech example, individual approach, and integrated lessons are crucial for effective phonetic

exercises. When these conditions are met, the process of developing phonetic competence is efficient and yields stable results.

5. Foreign and national studies confirm that early formation of phonetic competence is a decisive factor in subsequent literacy development. Hence, improving methodology, introducing modern technologies, and developing assessment indicators for phonetic skills become scientific and practical necessities. Modern interactive methods increase students' speech activity by 40–45% in developing phonetic competence.

Visual aids (audio, video, visual graphics) allow students to quickly eliminate pronunciation errors. Special training and seminars are needed to enhance teachers' phonetic methodological skills. The assessment system should include separate criteria for phonetic competence. Creating a motivational environment in phonetic exercises is a key factor in students' speech activity.

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