

THE IMPORTANCE OF TEACHING PRIMARY SCHOOL STUDENTS THROUGH PHONETIC EXERCISES**Zokirov Javohir G‘aybullo o‘g‘li**

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E-mail: jzokirov6@gmail.com**Abstract**

This article covers the scientific and methodological foundations of teaching primary school students through phonetic exercises. During the research process, the role of phonetic exercises in forming students' speech competence, their didactic possibilities, and practical effectiveness were analyzed. In particular, the importance of phonetic exercises in understanding the relationship between sound and letter, developing phonemic hearing, and developing correct pronunciation skills was substantiated. The necessity of systematic and step-by-step organization of phonetic exercises and the effectiveness of their application in accordance with the age characteristics of students were also scientifically explained. The research results showed that through phonetic exercises, students' oral and written speech develops, literacy levels increase, and cognitive processes are activated. The article also puts forward practical recommendations for organizing phonetic exercises based on modern pedagogical approaches.

Key words

phonetics, phonetic exercises, primary education, speech competence, phonemic hearing, sound-letter relationship, pronunciation, literacy, didactic approach, interactive methods.

Introduction.

In the modern education system, forming the speech competence of primary school students is considered one of the priority tasks. Especially at the initial stage of mother tongue education, the formation of phonetic knowledge and skills is an important factor determining the effectiveness of students' subsequent educational activities. Therefore, the systematic and targeted organization of exercises related to the phonetics section and the correct use of their didactic capabilities is one of the most pressing issues from a scientific and pedagogical perspective.

Through phonetic exercises in elementary school, students can understand the relationship between a sound and a letter, and form knowledge of important language units such as correct pronunciation, phonemic hearing, syllables, and stress[2]. This, in turn, serves to strengthen the acquisition of reading and writing skills. Scientific research indicates that exercises based on phonetic analysis enhance students' speech activity, ensuring clarity and fluency in their oral and written speech.

Phonetic exercises are recognized not only as a means of reinforcing theoretical knowledge but also as an effective methodological method for developing practical skills. Through them, students acquire competencies such as correct pronunciation of sounds, analysis of word composition, and the ability to distinguish phonetic phenomena[3]. At the same time, such exercises play an important role in developing students' attention, memory, and thinking processes.

The relevance of this topic lies in the fact that although interactive methods and innovative approaches are widely used in the current educational process, the scientific foundations for the effective organization of phonetic exercises have not been sufficiently systematized. Particular attention is paid to the selection and application of phonetic exercises, taking into account the age and psychological characteristics of primary school students.

From this point of view, an important scientific and methodological task is to analyze the importance of teaching through phonetic exercises on a scientific basis, to reveal their didactic possibilities and to develop practical recommendations. This article is aimed at highlighting these issues and serves to substantiate the role and effectiveness of phonetic exercises in the process of primary education.

Literature review, methodology, and results.

The issue of forming students' speech competence through phonetic exercises in the primary education system has been researched by many domestic and foreign scholars. Scientific research in the field of linguistics and methodology consistently substantiates the role and significance of the phonetics department in native language education. In particular, it is emphasized that the formation of phonetic knowledge is directly linked to the level of students' literacy, correct pronunciation skills, and the development of oral and written speech.

An analysis of scientific literature shows that the role of the exercise system in developing phonemic hearing, expressing the relationship between sound and letter, and mastering units such as syllables and stress in primary school students is incomparable. Methodological sources note that phonetic exercises can be divided into several types: auditory exercises, pronunciation exercises, analytical exercises, and creative exercises. Each type of exercise has its own didactic task and serves to develop students' speech activity in various directions.

Pedagogical research also emphasizes the need to organize phonetic exercises in accordance with the age characteristics of students. It has been scientifically substantiated that exercises organized for primary school students based on visual aids, game elements, and interactive methods yield effective results[5]. This indicates the need to consider phonetic exercises not only as a means of theoretical knowledge, but also as a comprehensively developing didactic system.

The systematic approach, the principle of activity-oriented education, and the competency-based approach were used as the methodological basis in this study. Methods of observation, comparison, pedagogical experiment, and analysis were used in the research process. In order to determine the phonetic knowledge and skills of primary school students, diagnostic tasks were developed, and the results of their implementation were systematically analyzed.

The pedagogical experiment was conducted in two stages: the defining and formative stages. At the definitive stage, the level of students' phonetic knowledge, the ability to distinguish sounds, correct pronunciation, and syllable division skills were studied. The results showed that students studying on the basis of a traditional approach have insufficiently developed phonetic analysis skills, especially there are shortcomings in phonemic hearing and pronunciation accuracy.

At the formative stage, a specially developed system of phonetic exercises was introduced. These exercises were organized by combining listening, pronunciation, analysis, and creative activity. Interactive methods were used in the lessons, including didactic games such as "find and say," "identify the sound," and "divide into syllables." As a result, students' interest in the lesson increased, active participation was ensured, and the level of phonetic knowledge acquisition significantly improved[6].

Research results indicate that systematic and purposeful phonetic exercises have a positive impact on students' speech development. In particular, students developed skills in correct sound pronunciation, phonetic analysis of words, and the determination of syllables and stress. At the same time, accuracy and fluency in their oral speech increased, and spelling errors in their written speech decreased.

Furthermore, it was observed that students' cognitive processes were activated through phonetic exercises. The ability to concentrate, remember, and think logically was developed. This confirms that phonetic exercises are not only a means of language teaching but also a factor in general intellectual development.

In general, the results of the conducted scientific analysis and pedagogical experiment show the need for the widespread use of phonetic exercises in the process of primary education. Their system, developed on a scientific basis, serves as an important methodological tool in the formation of students' speech competence.

Discussion.

The issue of teaching primary school students through phonetic exercises requires a deep scientific justification not only methodologically but also linguodidactically. The discussions conducted based on the research results show that phonetic exercises serve as an important tool in forming students' speech competence within the primary education system. In particular, it was found that the effectiveness of phonetic exercises is high in such processes as the development of phonemic hearing, conscious understanding of the relationship between sound and letter, and the formation of correct pronunciation skills.

First of all, if we focus on the theoretical foundations of phonetic exercises, they serve to practically master the phonological system of the language. For primary school students, it is important to master language units through concrete activity rather than in an abstract form. From this point of view, phonetic exercises fully correspond to the principle of activity-oriented education. Because the student hears sounds, distinguishes them, pronounces them, and analyzes them. In this process, he acts not as a passive recipient, but as an active participant.

The research results also confirm the need for a systematic organization of phonetic exercises. Practice shows that high efficiency is achieved only when phonetic exercises are performed consistently and step-by-step rather than episodically[7]. Initially, students develop skills in hearing and distinguishing sounds, and at the next stage, skills in their pronunciation and analysis are developed. This, in turn, creates a foundation for the high-quality organization of the reading and writing process.

One of the important aspects identified during the discussion is the need to select phonetic exercises in accordance with the age and individual characteristics of the students. Since primary school students are psychologically more prone to play activities, organizing phonetic exercises in the form of didactic games yields effective results. For example, games related to finding sounds, dividing words into syllables, and determining stress increase students' interest and encourage them to participate actively. This is one of the important factors in increasing the efficiency of the educational process.

Also, the role of phonetic exercises in the formation of speech culture deserves special attention. Correct pronunciation, clear and fluent speech are key indicators not only of language learning but also of general communicative competence[8]. During the study, it was established that in classes where phonetic exercises were regularly used, students' oral speech became more fluent, pronunciation errors decreased, and speech clarity increased. This situation once again confirms the practical importance of phonetic exercises.

Another important aspect emphasized during the discussion is the possibility of developing students' written speech through phonetic exercises. Many spelling mistakes arise precisely from an insufficient understanding of the relationship between sound and letter. Exercises organized on the basis of phonetic analysis form the ability of students to consciously perceive the composition of words. As a result, errors in written speech decrease, and the level of literacy increases.

In addition, the influence of phonetic exercises on cognitive development also plays an important role in the discussion process. The research results show that phonetic exercises activate students' attention, memory, and thinking processes[9]. Activities such as hearing and distinguishing sounds, analyzing them, and dividing words into syllables develop logical thinking. This shows that phonetic exercises are not only a means of language teaching, but also a factor of general intellectual development.

At the same time, the results of the discussion revealed certain problems. In particular, in some cases, teachers do not pay enough attention to phonetic exercises or see them only as an

additional element of the lesson. This leads to insufficient formation of phonetic knowledge. There are also shortcomings in the selection of exercises, such as a lack of systematicity and failure to account for the individual characteristics of students. To overcome these problems, it is necessary to develop phonetic exercises on a scientific basis and purposefully integrate them into the lesson process.

In the context of modern education, the issue of harmonizing phonetic exercises with information and communication technologies is also relevant[10]. The use of interactive programs, audio materials, and multimedia tools further increases the effectiveness of phonetic exercises. The use of technologies, especially in exercises related to hearing and correct pronunciation of sounds, yields high results.

In general, the results of the discussion indicate the need to consider phonetic exercises as an integral part of the primary education process. By organizing them on a scientific basis, systematizing them, and enriching them with modern methods, it is possible to effectively develop students' speech competence. Therefore, improving phonetic exercises and their widespread implementation into practice remains an urgent scientific and methodological task today.

Conclusion.

A scientific and pedagogical analysis of the issue of teaching primary school students through phonetic exercises has shown that this direction is considered one of the most important components of native language education. During the study, it was established that phonetic exercises serve as an effective methodological tool in forming students' speech competence, especially in developing skills such as correct pronunciation, phonemic hearing, and understanding the relationship between sounds and letters.

The conducted analysis confirms that when phonetic exercises are organized in a systematic and purposeful manner, students' reading and writing skills improve significantly. In particular, students' oral and written speech develops through the formation of skills such as correct pronunciation of sounds, division of words into syllables, and determination of stress. This serves to increase their general literacy level.

The positive impact of phonetic exercises on the cognitive development of students has also been scientifically substantiated. The research results showed that attention, memory, and thinking processes are activated through phonetic exercises. This confirms that phonetic exercises are not only a means of language teaching but also an important factor in developing students' intellectual potential.

During the study, it was also determined that it is necessary to take into account the age and individual characteristics of students when organizing phonetic exercises. Especially for primary school students, organizing exercises in a visual, interactive, and game-rich form yields high efficiency. This approach increases students' interest in the lesson, ensures their active participation, and helps them master knowledge more deeply.

Furthermore, combining phonetic exercises with modern pedagogical technologies further increases their effectiveness. Exercises organized using audio and multimedia tools allow students to further improve their listening and pronunciation skills. Therefore, the use of innovative approaches in the educational process should be considered one of the important directions for the development of phonetic exercises.

In general, phonetic exercises are an important methodological tool for forming students' speech competence, increasing literacy, and ensuring their intellectual development during primary education. The quality of education can be improved by systematizing them on a scientific basis, purposefully implementing them into the lesson process, and enriching them with modern methods. From this perspective, the further improvement of phonetic exercises, the in-depth study of their methodological foundations, and their widespread implementation into practice are recognized as urgent tasks.

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