

The Role of Innovative Technologies in Teaching Phonetic Exercises in Primary School

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Annotation: The article discusses the ideas on how to form literary pronunciation in students by teaching phonetics, increase spelling literacy, vocabulary, improve the development of content, methods and tools for the development of independent thinking skills.

Keywords: globalization, phonetics, pronunciation, stress, spelling literacy.

At a time when globalization is accelerating in the world, the issues of language preservation, improvement and teaching are becoming more and more important. Today, a variety of interactive methods of language teaching are widely used in practice. The basis of any language is its phonetic system. The scientific literature on the teaching of English, French, German and other advanced foreign languages pays special attention to phonetics, in particular, pronunciation, and makes effective use of phonetic exercises in the educational process. In the world experience, pronunciation exercises do not end with one chapter or one topic. The types of exercises presented in the textbooks make it easier for the student to develop correct pronunciation skills.

Language teaching in the world is based on a competency-based approach, and the formation of linguistic competencies in the classroom leads to the development of verbal competencies. It should be noted that the goals of teaching foreign languages and mother tongue are in a sense different, they can not be imagined in one line. However, the English language proficiency standards apply to the mother tongue. Listening, speaking, reading, and writing skills are developed based on these language learning requirements. Using this approach creatively, it is also possible to effectively organize mother tongue lessons. In the language teaching methods of developed countries, speaking and writing exercises are mainly based on exercises, exercises and assignments are clearly distinguished and used in their place. That is why they have a high level of language skills. International assessment systems such as PISA and PIRLS also measure students' reading literacy in many countries around the world.

In our country, too, mother tongue teaching is based on a competency-based approach. Improving the content of teaching materials on phonetics in the general secondary education system, the formation of students' literary pronunciation skills, and, as a result, the improvement of spelling literacy is one of the most pressing issues of public policy today. Teaching students to think creatively through phonetics is important. After all, the President said, "We have a state and a society for our young people to develop independently, to have high intellectual and spiritual potential, and to be happy and prosperous as their peers in the world. We will mobilize our forces and capabilities," he said. In this sense, through the teaching of phonetics in the general secondary education system, students can fully develop speech and linguistic competencies, in particular, the ability to pronounce literary, develop spelling literacy, increase vocabulary and become independent. there is a need to improve the methodological support of teaching materials on phonetics to teach thinking.

Today, various new pedagogical technologies are being introduced into the educational process. However, there are topics in mother tongue education that can be taught through practical work rather than didactic games. It is important to note that pronunciation has an effect on spelling and vice versa. No matter how fast science and technology advance, written speech remains important. One of the reasons for the high number of spelling mistakes in students' speech today is directly related to the teaching of phonetics and pronunciation.

If students are able to use their mother tongue effectively, express their ideas effectively and clearly, know their language at the level of deep understanding of the rich scientific and artistic heritage of their ancestors, then mother tongue education will have achieved its goal. To do this, the teaching materials used in the native language lessons must be very well developed and have the ability to develop skills in a complex way. At the same time, increasing pronunciation, spelling, and vocabulary, as well as creating conditions for independent thinking, create a process of repetition, which in turn improves speaking skills.

In fact, regular use of exercises in teaching phonetics, spelling, orthoepy, and punctuation, which are the main goals of mother tongue lessons, is more effective in teaching students the basics of speaking skills.

The extent to which any information is mastered depends on the will of the listener. From a psychological point of view, it is important to keep the student interested in the lesson, especially in the new lesson description. Otherwise, the action may be ineffective. In this sense, the teaching of phonetics should use a variety of non-traditional teaching methods.

"Who's the calligrapher?" method. The class is divided into three groups. One of them will be an expert and the other two will be divided into teams. The team of experts will say a mixture of words with the consonant x and h, from which one group will write words with the consonant x, and the other group will write a series of words with the consonant h. Team work will be suspended at the scheduled time. A team of experts will review the work of both groups. At the end of the work, the teacher reviews and evaluates the work of the three groups.

"Find your partner!" method. Three teams compete to find the paronyms of the words in which the sign is present. The rest of the time, when the captains are competing, they will find in the proverbs of the people in which the word of the tutu is used. The team with the most examples wins. 5 minutes time.

The pronunciation of the words in the punctuation mark is also inaccurate. Although the textbooks provide detailed information on the three functions of this sign as a rule, there is confusion in pronunciation. That is, it can be distinguished both after the vowel and after the consonant. In this case, pronunciation exercises, assignments and non-traditional methods can be used.

Task 1. First find and write examples of folk proverbs in which the suffix comes after the vowels, then after the consonants, and differentiate according to pronunciation.

It is the work of a man to keep his word.

The ditch around the castle is filled with water.

Books:

1. Hamroev G'.H. Some Comments on the Teaching of Phonetics in Secondary Schools //. –Tashkent, TSPU, 2018. –B. 485-487.
2. Mirzayev F. The use of folk proverbs in teaching phonetics as an important factor in increasing the effectiveness of education 2010. -B. 116-118.