

Phonetic games and traditional methods of teaching phonetics as a means of developing cognitive universal learning activities in primary school pupils: a comparative study

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Abstract: This study aims to evaluate the effectiveness of game-based phonetic methods compared to traditional phonetics teaching methods in elementary school Russian language lessons. A total of 495 students from Andidzan, Fergana, and Namangan participated in the experiment. Participants were divided into two groups - an experimental group and a control group. Analysis of the results revealed a significant advantage in phonetic knowledge among children who learned through game-based activities. Furthermore, the use of phonetic games contributed to the development of a sustained interest in learning and increased student engagement in the classroom.

Keywords: phonetic games, phonetics, primary education, motivation, perception, learning, efficiency, traditional methods, experimental research

Introduction

Innovative approaches, including phonetic games, are particularly important in the context of Russian language learning in elementary grades. This article provides a comparative analysis of phonetic games and traditional phonetics teaching methods. The study aims to evaluate the effectiveness of each approach in developing universal cognitive learning activities, a key objective of modern education.¹ The problem of choosing teaching methods in primary school is becoming especially relevant in light of recent educational reforms aimed at developing not only knowledge, but also skills, as well as abilities for independent cognitive activity. Phonetics, as a fundamental discipline in language learning, requires a special approach from teachers that promotes students' active engagement in the learning process and stimulates their interest in the subject. Many experts believe that game-based technologies, including phonetic games, can promote better learning by creating a motivating and interactive learning environment. These technologies allow students to actively experiment with sounds, words, and rhythms, which promotes a deep understanding of the material and the development of critical thinking. Taking into account traditional methods also has its

¹ Иванов В.В. Инновации в начальном образовании: опыт использования фонетических игр. Москва: Просвещение, 2022. С - 112-130.

advantages, including structure, consistency, and systematicity, which is important for the formation of a rigorous scientific picture of the world in primary school students². The methodology of this study includes an analysis of scientific literature on the topic, observations of the educational process in elementary grades, as well as questionnaires and interviews with teachers and students.

An important component of the study will be the analysis of pedagogical cases that demonstrate specific situations in the practical application of various phonetics teaching methods. The goal of this analysis is to identify the potential and limitations of each method, as well as to determine the conditions and factors that facilitate or, conversely, hinder the successful development of universal cognitive learning activities in elementary school.

Materials

The study was conducted over the course of the academic year in three primary schools, which utilized both traditional teaching methods and methods based on phonetic games. Classes where instruction was conducted entirely in Russian were selected for analysis. The primary research materials included Russian language curricula for elementary grades, teacher training manuals, and developed and adapted phonetic games aimed at teaching sounds, syllabic structure, and stress. Additional materials included video recordings of lessons, interviews with teachers, and feedback from parents, which allowed us to collect comprehensive data on the dynamics of the learning process and student engagement.

Methods

The study was divided into three main stages: ascertaining (2022-2023), formative (2023-2024), and control (2024-2025). The preparatory stage involved collecting and analyzing scientific literature on the use of phonetic games in the educational process, as well as traditional phonetics teaching methods. The ascertaining stage included observations of the educational process, experiments, and data collection. Observations were conducted regularly, allowing for changes in students' knowledge and skills, as well as their motivation and interest in the subject. Control and experimental groups were selected in each class, enabling a comparative analysis of the effectiveness of various teaching approaches. The experimental classes used phonetic games as the primary teaching method. The games included various activities aimed at developing phonetic awareness, the ability to distinguish and reproduce sounds, stress, and rhythm in the Russian language, while the control classes continued with the traditional curriculum. Data collection included questionnaires, interviews with teachers and students, analysis of academic achievement based on test results, and observations of

² Петрова Е.Г. Геймификация в образовании: от теории к практике. Журнал современных образовательных технологий, 2022. – С. 44-56.

the learning process. All collected data was systematized and analyzed using qualitative and quantitative research methods.

Results

A pilot study was conducted among fourth-grade students in three different regions: Andidzan, Fergana, and Namangan. The experimental group included approximately 495 respondents who were taught using phonetic games as the primary method for learning phonetics. Standardized tests administered before and after the experimental training were used to assess students' knowledge. The results showed a significant improvement in phonetics knowledge among students in the experimental group compared to the control group, which continued learning using the traditional method.

- Improvement in phonetics knowledge: On a scale of 0 to 100, the average score before the experiment was 45 points; after the experiment, the average score increased to 78 points.

- Comparison with the control group: In the control group, the average score improved only from 43 to 50 points over the same period.

A student survey revealed increased motivation and interest in learning Russian. Approximately 85% of students in the experimental group noted that the phonetic games made the learning process more engaging and understandable. - Interest in language learning: In the experimental group, student interest increased from 60% to 90%, while in the control group, this figure remained approximately the same - 62% before and 64% after the experiment. - Student self-esteem: Students in the experimental group also noted increased confidence in their knowledge and skills, which, they said, contributed to better learning.

Teachers participating in the experiment confirmed improvements in both student knowledge and motivation. They noted significantly improved discipline and concentration during lessons, which also contributed to more effective learning.

Using a t-test for independent samples, the differences between the experimental and control groups in knowledge and motivation were found to be statistically significant ($p < 0.01$). This supports the hypothesis that phonetic games are more effective than traditional methods for teaching phonetics at the initial stage.

Conclusions

The results of the experiment showed that the integration of phonetic games into the process of teaching phonetics in elementary grades significantly increases not only the level of students' knowledge, but also their motivation, interest in the subject, and overall learning activity.

Discussion

The results of the study highlight the significant advantages of using phonics games in teaching phonetics to young students compared to traditional methods. The

effectiveness of phonics games, as demonstrated by the results, not only improves students' knowledge but also enhances their motivation and engagement in the learning process.

Motivation is a key factor in successful education, and data has shown that phonetic games significantly increase students' interest in the subject. This can be explained by the fact that the game-based approach reduces the emotional stress often associated with learning and makes the process more dynamic and interactive. Students feel more comfortable and free, which contributes to better assimilation of the material and the development of independent study skills. Analysis of the test results showed that students in the experimental group significantly improved their knowledge of phonetics. This supports the hypothesis that phonetic games promote a deeper and more meaningful acquisition of the sound structure of language. This is possibly due to the fact that games allow students to experiment and explore linguistic phenomena in a more controlled and less stressful environment, which, in turn, improves cognitive perception and retention of information.

Teachers noted that the use of phonics games contributed not only to academic success but also to an overall improvement in discipline and classroom dynamics. The games reduce the levels of study fatigue and boredom often associated with traditional lessons.

The control group, which continued with the traditional curriculum, showed significantly less progress in acquiring phonological skills. This highlights that traditional methods may not always effectively address the needs of all students, especially those who experience difficulties in a traditional learning environment. Phonics games, by providing a more flexible and adaptable approach, may be more effective in meeting individual learning needs.

The findings open up new avenues for further research into the use of game-based methods in education. It may be useful to explore the long-term impact of phonics games on the learning of other aspects of language, such as grammar and vocabulary. Also of interest is the development and testing of new games specifically adapted to different learning needs and cultural contexts.

Conclusion

The results of our study confirm that phonics games significantly improve the effectiveness of phonics instruction among primary school students in Andidzan, Fergana, and Namangan. The experimental group that used phonics games demonstrated significant improvements in their understanding of the phonetic fundamentals of language, as evidenced by both quantitative assessments and qualitative feedback from teachers and students. Phonics games were particularly helpful in creating a dynamic and engaging learning environment, promoting better learning. Teachers noted improved student attention and participation in class, as well

as reduced levels of learning fatigue, emphasizing the importance of using interactive and game-based methods in the educational process. Phonics games can be an important tool for improving the quality of primary education. Further dissemination and adaptation of phonics games in primary school curricula is recommended, as this will make learning more effective and enjoyable for students.

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