

Teaching Phonetics Through Interactive Methods in The General Education System

Dildora Sagdullayevna Ganiyeva

Doctor of Philosophy (PhD) in Pedagogical Sciences, Associate Professor, Kattakurgan State Pedagogical Institute, Kattakurgan, Uzbekistan

Received: 18 March 2026; **Accepted:** 05 April 2026; **Published:** 30 April 2026

Abstract: This article examines effective approaches to organizing phonetics lessons through interactive teaching methods in the general education system. It discusses the use of role-playing, group work, game-based learning, discussion, audio-video exercises, interactive technologies, and project work. Particular attention is given to non-traditional approaches to teaching word stress, including comparison, clustering, T-charts, Venn diagrams, chain activities, “Do You Know the Pair?”, paronym-based exercises, “Webs,” “Dominoes,” “Who Finds the Most Words?”, “Who is the Calligrapher?”, “Who is the Orator?”, “Find the Pair!”, and “Find the Place!”. For each method, its purpose, practical application, and the skills it is intended to develop are presented. The article also considers activities involving the pronunciation of the sounds [o’], [i], [x], and [h], the classification of vowels and consonants, voiced and voiceless consonants, paronyms, the apostrophe, syllables, and stress. Particular emphasis is placed on the role of didactic games in increasing learners’ interest in lessons and developing independent thinking, rapid response, cooperation, speech culture, and literary pronunciation. Accordingly, theoretical information is integrated with practical tasks, visual materials, tables, clusters, and educational games. The proposed activities may be used as methodological guidance for teachers because the purpose and expected outcome of each exercise are clearly defined and learners are encouraged to participate actively.

Keywords: Phonetics; phonetics teaching; interactive methods; role-playing; group work; game-based learning; discussion; audio-video exercises; interactive technologies; project method; word stress; comparative method; clustering; T-chart; Venn diagram; chain method; paronyms; didactic games.

Introduction: Which method is most effective for explaining phonetic material to learners? This article considers a range of effective approaches to teaching phonetics and substantiates the proposed ideas with practical examples. The extent to which any educational material is mastered depends, among other factors, on the learner’s willingness and motivation. From a

psychological perspective, it is particularly important to arouse learners’ interest during a lesson, especially when new material is being introduced. Otherwise, instructional efforts may fail to produce the expected outcome. In this regard, the teaching of phonetics also requires the systematic use of non-traditional and interactive lesson formats.

Interactive Methods for Teaching Phonetics

Interactive method	Description	Practical example	Skills developed
Role-playing	Learners apply language in simulated communicative situations.	Dialogues on topics such as “At the shop” or “At school”.	Oral communication, speech culture, communicative competence.
Group work	Learners work collaboratively in small	Pronouncing and analyzing difficult words from a text.	Cooperation, listening comprehension, pronunciation.

Interactive method	Description	Practical example	Skills developed
	groups to complete a common task.		
Game-based activities	Exercises are presented in a game format to increase learners' engagement.	"Word Search" and "Pronunciation Bingo".	Lexical competence, pronunciation, stress and intonation.
Discussion	Learners exchange ideas and justify their views on a given topic.	Discussion of a text or phonetic rules.	Analytical thinking, oral communication, listening comprehension.
Audio-video exercises	Learners listen to and reproduce sounds, pronunciation patterns, and intonation.	Pronunciation practice using audio and video recordings.	Listening comprehension, pronunciation, intonation.
Interactive technologies	Learners use computers, tablets, applications, online tests, and games.	Phonetics applications, online quizzes and interactive games.	Independent learning, rapid thinking, pronunciation monitoring.
Project work	Learners create and present a small project.	Writing a text and producing an audio recording for speaking practice.	Written and oral communication, creative thinking.

Non-Traditional Approaches to Teaching Word Stress

1. The Comparative Method

Comparison enables learners to develop a clearer understanding of one phenomenon by relating it to another. In this respect, comparing the native language with another language can be an effective way of teaching phonetics. When explaining phonetic concepts, the teacher can relate the material to relevant knowledge from a foreign language that the learner is studying. The teacher's level of proficiency in the language being used for comparison may positively or negatively influence the effectiveness of the process.

Word stress is difficult to master through definitions alone. However, comparing stress patterns in Uzbek with those of English or German can help learners form an immediate conceptual understanding. For example, Uzbek stress generally tends to fall on the final syllable, whereas stress placement in other languages may follow different patterns.

The comparative approach can be applied not only to stress but also to phonetics as a whole. During lessons, the teacher can compare sounds in two languages, emphasize their distinctive characteristics, and identify similarities and differences. For example, attention may be drawn to sounds such as [q], [h], [g'], [o'], and [ng],

differences between alphabets, vowel combinations in English that may be pronounced as different vowel sounds (e.g., good, book, choose), and the pronunciation of final vowel-letter combinations (e.g., take [teɪk]). Differences in the pronunciation of voiced consonants in Uzbek, the realization of certain nasal sounds, the loss of final sounds in some colloquial forms (e.g., Samarqand–Samarqan, go'sht–go'sh, baland–balan), syllable structure, and correspondences or mismatches between spelling and pronunciation can also be examined comparatively.

Through this process, learners become active participants in the lesson and gradually begin to make comparisons independently. Comparison therefore contributes to the development of independent thinking. As learners recognize features that are specific to Uzbek, the process may also strengthen their awareness of the distinctive characteristics of their native language.

2. The "Cluster" Method

The cluster method can be used as a competitive group activity. Members of two groups arrange syllables rapidly and accurately; the completed sequence may reveal part of a traditional proverb, after which learners identify its continuation. In the "Continue the Text"

variation, the central concept is continuation or completion of a text. The activity may be used with phonetic exercises, literary texts, academic texts, and dialogue tasks. Learners continue words and sentences, complete stories or texts, and construct speech patterns or dialogues. The activity develops listening comprehension, oral and written communication, creative and independent thinking, speech culture, and pronunciation.

3. The T-Chart Method

The T-chart can be used to identify differences in the pronunciation of the Uzbek vowel [oʻ]. Two groups receive a set of mixed words and classify them according to the relevant pronunciation patterns. The activity aims to help learners recognize pronunciation in different contexts, distinguish shorter and longer realizations, and understand positional features within words. The T-chart may be organized around short [oʻ] and long [oʻ] realizations, with examples such as oʻq, oʻyin, koʻr, and soʻz.

4. The Venn Diagram Method

A Venn diagram can be used to teach the classification of vowels and consonants effectively. Learners working in two groups classify statements according to whether they characterize vowels, consonants, or both. The activity draws attention to such features as stress-bearing capacity, airflow through the oral cavity, syllable formation, duration, and the role of the vocal folds. The competitive format encourages learners to distinguish accurately between the common and distinctive properties of the two sound classes.

5. The “Chain” Method

The chain method encourages learners to think quickly and demonstrate resourcefulness. One learner produces a word beginning with a specified consonant, while the next learner continues with a word beginning with the final sound of the previous word and containing a target sound. For example: halqa – aholi – ilhom – mahliyo. The activity can be adapted to difficult vowel and consonant sounds. When using the sound [i], one group produces a word beginning with [i], while the other continues with a word beginning with the final sound of the previous word and containing [i]. The group that cannot produce an appropriate word loses. The activity may also require learners to produce words that begin and end with vowels or begin and end with

consonants. Such tasks develop responsiveness, resourcefulness, and accurate pronunciation.

6. The “Do You Know the Pair?” Method

This activity develops rapid thinking and resourcefulness. Learners are given one member of a linguistic pair and are required to identify the corresponding member. In phonetics, the activity can be used to reinforce knowledge of voiced and voiceless consonants. The source material emphasizes the importance of knowing the paired consonants as a basis for literacy. Learners may also be given words containing incorrectly used consonants and asked to identify and correct them, for example: kitop–kitob, bunyotkor–bunyodkor, tussiz–tuzsiz, togʻ–toq, oʻrig–oʻrik, and shavqat–shafqat.

7. Paronym-Based Activities

Using paronyms is also appropriate in phonetics teaching because paronymic pairs provide useful material for pronunciation practice. Learners may be asked to identify the corresponding paronymic form of a given word. Examples include kafe–kofe, amr–amir, afzal–abzal, devon–dovon, razm–ramz, bob–bop, sada–sado, and tup–toʻp. Similar tasks can be designed around paired and reduplicative verbs, in which repetition of sounds becomes an additional phonetic feature, for example: oʻynab–oʻynab-kulib, yayrab–yayrab-yashnab, qochdi–qochdi-ketdi, and qoʻllab–qoʻllab-quvvatlamok.

8. The “Webs” Method

In the “Webs” activity, learners are divided into two groups and complete a cluster. Each circle contains three words, and the group that completes the task accurately and first is declared the winner. A central concept such as “Phonetic Exercises” may be connected to three areas: vocabulary, pronunciation, and stress and intonation. The activity develops independent thinking and rapid response, strengthens speech skills, promotes cooperation, and facilitates the practical application of lexical and phonetic knowledge.

The Role of Didactic Games

Didactic games can increase learners’ interest in lessons and make the material easier to understand. When properly organized, a didactic game turns the learner into an active participant in the educational process and helps prevent boredom and fatigue. Such activities can

be particularly effective in the phonetics section of the native-language curriculum, where they may contribute to the development of independent thinking and literary pronunciation among fifth-grade learners.

9. The “Dominoes” Method

In this activity, learners are divided into two groups, and every participant takes part. The teacher gives a riddle, and the group that identifies the answer first begins the game. Participants take turns writing syllables on the board; each newly added syllable must combine with the previous one to form a meaningful word. A group that fails to provide an answer within the allotted time is eliminated. This format reinforces syllable awareness, rapid response, and collaborative problem-solving.

10. “Who Finds the Most Words?”

This activity can be used to stimulate learners’ interest and assess perception. In the source material, learners were asked to identify as many words or objects as possible from an image. Some learners identified substantially more items than others, including details such as the sky behind clouds, decorative patterns on the ground, and architectural elements. The task develops perceptual awareness and connects language learning with visual art. Learners name what they see, write the words from memory, and divide them into syllables, thereby applying theoretical knowledge in practice and demonstrating vocabulary use, word selection, and orthographic competence.

11. “Who is the Calligrapher?”

The class is divided into three groups. One group serves as the expert team, while the other two compete. The expert team reads out words containing the consonants x and h in mixed order. One competing team records the words containing x, while the other records those containing h. At the end of the allotted time, the expert team checks both lists, after which the teacher evaluates the work.

12. “Who is the Orator?”

The teacher acts as an expert and provides three groups with poetic texts containing a high frequency of the vowel o’. Each group selects one speaker. The speakers read the texts aloud, while the remaining group members classify words containing o’ according to the relevant pronunciation distinctions. The activity combines expressive reading, phonetic discrimination,

and collaborative analysis.

13. “Find the Pair!”

This activity involves identifying paronymic pairs containing the apostrophe. Three teams compete to find the corresponding forms. While the team leaders compete, the remaining members identify proverbs containing words with the apostrophe. Examples include da’vo–davo, ta’na–tana, qal’a–qala, and she’r–sher. The team producing the greatest number of accurate examples is considered successful.

14. “Find the Place!”

This reinforcing activity is used after learners have studied pronunciation variants of the vowel [i]. Students in the first group pronounce the names of objects shown in pictures, while students in the second group place the words in the appropriate section of a table. The source examples include pictures of a dog, snake, hedgehog, owl, fox, wolf, cow, and mouse. The activity reinforces pronunciation discrimination through visual and oral input.

CONCLUSION

The analysis shows that interactive and game-based activities can be integrated into phonetics teaching to increase learner engagement and support active participation. Comparison, clustering, T-charts, Venn diagrams, chain activities, pair-matching, paronym-based tasks, webs, dominoes, visual word-finding, and pronunciation-oriented speaking activities connect theoretical knowledge with practice. They also create opportunities for learners to develop independent thinking, rapid response, cooperation, oral communication, pronunciation, and speech culture. Accordingly, the systematic integration of interactive methods may make phonetics instruction more accessible and practically oriented, while clearly defined objectives and expected outcomes help teachers organize the learning process effectively.

REFERENCES

1. Fitrat, Abdurauf. Tanlangan asarlar. Vol. IV. Tashkent, 2006.
2. Ramazan, Q., & Qajjumij, X. Grammatika. Sarf. Part I. Textbook for secondary schools. Tashkent: Oquvpeddavnasr, 1937. 149 p.
3. Mirzaev, I. K. “Some Remarks on the Presentation of Phonetic Material in Uzbek and Russian

Grammars.” QarDU Bulletin, 2010, No. 5, pp. 61–63.

4. Borovkov, A., G’ulomov, A., Ma’rupov, Z., & Shermuhammedov, T. Uzbek Grammar. Part I: Phonetics and Morphology. Textbook for Grades 5–6 of Seven-Year and Secondary Schools. Tashkent: O’zdav nashr, 1946. 227 p.
5. Ramazan, Q., & Qajjumij, X. Grammatika. Part I: Sarf. Textbook for Grades 5–6 of Secondary Schools. Tashkent: O’quv-peddavnashr, 1937. 126 p.
6. G’ulomov, A. G’. O’zbekiston Sovet Ensiklopediyasi. Tashkent, 1981. 394 p.
7. Usman, A., & Avizov, B. Uzbek Grammar. Part I: Phonetics and Morphology. Textbook for incomplete secondary and secondary schools. Tashkent: O’zdavnashr, 1939. 235 p.