

# Comparative analysis of phonetics games and traditional methods of teaching phonetics for the formation of cognitive universal learning actions in primary school

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**Abstract:** This study evaluates the effectiveness of using phonetic games in teaching phonetics compared to traditional methods in primary schools. The experiment involved 700 students from three regions of Uzbekistan: Andijan, Fergana, and Namangan. The students were divided into experimental and control groups. The results showed significant improvements in phonetics knowledge among students taught using phonetic games compared to those who continued with the traditional curriculum. Phonetic games not only enhanced academic performance but also improved motivation and engagement.

**Keywords:** Phonetic games, phonetics, primary education, motivation, teaching, effectiveness, Uzbekistan, experimental study.

**Introduction:** In the context of learning the Russian language in primary school, innovative approaches acquire a special role, among which phonetic games occupy a significant place. This article is devoted to the comparative analysis of phonetic games and traditional methods of teaching phonetics. The aim of the study is to assess the effectiveness of each approach in the context of forming cognitive universal learning activities (CULA), which represents a key task of the modern educational process.

The problem of choosing teaching methods in primary school becomes particularly relevant in light of recent educational reforms, aimed at developing not only knowledge but also skills and abilities, as well as fostering independent cognitive activity. Phonetics, as one of the fundamental disciplines in language learning, requires a special approach from educators, which would contribute to the active engagement of students in the learning process and stimulate their interest in the subject.

Game-based technologies, including phonetic games, as many experts believe, can contribute to better assimilation of the material by creating a motivational and interactive learning environment. Such

technologies allow students to actively experiment with sounds, words, and rhythms, which contributes to a deep understanding of the material and the development of critical thinking.

At the same time, traditional methods also have their advantages, including structured learning, consistency, and systematic organization, which is essential for forming a rigorous scientific worldview in young students.

The methodology of this study includes an analysis of scientific literature on the topic, observations of the learning process in primary school, as well as surveys and interviews with teachers and students.

An important component of the research will be the analysis of pedagogical cases, which demonstrate specific situations from practice in the application of various phonetic teaching methods. The aim of such analysis is to identify the potential opportunities and limitations of each method, as well as to determine the conditions and factors that contribute to or, on the contrary, hinder the successful formation of CULA in primary school.

## Materials

The study was conducted over the course of an

academic year in three primary schools, where both traditional teaching methods and methods based on the use of phonetic games were applied. For the analysis, classes were selected where instruction was conducted entirely in Russian.

As the main materials of the study, the following were used: Russian language curricula for primary school, methodological manuals for teachers, as well as developed and adapted phonetic games aimed at studying sounds, syllabic structure of words, and stress placement.

Additional materials included video recordings of lessons, interviews with teachers, and feedback from parents, which made it possible to collect comprehensive data on the dynamics of the learning process and student engagement.

## **METHODS**

The study was divided into three main phases: preparatory, main, and analytical.

In the preparatory phase, a collection and analysis of scientific literature on the application of phonetic games in the educational process, as well as traditional methods of teaching phonetics, was conducted.

The main phase included observations of the learning process, conducting experiments, and data collection. Observations were conducted regularly, which allowed tracking changes in the level of knowledge and skills of students, their motivation, and interest in the subject.

In each class, control and experimental groups were selected, which made it possible to conduct a comparative analysis of the effectiveness of different teaching approaches.

In experimental classes, phonetic games were used as the primary teaching method. The games included various types of activities aimed at developing phonetic awareness, the ability to distinguish and reproduce sounds, stress placement, and rhythm of the Russian language, while the control classes continued studying through the traditional curriculum.

For data collection, the following were used: questionnaires, interviews with teachers and students, an analysis of academic achievements based on test results, and observations of the learning process. All collected data were systematized and analyzed using both qualitative and quantitative research methods.

## **RESULTS**

The experimental study was conducted among third- and fourth-grade students in three different regions: Andijan, Fergana, and Namangan. A total of about 700 students were included in the experimental group, which was taught using phonetic games as the main

method of phonetics instruction.

To assess students' knowledge levels, standardized tests were used, conducted before and after the experimental instruction. The results showed a significant improvement in phonetics knowledge among students in the experimental group compared to the control group, which continued learning through the traditional methodology.

The improvement in phonetics knowledge was measured on a scale from 0 to 100 points:

The average score before the experiment was 45 points, while after the experiment, the average score increased to 78 points.

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

Student surveys showed increased motivation and interest in learning Russian. About 85% of students in the experimental group noted that phonetic games made the learning process more interesting and comprehensible.

The level of interest in learning the language in the experimental group increased from 60% to 90%, whereas in the control group, this indicator remained approximately the same—from 62% before the experiment to 64% after the experiment.

Students in the experimental group also noted increased confidence in their knowledge and skills, which, according to them, contributed to better assimilation of the material.

Teachers who participated in the experiment confirmed observations of improvements in both knowledge and motivation among students. They noted that discipline levels and concentration during lessons significantly increased, which also contributed to more effective learning.

Using a t-test for independent samples, it was established that the differences between the experimental and control groups in terms of knowledge levels and motivation were statistically significant ( $p < 0.01$ ). This confirms the hypothesis that phonetic games are more effective than traditional methods in teaching phonetics at the initial stage of learning.

## **Conclusions**

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

## **DISCUSSION**

The results of the conducted study emphasize the

significant advantages of using phonetic games in phonetics instruction among young students compared to traditional methods.

The effectiveness of phonetic games, as demonstrated by the results, is expressed not only in increasing students' knowledge levels but also in improving their motivation and engagement in the learning process.

Motivation is a key factor in successful education, and as the data showed, phonetic games significantly increase students' interest in the subject. This can be explained by the fact that the game-based approach reduces emotional stress, which often accompanies the learning process, and makes learning more dynamic and interactive.

## CONCLUSION

The results of our study confirm that phonetic games significantly enhance the effectiveness of phonetics instruction among primary school students in Andijan, Fergana, and Namangan. The experimental group, which used phonetic games, demonstrated significant improvements in understanding the phonetic fundamentals of the language, confirmed by both quantitative assessments of knowledge and qualitative feedback from teachers and students.

Phonetic games proved particularly beneficial in creating a dynamic and engaging learning environment, contributing to better material retention.

Teachers noted improvements in student attention and participation, as well as reduced learning fatigue, highlighting the importance of using interactive and game-based methods in the educational process.

It is recommended that phonetic games be further developed and adapted in primary school curricula to make learning more effective and enjoyable for students.

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