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Development of Speech Abilities in Primary School Students through Phonetic Games in Russian Language Classes

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Abstract: In this article, the issue of developing the speech abilities of primary school students through the use of phonetic games in Russian language lessons is analyzed from a scientific and pedagogical point of view. The study reveals the didactic possibilities of phonetic games in the formation of students' pronunciation culture, phonemic hearing, oral speech activity, and communicative competence. In the process of empirical research, the effectiveness of phonetic games was determined based on the results of experimental work with primary school students.

Keywords: speech ability, phonemic hearing, pronunciation skills, oral speech, communicative competence, interactive methods.

1. Introduction

In the modern educational process, the development of speech abilities in primary school students is one of the important pedagogical tasks. Especially in Russian language classes, taught as a foreign language, the formation of students' skills in correct pronunciation, phonemic hearing, and free expression of opinions in oral speech is of particular importance. Insufficient development of speech activity at the stage of primary education can lead to certain difficulties in mastering language material in subsequent grades[1].

At a meeting with young people, President Shavkat Mirziyoyev said that providing them with quality education, teaching them modern professions and foreign languages has become the main task. In particular, during the meeting, the President noted: "In a country with a large number of highly educated, broad-minded, modern-thinking, technologically literate youth, peace and progress, mutual cohesion will always be stable. Providing our youth with quality education and upbringing, teaching them modern professions and crafts, foreign languages, and creating the necessary conditions for them to find their rightful place in life has become our main task and duty"[2].

In order to ensure the practical solution of the above-mentioned priority tasks, this article is devoted to identifying the pedagogical possibilities of developing the speech abilities of primary school students through the use of phonetic games in Russian language lessons and substantiating their effectiveness. The article analyzes the influence of phonetic games on students' pronunciation culture, phonemic hearing, and oral speech activity[3].

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2. Methodology

This research was conducted based on the methodology of pedagogical experimental work. In the course of the research, the goal was to determine the effectiveness of using phonetic games in the development of speech abilities in primary school students through Russian language lessons. The following methods were used in the study: pedagogical observation, conversation, diagnostic tasks, experimental work, and methods of comparative analysis of the results. Through pedagogical observation, the speech activity of students in the lesson process, the level of correct pronunciation of sounds, and participation in oral speech were determined. The conversation method served to determine the students' attitude towards Russian language lessons and their interest in phonetic exercises.

Elementary grades of a general education school were selected as the research base. Elementary school students participated in the experimental work and were conditionally divided into experimental and control groups. In the experimental group, specially developed phonetic games were systematically used in the process of Russian language lessons, and in the control group, classes were conducted based on traditional teaching methods. Phonetic games were selected based on exercises aimed at distinguishing sounds, correctly pronouncing syllables and words, correctly using intonation and stress. The games were gradually complicated, taking into account the age characteristics of the students, their psychological state, and the level of speech development.

When assessing the research results, preliminary and final diagnostics were carried out. As diagnostic criteria, the accuracy of pronunciation, the level of phonemic hearing, oral speech activity, and communicative participation of students were determined. The obtained results were summarized based on a comparative analysis, and the pedagogical effectiveness of phonetic games in the development of speech abilities was clarified.

One of the scholars who paid special attention to the issue of phonetic preparation in the methodology of teaching the Russian language is N.S.Vlasova. According to the scientist, "the formation of correct pronunciation and phonemic hearing at the initial stage of mastering the Russian language is of decisive importance for the further speech development of students." Vlasova emphasizes that combining phonetic exercises with game elements increases students' interest in language and serves to activate their speech activity. In his opinion, through phonetic games, students consciously perceive sounds, assimilate words and sentences in a natural speech environment, and achieve freedom in oral speech.

This approach corresponds to the age and psychological characteristics of primary school students and allows for the gradual development of speech abilities in the process of learning Russian as a foreign language.

3. Results and Discussion

In the development of speech abilities of primary school students, the formation of phonetic skills is of great importance. Especially in Russian language lessons, the correct pronunciation of sounds, their differentiation, and active use in oral speech are factors determining the subsequent language competence of students. Therefore, there is a need to use phonetic games appropriate to the age and psychological characteristics of students during the lesson[4].

Phonetic games serve to simultaneously develop students' auditory, pronunciation, and speech activity. When these games are systematically used in Russian language lessons, students' interest in the lesson increases, and their skills in conscious perception and correct pronunciation of sounds are strengthened. In the course of the research, several types of such phonetic games were selected and implemented in practice[5].

Examples of phonetic games used in Russian language lessons.

1. "Find the Sound" game. Purpose: To develop students' ability to distinguish and identify sounds in Russian by ear.

Procedure: The teacher pronounces several words (for example: dom, dim, tom, dim). Students are asked to determine which words contain the given sound (for example, [d]). The student who answered correctly is encouraged as an active participant[6].

Didactic significance: The game develops phonemic hearing, directs students' attention to sound composition, and increases pronunciation accuracy.

2. "Listen and Separate" game. Purpose: To prevent incorrect pronunciation by distinguishing similar sounds.

Procedure: The teacher pronounces pairs of words with similar pronunciation (for example: shapka - sapka, juk - zvuk). Students repeat the word they heard and explain the difference.

Didactic significance: This game develops students' listening analysis skills and helps reduce errors in oral speech[7].

3. "Repeat and Say" game. Purpose: Formation of correct pronunciation of sounds and syllables in the Russian language.

Procedure: The teacher pronounces syllables or short words (ba-bo-bu, la-lo-lu). Students repeat them sequentially and individually.

Didactic significance: The game activates the pronunciation apparatus, increases the fluency and clarity of speech[8].

4. Game "Who is Fast and Correct?." Purpose: To increase oral speech activity and strengthen pronunciation skills.

Procedure: The teacher shows a picture or object. Students will have to quickly and correctly pronounce its name in Russian.

Didactic significance: The game increases students' speech activity and ensures their communicative participation.

The systematic use of these phonetic games in Russian language lessons contributed to the effective development of phonemic hearing, pronunciation accuracy, and oral speech activity of primary school students[9].

Phonetic games used in Russian language lessons during the experimental work showed high effectiveness in the development of speech abilities of primary school students. In particular, in the experimental group, classes organized on the basis of phonetic games led to a significant increase in students' phonemic hearing, pronunciation accuracy, and oral speech activity.

As a result of such games as "Find the Sound" and "Listen and Separate," students' ability to distinguish sounds by ear was strengthened. In the process of initial diagnostics, most students experienced difficulties in distinguishing similar sounds, while the results of the final assessment showed a steady improvement in this indicator. This confirms that phonetic games are an effective didactic tool in the development of phonemic hearing.

The game "Repeat and Say" served to activate the students' pronunciation apparatus. As a result, the indicators of correct pronunciation of words and syllables in the experimental group rose to a much higher level. Students began to pronounce Russian sounds clearly and fluently, and the number of pronunciation errors decreased[10].

Games such as "Who is fast and right?" played an important role in increasing oral speech activity. These games made it possible for students to actively participate in the lesson process, freely communicate without fear of expressing their opinions in Russian. As a result, the level of communicative participation in the experimental group was significantly higher than in the control group[11].

The obtained results show that the systematic and purposeful use of phonetic games in Russian language lessons is more effective in developing the speech abilities of primary school students compared to traditional exercises. This circumstance substantiates the high pedagogical potential of phonetic games and the need for their

widespread introduction into the practice of primary education [Table 1].

Table 1. Indicators of speech development of primary school students (in percent).

Indicators	Groups	Initial level (%)	Final level (%)	Growth (%)
Pronunciation accuracy	Experimental group	42%	78%	+36%
	Control group	44%	56%	+12%
Phonemic hearing	Experimental group	40%	75%	+35%
	Control group	41%	54%	+13%
Oral speech activity	Experimental group	38%	72%	+34%
	Control group	39%	52%	+13%
Communicative participation	Experimental group	45%	80%	+35%
	Control group	46%	58%	+12%

The research results showed that the use of phonetic games in Russian language lessons is an effective pedagogical tool for the development of speech abilities of primary school students. The positive changes identified during the experimental work are explained by the didactic possibilities of phonetic games in the development of pronunciation accuracy, phonemic hearing, and oral speech activity[12].

The obtained results confirm the views of N.S. Vlasova on the priority of phonetic training in teaching Russian as a foreign language. According to the scientist, the formation of students' skills in correctly hearing and pronouncing sounds at the initial stage creates a solid foundation for further speech development. The phonetic games used in this study served precisely this task, contributing to the conscious perception of sounds by students and their active use in oral speech[13].

The results of the study also showed that phonetic games correspond to the age and psychological characteristics of students. Classes organized in the form of games increased students' interest in the lesson, involved them in speech activity, and naturally formed a communicative environment. This situation is consistent with the motivational and developmental functions of game technologies noted in pedagogical literature.

Comparative analysis of the results with the control group showed that the development of students' speech abilities under the conditions of using phonetic games was stable and higher compared to traditional exercises. This justifies the need to organize phonetic exercises not only in a mechanical repetition, but also in a playful, interactive form[14].

In general, the research results scientifically confirm that the systematic use of phonetic games in Russian language lessons is an effective methodological direction for the development of speech abilities in primary school students and practically enriches the concept of phonetic training put forward by Vlasova[15].

4. Conclusion

The research results showed that the use of phonetic games in Russian language lessons is an effective pedagogical tool for the development of speech abilities of primary school students. In the process of experimental work, it was established that under the conditions of systematic use of phonetic games, the accuracy of pronunciation, phonemic hearing, and oral speech activity of students increased significantly.

Phonetic games, organized in accordance with the age and psychological characteristics of students, strengthened their interest in the lesson and created the basis for their active involvement in speech activity. Game exercises contributed to the formation of skills in conscious perception of sounds in the Russian language, correct pronunciation of words and syllables, and free communication in oral speech. The results of a comparative analysis with the control group confirmed that lessons organized on the basis of phonetic games have higher effectiveness compared to traditional exercises. This circumstance justifies the need to enrich phonetic training in Russian language lessons

not only with mechanical exercises, but also with interactive and game technologies.

In general, the purposeful and systematic use of phonetic games in Russian language lessons is an important methodological condition for the development of speech abilities in primary school students. The research results can serve as a basis for the development of practical recommendations for the widespread introduction of phonetic games into the practice of primary education, their selection and application in accordance with the content of the lesson.

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