
CONFERENCE ARTICLE**Methodological Analysis Of Educational Materials On Phonetics****Ganiyeva Dildora Sagdullayevna**Doctor of Philosophy (PhD) in Pedagogical Sciences Kattakurgan State Pedagogical Institute, Kattakurgan, Uzbekistan

Abstract: This scientific article examines ways to improve the methodological support of educational materials on phonetics at the general secondary and higher education levels through the scholarly legacy of Uzbek researchers. Particular attention is paid to current issues in phonetics teaching, including the formation of norms of standard literary pronunciation, the development of phonological competence, and the improvement of systems of exercises and tasks. The contributions of scholars such as G. Hamroyev, B. Mengliyev, G. Dostmuradov, and N. Rasulov to the methodology of teaching phonetic material are also analyzed. The article identifies the principal directions for developing phonetics-related educational materials, including their integration with national values, the introduction of advanced technologies, and the gradual organization of systems of exercises and tasks.

Keywords: Phonetics, educational materials, methodological support, standard literary pronunciation, phonological competence, system of exercises, Uzbek scholars.

Introduction

Improving the methodological support of educational materials on phonetics is one of the important and pressing areas of contemporary language education. Teaching the sound system of a language, instilling norms of standard literary pronunciation, and strengthening learners' phonetic competence are of particular importance not only in mother-tongue instruction but also in the teaching of foreign languages. Although issues related to teaching phonetic material have been investigated at different stages in Uzbek linguistics and language-teaching methodology, serious scientific-theoretical and practical problems remain. In particular, methodological issues such as the influence of Russian linguistic traditions on the teaching of the Uzbek phonetic system, the shortage of experimental and empirical studies, and the limited use of phonetic atlases and transcription alphabets still require solutions.

This article analyzes the research of Uzbek scholars aimed at improving the methodological support of educational materials on phonetics, identifies existing shortcomings, and develops proposals and recommendations for addressing them [2].

Literature Review. The methodological support of educational materials on phonetics has been studied from various perspectives in Uzbek linguistics and methodology. In particular, G. Hamroyev's PhD dissertation entitled "Improving the Methodological Support of Educational Materials on Phonetics in the General Secondary Education System" is one of the important scholarly works in this field [1;8]. The study describes the linguodidactic foundations for improving the methodological support of phonetics-related educational materials in general secondary education, as well as the theoretical and practical aspects of developing a system of exercises and tasks.

In B. Mengliyev's article "Theoretical Foundations for Creating a Map of the Phonematic-Phonemic System of the Uzbek Language," the phonematic-phonemic system of Uzbek is analyzed from the perspective of modern linguistics, particularly computational linguistics [2]. The scholar examines methodological problems arising in the study of the structure of phonemes and allophones, vowel harmony and its controversial

aspects, phonological rules, and phonetic differences among dialects. The study concludes with theoretical recommendations for creating a phonemic "map" that can be used in digital language processing (ASR, TTS, machine translation) and linguistic research.

G. Dostmuradov's article "The Process of Improving Educational Materials for Teaching Orthoepia in Higher Education" analyzes the current state of teaching orthoepia in higher education and the factors that hinder the development of standard literary pronunciation [4]. The article presents methodological recommendations for teaching sounds that are difficult to pronounce and discusses important aspects of exercises and tasks used to develop standard pronunciation. According to the scholar, the sound system of the Uzbek language has not yet been fully investigated from scientific and methodological perspectives, which negatively affects the quality of instruction. N. Rasulov's article "The Importance of Exercises and Tasks in the Formation of Linguistic (Phonetic) Competence in Uzbek Language Lesson" analyzes the role of exercises and tasks in developing linguistic (phonetic) competence in Uzbek language lessons [9]. The study reveals the static and dynamic characteristics of exercises aimed at mastering the alphabet, pronunciation, and spelling, as well as their role in applying theoretical knowledge in practice. N. Baxtridinova's research develops a methodology for teaching phonetic changes, stress, and syllables on the basis of national values [6]. The author proposes methods grounded in national values, such as "Teacher-Student Conversation," "Words of the Ancestors," and "National Clothing."

Research Methodology

In this article, the problem of improving the methodological support of educational materials on phonetics was analyzed through the research of Uzbek scholars. The following methods were used in the study:

1. Analysis and synthesis method – a comprehensive examination of scholars' scientific works and generalization of their key ideas;
2. Comparative-historical method – comparison of the state of

phonetics-teaching methodology across different periods;

3. Systematic analysis method – evaluation of the methodological support of educational materials on the basis of a systems approach;

4. Content analysis method – analysis of the content of scientific literature, dissertations, and articles.

Results and Discussion

1. Problems in the Methodological Support of Educational Materials on Phonetics

Research by Uzbek scholars has identified a number of problems associated with the methodological support of educational materials on phonetics. According to G. Dostmuradov, the sound system of the Uzbek language has not yet been fully studied from scientific and methodological perspectives. As the author writes, “although Uzbek orthoepy has been studied scientifically to a certain extent, the theoretical information accumulated so far still cannot fully explain its distinctive and national characteristics” [4]. In particular, certain aspects of Uzbek, which since the 1940s were measured against models of other languages, have not yet fully overcome the complexity of those earlier models.

B. Mengliyev specifically emphasizes the following methodological problems [2]:

- the influence of Russian linguistic traditions on Uzbek phonology;
- the lack of sufficient scientific justification for claims concerning the influence of Iranian languages;
- the insufficiency of experimental and empirical research;
- the limited use of phonetic atlases and transcription alphabets.

G. Dostmuradov identifies the following factors as obstacles to the formation of standard literary pronunciation [4]:

1. the influence of the dialect of the region in which the teacher lives;
2. the teacher's lack of standard literary pronunciation skills;
3. the teacher's perception that teaching in a dialect is more convenient.

2. The System of Exercises and Tasks in Developing Phonetic Competence

N. Rasulov particularly emphasizes the importance of exercises and tasks in developing phonetic competence in Uzbek language teaching [9]. According to the researcher, exercises and tasks perform the following functions:

- consolidating and automatizing knowledge;
- transforming theoretical knowledge into practical activity;
- developing speech competence;
- identifying and correcting errors.

Rasulov divides exercises for developing phonetic skills into three types:

Alphabet exercises – exercises aimed at recognizing letters and mastering sounds. These include tasks such as identifying the first letters of words, determining missing vowels, solving anagrams, and arranging letters in alphabetical order.

Pronunciation exercises – these exercises have a dual function: first, the language learner learns to pronounce the sounds of the target language correctly; second, the learner develops listening-comprehension skills in that language. Such exercises include reading given words, sentences, microtexts, poems, dialogues, and tongue twisters; working with words that are spelled identically but pronounced differently (homographs); working with words that have similar pronunciation but different spelling

(paronyms and homophones); repeating after a speaker with pauses; identifying the written representation of a sound that has been heard; and practicing specific Uzbek sounds (ng, j, o', g', h, q).

Spelling exercises – these are generally not treated as independent exercises; rather, they are developed together with lexical or grammatical skills. Dictation is identified as the principal type of exercise for developing spelling skills.

G. Hamroyev, in turn, pays particular attention in his research to improving the linguodidactic foundations for developing educational tasks on phonetics [1;5].

3. Integration of National Values into the Teaching of Phonetic Material

N. Baxtridinova's research develops a methodology for teaching phonetic changes, stress, and syllables on the basis of national values. According to the author, methods based on national values, such as “Teacher-Student Conversation,” “Words of the Ancestors,” and “National Clothing,” help increase the effectiveness with which learners master phonetic material. The works of scholars such as T. Zaripov and A. Karimov also emphasize the importance of teaching phonetic phenomena in connection with national culture [6].

4. Main Directions for Improving Educational Materials on Phonetics

Based on an analysis of research by Uzbek scholars, the following principal directions can be identified for improving the methodological support of educational materials on phonetics:

1. Strengthening the scientific and theoretical foundations. As B. Mengliyev notes, it is important to create a map of the phonematic-phonemic system of the Uzbek language and determine its place in modern linguistics, particularly computational linguistics [2]. This would make it possible to represent the rich phonetic characteristics of Uzbek in a formal model.
2. Organizing the system of exercises and tasks in stages. The staged system proposed by G. Asilova – familiarization, observation, and correction – is considered effective in developing phonetic skills [9]. The familiarization and observation stages are appropriate for the beginner level, where mastering the Uzbek sound system requires a specific system of exercises. The correction stage involves correcting the pronunciation of adult language learners.
3. Introducing modern technologies. According to B. Mengliyev's proposal, creating a phonemic “map” that can be used in digital language processing (ASR, TTS, machine translation) and linguistic research can improve the quality of teaching phonetic material. The development of the “Practical Phonetics” manual for first-year students by the Department of Functional English Lexis at the Uzbekistan State World Languages University under the supervision of N. Kushiyeva is also an important step in this direction.
4. Integration with national values. The methods based on national values proposed in N. Baxtridinova's research help increase learners' interest in mastering phonetic material [6].
5. Eliminating the influence of dialects and regional speech varieties. As G. Dostmuradov notes, eliminating the negative influence of dialects and regional speech varieties and developing teachers' standard literary pronunciation skills are important in forming standard pronunciation [4].

In conclusion, the issue of improving the methodological support of educational materials on phonetics has been investigated by Uzbek scholars from various perspectives. The research of scholars such as G. Hamroyev, B. Mengliyev, G. Dostmuradov, N. Rasulov, and N. Baxtridinova has contributed to enriching the theoretical and practical foundations of this field.

The analysis of the studies shows that the following factors should be taken into account when improving the methodological support of educational materials on phonetics:

- moving away from the influence of Russian linguistic traditions in the study of the Uzbek phonetic system and creating a scientific-theoretical foundation that fully reflects its national characteristics;
- organizing the system of exercises and tasks for developing phonetic competence in stages (familiarization, observation, correction);
- making extensive use of modern information and communication technologies, particularly the capabilities of computational linguistics;
- ensuring the integration of national values into the teaching of phonetic material;
- continuously developing teachers' standard literary pronunciation skills.

In the future, it would be advisable to continue research on improving the methodological support of educational materials on phonetics in the following directions:

- creating a phonetic atlas of the Uzbek language and introducing it into the educational process;
- developing a methodology for using artificial intelligence and digital technologies in teaching phonetic material;
- improving the system for grading phonetics-related educational materials for different levels of education (school, lyceum, college, and higher education);
- developing modern criteria and methods for assessing phonetic competence.

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