



PHONETIC GAMES AS A TOOL OF PEDAGOGICAL STRATEGY FOR THE DEVELOPMENT OF COGNITIVE UNIVERSAL LEARNING ACTIONS

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Annotation: The article delineates pedagogical strategies and techniques for incorporating phonetic games into native language classes, offering insights into optimal methods and effective tips for successfully integrating game elements into the educational process.

Key words: Phonological Game Modalities, Pedagogical Expertise, Instructional Methods, Orofacial Articulatory Precision, Pedagogical Competencies in Classroom Environments, Auditory Acuity and Phonemic Sensitivity, Acoustic Phenomena, Phonemic Structures

Introduction

Contemporary education necessitates the formulation of efficacious pedagogical methodologies to foster the cultivation of cognitive universal learning activities among students. Within this framework, a promising avenue involves the utilization of phonetic games as a tool for instigating cognitive universal learning activities within primary school native language classes. The initial phase in crafting pedagogical strategies entails an examination of methodological approaches targeting the enhancement of students' cognitive universal actions. Recognizing the paramount significance of early phonics skill development, educators are endeavoring to amalgamate play techniques with cognitive strategies.

Incorporating phonetic methodologies and procedures into the indigenous language instructional environment constitutes a pivotal measure in formulating efficacious methodologies for instructing pronunciation and acoustic analysis. Phonetics, as an empirical discipline, centers on the examination of auditory phenomena, encompassing precise phonetic enunciation and interactions, thereby constituting an integral facet of linguistic pedagogy. Phonetics, a significant subfield within linguistics dedicated to the examination of sound structure and linguistic

pronunciation, holds paramount importance in the domain of language education. Proficiency in accurate pronunciation and discernment of phonetic units constitutes an indispensable aspect of native language competence, exerting a substantial impact on comprehension and the overall quality of communication.

Methods:

Phonetic games assume a pivotal role in native language instruction, serving multiple essential functions. Primarily, they foster the refinement of students' pronunciation skills by affording opportunities for the analysis and accurate enunciation of individual sounds and phonemes. This ludic approach cultivates heightened attentiveness among students towards the auditory nuances and structural elements inherent in their native language, consequently enhancing their proficiency in pronunciation. Additionally, phonics games contribute to the enhancement of phonetic analysis by instilling the ability to discern and analyze sounds within words. This, in turn, positively influences students' reading comprehension and lexical understanding skills.

Results and discussion

These games facilitate the cultivation of auditory acumen and the aptitude to discriminate among distinct sound units. The third function of phonetic games lies in their capacity to inject a captivating dimension into the process of acquiring proficiency in one's native language. Through the infusion of elements of enjoyment and amusement, these games engender heightened motivation and interest among students, rendering the learning experience more engaging. Active student participation in these games further augments the efficacy of acquiring phonics skills. Lastly, phonics games serve to stimulate social interaction among students, fostering a collaborative and communicative environment.

Frequently structured in a group setting, these games play a crucial role in the cultivation of students' communication proficiencies. Engaging in such activities encourages collaborative efforts, providing students with opportunities to collaborate, express opinions, articulate thoughts, and attentively listen to others. This collaborative

dynamic is instrumental in nurturing social competence, as it fosters the development of effective interpersonal skills within a communal learning environment.

Phonetic skills can be dichotomized into two categories: auditory-pronunciation and rhythmic-intonation. Each category warrants individual consideration. Auditory-pronunciation skills encompass the aptitude for accurately enunciating all phonetic elements within the context of speech, as well as the comprehension of such elements when listening to the speech of others. Furthermore, auditory-pronunciation skills can be further categorized into two distinct groups:

— Auditory skills encompass processes and operations aimed at recognizing and differentiating individual phonemes within words and semantic syntagms within sentences.

— Pronunciation skills inherently entail the proficiency to accurately articulate sounds and assemble them within words, phrases, and sentences. Additionally, they encompass the judicious placement of stress and intonation pauses.

Rhythmic-intonation skills entail a comprehension of both logical and expressive stresses, along with intonation patterns. Notably, it is the mastery of stress and intonation that demarcates a non-native speaker from a native one. However, in practical terms, acquiring the correct pronunciation of individual sounds is often more straightforward than mastering the intonation of entire sentences. Furthermore, it is crucial to acknowledge that stress, pauses, and intonation collectively serve as linguistic elements that can impart nuanced change. Phonetic games assume a pivotal role in establishing an enriched learning milieu. These games offer a distinctive avenue for incorporating cognitive learning endeavors into the language acquisition process, rendering it both engaging and efficacious [1]. Beyond merely fostering phonetic skill development, they play a vital role in shaping universal learning activities, encompassing attention, memory enhancement, critical thinking, and problem-solving skills to the meaning of a statement.

The cultivation of attention within the framework of shaping cognitive universal educational activities entails the utilization of phonetic games. These games necessitate active engagement with sounds and their analysis, thereby fostering the development



of both visual and auditory perception. Furthermore, active participation in phonetic games involves the memorization and recognition of sounds, consequently enhancing both short-term and long-term memory capacities. Such memory development holds significant importance in the broader context of shaping universal educational activities.

"The integration of phonetic games into the educational framework not only fosters the enhancement of phonetic skills but also shapes the requisite educational actions essential for successful learning"[2]." "Methodically incorporating phonetic games into the curriculum has the potential to markedly enhance the cognitive universal actions of students, thereby enriching their educational experiences" [2]. Empirical findings and expert assessments substantiate the significant potential of phonetic games in shaping cognitive universal actions. Consequently, it becomes imperative to devise pedagogical strategies that seamlessly integrate phonics games into the classroom setting to optimize students' cognitive development.

Within the realm of foreign language instruction, the implementation of pedagogical strategies aimed at fostering cognitive universal learning activities constitutes a pivotal aspect. Among the effective methodologies, the incorporation of phonetic games into the educational process stands out as a noteworthy approach.

Issues arising in phonics games necessitate the analytical and synthetic processing of sounds, thereby fostering the cultivation of critical thinking skills. The establishment of conditions conducive to the formation of cognitive universal learning activities is paramount. As articulated in educational literature, "Pedagogical strategies should center on crafting conducive environments for the advancement of cognitive skills and general learning proficiencies in students" [1].

The proficiency to accurately articulate sounds and discern phonetic subtleties constitutes an integral facet in the cultivation of competence in one's native language. The precise pronunciation of sounds, the ability to discriminate between them, and a comprehensive understanding of their linguistic roles collectively contribute to the facilitation of effective communication and the lucid expression of thoughts.

Nevertheless, challenges manifest during the teaching of phonetics, including issues like inaccurate pronunciation, complexities in sound analysis, and challenges in their application in speech. In such instances, the implementation of pedagogical strategies and methods grounded in phonics games becomes imperative.

"Phonics games integrated into native language lessons offer an engaging avenue to instruct students in phonics through enjoyable and interactive means. These games not only captivate attention and enhance motivation but also foster the advancement of auditory and phonic skills, subsequently refining pronunciation and comprehension of phonetic rules" [8]. Analyzing successful methods and approaches facilitates the formulation of recommendations for educators, emphasizing the seamless integration of game elements into the educational process. This holds particular significance within the context of shaping universal cognitive activity, where game elements play a pivotal role in nurturing critical thinking, analytical abilities, and active student participation in the educational milieu.

Employing a spectrum of cognitive strategies in foreign language acquisition stands out as a crucial aspect. The utilization of diverse strategies for mastering a foreign language plays a pivotal role in enhancing the effective development of language skills among students [9].

The enactment of a strategy for fostering language competence in primary schoolchildren involves considering significant components within the educational process. These components encompass knowledge, skills, abilities, language reflection, as well as communicative and personal characteristics. The comprehensive development of these facets contributes substantively to the cultivation of language competence in students [10].

The content and organizational structure of educational activities in primary school foreign language instruction have been underscored in research for effective teaching [11]. Consequently, the incorporation of phonetic games, in conjunction with the described strategies, proves to be an effective approach in shaping cognitive universal learning actions among students during the process of learning a foreign language.

"Adopting a game-based approach to phonetics instruction not only facilitates effective material learning but also cultivates a positive attitude toward the learning process" [7]. The impact of phonetic games extends into the social domain, as evidenced by research stating, "The group-oriented structure of games plays a role in enhancing students' communication skills, instructing them in teamwork, opinion exchange, and articulation of ideas" [4].

The integration of game elements into the educational process is gaining prominence and acknowledgment among educators and researchers as an effective pedagogical method. Games introduce a dimension of diversity and interactivity to the learning experience, leading to a notable enhancement in student motivation and facilitating the learning process.

The significance of incorporating game elements into the educational process is affirmed by several factors. Firstly, games have the capacity to markedly elevate student motivation and engagement. The inherent appeal of game elements fosters a sense of joy and activity, encouraging students to actively participate in the learning process.

Here is one possible way to paraphrase your text:

In the process of teaching a foreign language, the use of pedagogical strategies for the formation of cognitive universal learning activities is an important aspect. One of the effective methods is the use of phonetic games in the educational process.

Problems in phonics games may require analysis and synthesis of sounds, promoting the development of critical thinking. Creating conditions for the formation of cognitive universal learning activities: "Pedagogical strategies should focus on creating favorable conditions for the development of cognitive skills and general learning skills in students" [1].

The proficiency to articulate sounds accurately and comprehend phonetic nuances is an indispensable component in cultivating competence in one's native language. The accurate pronunciation of sounds, the ability to discriminate between them, and an understanding of their linguistic roles collectively contribute to effective communication and the lucid expression of thoughts.

Nevertheless, challenges arise in the teaching of phonetics, including issues such as incorrect pronunciation, difficulties in sound analysis, and challenges in their application in speech. In such instances, the utilization of pedagogical strategies and methods grounded in phonics games becomes imperative.

"Phonics games in native language lessons provide an opportunity to teach students phonics in a fun and interactive way. Games stimulate attention and motivation, promote the development of auditory and phonic skills, as well as improve pronunciation and understanding of phonetic rules." [8] Analysis of successful methods and approaches will make it possible to develop recommendations for educators and teachers on integrating game elements into the educational process. This aspect is especially important in the context of the formation of universal cognitive activity, since game elements contribute to the development of critical thinking, analytical abilities and the active involvement of students in the educational process.

In the application of cognitive strategies for learning a foreign language, a crucial consideration lies in employing a diverse range of methodologies. This diverse approach significantly enhances the effective development of language skills in students [9].

Concurrently, the implementation of a strategy for cultivating language competence in primary school children necessitates the comprehensive development of key components within the educational process. These components encompass knowledge, skills, abilities, language reflection, as well as communicative and personal characteristics. Their holistic development substantially contributes to the formation of language competence in students [10].

The content and organizational structure of educational activities during the learning of a foreign language have been highlighted in research as pivotal for effective teaching, particularly in primary school settings [11]. Consequently, the integration of phonetic games, coupled with the aforementioned strategies, proves to be an effective approach in shaping cognitive universal learning actions among students throughout the process of learning a foreign language.

"Facilitating phonetics instruction through a game-based approach enhances the effectiveness of material learning and cultivates a positive attitude towards the educational process" [7]. The impact of phonetic games extends beyond individual learning to the social domain: "The group-oriented structure of games fosters the enhancement of students' communication skills, imparting the ability to collaborate within a team, exchange opinions, and articulate their ideas" [4].

Consequently, the incorporation of phonetic games into the foreign language instruction proves to be an efficacious pedagogical strategy for shaping cognitive universal learning activities in students. Phonics games not only advance phonics skills but also stimulate critical thinking, motivation, engagement, efficiency, quality, collaboration, joy, variety, and flexibility among students. Serving as a crucial component in cultivating a conducive learning environment, phonics games act as incentives for active participation, foster the formation of a positive atmosphere within the lesson, and engender a positive attitude towards the learning process

In the second instance, games offer active learning opportunities, prompting students to apply knowledge and skills in practical scenarios that necessitate decision-making, problem-solving, competition, and cooperation. This dynamic approach fosters the cultivation of critical thinking, decision-making, and communication skills among students.

In the third instance, games play a pivotal role in augmenting the assimilation and memorization of material. The incorporation of active repetition and the application of information within games significantly enhances the effectiveness of assimilation and the consolidation of knowledge. This approach motivates students to actively seek optimal solutions, thereby ultimately improving the efficiency of the learning process.

Fourthly, games contribute to the development of a diverse range of skills and competencies, encompassing cognitive facets such as logical thinking and problem-solving, as well as social aspects like teamwork, communication, and cooperation. Additionally, games facilitate the development of motor skills, coordination, and emotional intelligence.



Ultimately, games establish a relaxed and positive atmosphere, effectively mitigating students' stress and anxiety levels. This, in turn, positively impacts the assimilation of information and enhances the overall efficiency of the educational process. The incorporation of phonetic games into native language lessons transcends conventional teaching methods, infusing elements of enjoyment and emotional engagement into the learning process. These games not only spark students' interest in phonetics but also significantly contribute to the cultivation of accurate pronunciation skills, sound analysis, and confidence in communication within their native language.

Conclusion:

In summary, phonics games emerge as a potent and efficacious instrument for instructing one's native language, fostering the refinement of pronunciation and phonics skills, while concurrently establishing an engaging and motivational learning milieu. The advantages, encompassing heightened motivation, enhanced communication skills, and improved pronunciation, underscore the significance of seamlessly integrating phonics games into educational practices.

It is crucial to regard game elements not merely as supplemental to lessons but as integral components of contemporary education. Educators and teachers are urged to employ phonics games with creativity, seamlessly integrating them into curricula to craft distinctive learning experiences for students. By considering the individual needs of each student and incorporating a diverse array of games and methods, lessons can be designed to captivate attention, foster dialogue, and facilitate more profound learning.

Considering the aforementioned points, phonetic games within native language lessons serve as an effective instrument for fostering the advancement of students' phonetic skills. The infusion of game elements into the educational process not only enhances pronunciation and comprehension of sound analysis but also plays a pivotal role in shaping universal cognitive activities—a crucial facet in contemporary educational practices. Specifically, phonetic games can inject an enjoyable dimension into learning phonics, facilitating active student engagement in lessons and concurrently enhancing their pronunciation and grasp of phonetic principles.

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