

# Development of Students' Pragmatic Competence through Phonetic Knowledge

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## ABSTRACT

The article describes the phonetic concepts taught in primary grades, the difficulties in forming phonetic competence in students, the importance of phonetic knowledge in the formation of pragmatic competence in them.

**KEYWORDS:** student, phonetics, sound, letter, syllable, vowel, consonant, communication, speech, mother tongue and reading literacy, competence, pragmatic competence, phonetic analysis

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## I. INTRODUCTION

The complex processes taking place in the world have a negative impact not only on the economic sphere, but also on the social and educational spheres. The crisis in education can weaken any developed country. After all, every mistake made in the field of education leads to irreparable decline. Especially in this era when the flow of information is increasing day by day.

Keren Barak, a professor at Ariel University in Israel, likened education 20 years ago to a trickle, and today's to a strong stream. In fact, if we look at the root of the matter, even a seemingly trivial error in education causes irreparable damage, that is, moral and intellectual loss.

The President of the Republic of Uzbekistan, Sh.M. Mirziyoyev, in his speech at the ceremony dedicated to the 31st anniversary of the state's independence, paid special attention to the education system and noted: "I have always said and I will say again, the first o education, education and more education". This

is a sign that the attention to the development of science in our country is increasing day by day.

Our country has received worldwide recognition as the place where the first buds of civilization appeared. In this country where the development of science has flourished, how many figures have amazed the world with their intelligence and thinking. They contributed to the development and prosperity of not only natural and concrete sciences, but also language education.

## II. MATERIALS AND METHODS

Learning any language starts with the smallest units, sounds and letters, just as any great work of art is made of small particles. A child's speech is also formed based on the pronunciation of sounds. A 5-month-old child hears sounds and tries to pronounce them, and at the age of 6 months, he begins to express the first simple syllables in his speech. It can also be known that phonetic concepts form the basis of speech formation in a child.

The role of phonetic concepts in systematic language learning of young students is incomparable. Methodist scientist Karima Kasimova interprets the importance of learning phonetic concepts as follows:

- based on phonetic knowledge, 1st grade students will learn to read and write during the literacy period;
- phonetic knowledge is the basis for correct pronunciation of words (correct pronunciation of sounds, distinguishing accented syllables, compliance with orthographic norms);
- phonetic knowledge, along with morphological and word formation knowledge, is the basis for students to develop a number of spelling skills (writing voiceless and voiced consonants);
- phonetic knowledge is necessary to correctly say the sentence according to its tone, to observe the logical emphasis and stops in the construction of the sentence;
- knowing the sound side of a word is important for understanding its meaning and using it consciously in speech.

The speech of children of primary school age is unclear and ambiguous for various reasons. One of these reasons is that the child's phonetic competence is not well formed. A student's shallow phonetic knowledge leads to incorrect pronunciation of words, changes in sentence structure and content, violation of pronunciation norms, and communication difficulties. For this reason, thorough knowledge of phonetics is important for the formation of pragmatic competence in the student.

Candidate of Pedagogical Sciences, scientist A.A. Khomutova defines phonetic competence as follows: "Phonetic competence is a person's ability to communicate in accordance with the pronunciation norms of the studied language, based on knowledge, skills and attitudes."

There are several difficulties in teaching phonetic units to students of junior school age.

- the traditional approach to phonics teaching focuses on normative pronunciation or pronunciation standard. When forming pragmatic competence in students, it is necessary to understand the speaker's speech and take into account his regional dialect;
- the current program requirements for pronunciation are related to students' mastery of the full pronunciation style, which leads to students' difficulties in understanding speech due to changes in the language norm. will come;

- traditional forms of teaching phonetics do not meet modern requirements, it is difficult to widely introduce information technologies (IT) into the educational process due to the fact that methodological bases for their use have not been developed.

The formation of pragmatic competence in students is carried out through the following phonetic knowledge:

- connecting the phonetic composition of the word with its meaning;
- distinguish words and phrases with similar sounds;
- to determine the number of accented syllables in a sentence and the main semantic load in a simple sentence based on logical emphasis;
- to distinguish between the literal and figurative meanings of expressions;
- the length of pauses (pauses) indicating the presence of one or two sentences in the speech, as well as determining the emotional state of the speaker through intonation, etc.

### III. DISCUSSIONS AND RESULTS

In elementary grades, phonetic concepts are taught together with orthographic and orthoepic rules and lexical knowledge.

Primary school students are comprehensively taught interrelated rules in the systematic teaching of phonetic concepts and phenomena. For example, let's take the spelling of capital letters.

In the process of literacy training, students learn to write the upper and lowercase letters of the Uzbek alphabet based on the Latin script, first by dividing them into elements, and then as a whole. At the same time, in parallel, work related to correct and accurate pronunciation of sounds is carried out. Such exercises are important for the formation of orthoepic skills in students. Working on sounds and letters doesn't stop there, of course. Next, attention will be paid to the spelling of capital letters. Correct writing and spelling skills form orthographic skills, but they are inextricably linked with phonetics. In the process of literacy training, people's names, city names, capitalization of the first words in a sentence are taught in a practical way.

The following table shows the distribution of 1st, 2nd, and 3rd grade mother tongue and reading literacy, knowledge of phonetics and phonetic concepts learned during the 4th grade mother tongue lessons.

<b>1<sup>st</sup> class</b>	Pronounce the vowels and consonants used in words correctly, write letters that are similar (underline, superscript) differently; identify words with the same consonants that appear next to each other in the text; Differentiate between x and h sounds; correct pronunciation of vowels and consonants; Information about the letter J representing two sounds; Pronunciation, spelling of consonants d-t, b-p, z-s, j-ch, g-k, v-f, loss of consonants d-t in pronunciation, retention in writing, sounds q and g, their use in pronunciation and writing; correct pronunciation of the vowel a and o; correct pronunciation and writing of i and u vowels; letter combinations; words that cannot be divided into syllables; division of words with different consonants and the same consonant into syllables.
<b>2<sup>nd</sup> class</b>	Use of sounds and letters, vowels and consonants, lowercase and uppercase letters, division into syllables; rules for using vowels and consonants in written speech, dividing words into syllables; speech sounds, separating them into vowels and consonants; syllable, division of words into syllables, syllable formation of vowels; correct pronunciation of speech sounds; correct spelling of consonants with a pair at the end of the word; 23 consonants in the Uzbek language are represented by 24 sounds, the letter j represents two sounds, its pronunciation, words with the letter j; determine the composition of syllables in some words; dividing words into syllables consisting of one vowel sound, syllables consisting of one vowel sound and one consonant sound, syllables consisting of one vowel sound and several consonant sounds; spelling of words with x and h consonants in the text, their pronunciation; pronunciation and spelling of words with vowels A - O and O - O' in the composition of words; correct pronunciation of speech sounds, change of meaning of words as a result of incorrect pronunciation; Pronunciation and spelling of words with vowels I and E, shifting syllables in words with these letters; Copy words with the same consonants that are next to each other in a word; sounds represented by combinations of letters, their use in word structure, dividing the words they are part of into syllables; Pronunciation and spelling of words with the vowel U and O; the pronunciation and spelling of the same consonants that occur side by side within a word and the division of such words into syllables; spelling of consonants that are dropped in oral speech (for example, d-t, b-p, z-s...); formation of x and h sounds.
<b>3<sup>rd</sup> class</b>	Formation of vowels and consonants; Pronunciation of a series of consonants at the beginning of a word and division into syllables; methods of checking consonants with a pair at the end of the word, j, (dj), x, h, pronunciation and spelling of double consonants; series of vowel words; identification of consecutive identical vowels, words in which two identical vowels are used side by side, their pronunciation and spelling; identifying double/row vowel/consonant words from the text.
<b>4<sup>th</sup> class</b>	Identify double/row vowel/consonant words from the text; tasks related to phonetic analysis; grouping words with vowels a and o; Concomitant vowel words; voiced and unvoiced consonants; identifying double/row vowel/consonant words from the text; words with the same consonants that come next to each other; dividing consecutive words with the same consonant into syllables; dividing and moving words containing sh, ch, ng letter combinations into syllables; letters o and g.

#### IV. CONCLUSION

From the table above, we can see that more attention is paid to phonetic concepts in grades 1-2, and knowledge learned in other grades is repeated and strengthened. It can be concluded from this that the phonetic knowledge learned in primary grades can be a full basis for the formation of pragmatic competence in students.

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