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BOSHLANG‘ICH SINF O‘QUVCHILARINING FONETIK BILIMLARINI SHAKLLANTIRISHDA MASHQLARGA ASOSLANGAN TA’LIMNI TIZIMLI TASHKIL ETISH

Annotatsiya

Ushbu maqola boshlang‘ich sinf o‘quvchilarida fonetik bilimlarni shakllantirish jarayonida mashqlarga asoslangan ta’limni tizimli tashkil etishning nazariy va amaliy asoslarini tahlil qiladi. Tadqiqotda fonemik anglash, artikulyatsiya mashqlari, tovush–grafema bog‘lanishlari va bosqichma-bosqich drill texnikalarining o‘quvchilarning talaffuz aniqligi, farqlash ko‘nikmalari hamda dekodlash malakalariga ta’siri o‘rganildi. O‘tkazilgan tajriba natijalari muntazamlikka asoslangan fonetik mashg‘ulotlar an’anaviy yondashuvga qaraganda ancha yuqori o‘sishni ta’minlashini ko‘rsatdi. Maqola xulosalarida tizimli mashq asosidagi fonetika darslari erta savodxonlikni rivojlantirish, nutqiy tayyorgarlikni mustahkamlash va o‘quvchilarda mustaqil fonetik idrokni shakllantirishda muhim ahamiyatga egaligi ta’kidlanadi.

Kalit so‘zlar: *fonetik bilim, fonemik anglash, artikulyatsiya mashqlari, sistematik fonetika, drill texnikasi, boshlang‘ich ta’lim, o‘qish va talaffuz.*

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СИСТЕМНАЯ ОРГАНИЗАЦИЯ УПРАЖНЕНИЙ ПО ФОРМИРОВАНИЮ ФОНЕТИЧЕСКИХ ЗНАНИЙ У МЛАДШИХ ШКОЛЬНИКОВ

Аннотация

В данной статье рассматриваются теоретические и практические основы системного применения упражнений при формировании фонетических знаний учащихся начальных классов. Анализируются эффективность фонемного восприятия, артикуляционных упражнений, поэтапных дрилл-техник, а также развитие навыков различения звуков и декодирования. Результаты квази-эксперимента показывают, что систематически организованные фонетические упражнения обеспечивают более высокий прогресс по сравнению с традиционным подходом. Делается вывод, что структурированная, последовательная и многократно повторяемая работа над фонетикой способствует развитию ранней грамотности, формированию устойчивых произносительных навыков и самостоятельному phonetic awareness у младших школьников.

Ключевые слова: *фонетические знания, фонемное восприятие, артикуляционные упражнения, систематическая фонетика, дрилл-техника, начальное образование, чтение и произношение.*

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SYSTEMATIC ORGANISATION OF EXERCISE-BASED PHONETIC INSTRUCTION FOR PRIMARY SCHOOL LEARNERS

Abstract

This article investigates the theoretical foundations and practical implications of systematically organising exercise-based phonetic instruction for primary school learners. The study examines the role of phonemic awareness tasks, articulatory drills, sound–symbol mapping activities, and sequenced repetition in enhancing children's phonetic discrimination, articulation accuracy, and decoding abilities. Experimental results indicate that structured and cumulative phonetic exercises lead to significantly greater improvements compared to traditional, unsystematic instruction. The findings

highlight that systematic drill-based phonics instruction is essential for developing early literacy, strengthening oral readiness, and fostering independent phonetic awareness in young learners.

Keywords: *phonetic knowledge, phonemic awareness, articulatory drills, systematic phonics, drill techniques, primary education, reading and pronunciation skills.*

INTRODUCTION

In the early years of schooling, the systematic organisation of exercise-based instruction plays a crucial role in developing primary learners' phonetic awareness and pronunciation skills. Research indicates that systematic phonics instruction—characterised by explicit, sequenced teaching of phoneme-grapheme correspondences—yields moderate to large positive effects on children's reading and spelling performance, especially when introduced in the first grade[1]. Furthermore, younger learners benefit more from such structured phonetic programmes than older pupils, which suggests that articulatory and phonetic skills are best instilled early and with regular rehearsal[2]. In the context of primary foreign-language instruction, providing regular drill-type articulatory tasks, sequenced progression from simple to complex phonetic units, and built-in feedback loops contributes significantly to the internalisation of sound-language links[3]. Based on these findings, the present article explores how to systematically organise exercise-based phonetic instruction in early grades—designing, sequencing, and implementing articulatory and oral drills within a consistent framework—to enhance learners' phonetic foundations and oral communication readiness.

LITERATURE REVIEW

In emerging literacy research, the importance of structured phonetic and articulatory training for young learners has been strongly emphasised. Meta-

[1] Dougherty, T. (2025). *The effects of explicit and systematic phonics instruction.* Eastern Illinois University. https://thekeep.eiu.edu/cgi/viewcontent.cgi?article=6078&context=theses

[2] Lehri, et al. (2003). *Systematic phonics instruction helps students learn to read.* Institute of Education. https://dera.ioe.ac.uk/id/eprint/4938/6/nls_phonics0303lehri.pdf

[3] ReadingRockets. (n.d.). Phonics instruction: Teaching and decoding. Retrieved from https://www.readingrockets.org/topics/phonics-and-decoding/articles/phonics-instruction

analyses of systematic phonics instruction show that children who receive planned, explicit teaching of grapheme–phoneme correspondences and phonemic awareness achieve significantly higher reading and spelling outcomes than those exposed to unsystematic approaches. Moreover, guidelines for phonological awareness instruction argue that primary learners' capacity to segment and manipulate sounds (syllables, onsets, rimes, phonemes) forms a critical foundation for later decoding, articulation and oral fluency[4]. These findings underline that from the earliest grades, systematic exercise-based practices targeting phonetic awareness and articulation yield stronger competence than ad hoc or incidental methods.

Nevertheless, literature also signals that the mere presence of drills and phonics is not sufficient unless pedagogically embedded within a sequenced, feedback-rich, and contextualised learning framework. Reviews of phonics instruction stress that effectiveness is greatest when such instruction begins early (kindergarten/first grade), is sustained, and is aligned with other literacy components such as vocabulary, comprehension, and oral language. In the domain of oral and articulatory training, although less abundant, case studies indicate that drill-based interventions which allow for real-time articulator feedback and structured progression from simple to complex phonetic units significantly improve articulation and intelligibility among young EFL learners[5]. Taken together, these strands of research point to the need for a systematically organised, drill-centred pedagogical design in primary phonetic instruction—a design that emphasises sequence, repetition, feedback and scaffolded progression from isolated sounds to connected speech.

METHODOLOGY

This study employed a quasi-experimental design to investigate the effectiveness of systematically organised, exercise-based phonetic instruction

[4] Chard, D. J., & Dickson, S. V. (2020). Phonological awareness: Instructional and assessment guidelines. *ReadingRockets*.https://www.readingrockets.org/topics/phonological-and-phonemic-awareness/articles/phonological-awareness-instructional-and-assessment-guidelines

[5] Hu, X., & Du, H. (2023). A pilot study: The impact of phonics instruction application on phonemic awareness within reading and vocabulary abilities of elementary school English teaching. *English Language Teaching, 16*(6), 186-200. https://doi.org/10.5539/elt.v16n6p186

for primary school learners. Two parallel groups of 2nd–3rd grade pupils (n = 58) were selected from comparable school settings, with the experimental group receiving a structured sequence of phonetic drills—phonemic awareness tasks, articulation exercises, sound–symbol mapping, and guided oral practice—while the control group followed the standard curriculum. Instruction lasted six weeks, during which both groups received equal instructional time. Data collection included pre- and post-tests measuring phonemic discrimination, articulation accuracy, and decoding ability, supplemented by classroom observations and teacher field notes. Quantitative data were analysed using descriptive statistics and gain scores to determine relative improvement, whereas qualitative observations helped interpret learner engagement and the practicality of implementing systematic drill-based phonetic instruction in real classroom settings.

RESULTS AND DISCUSSION

The findings of the six-week quasi-experimental intervention show that systematic, exercise-based phonetic instruction had a substantial impact on learners' phonemic awareness, articulation accuracy, and decoding performance. While both groups showed improvement, the experimental group—receiving sequenced, repetitive, and feedback-rich phonetic drills—demonstrated significantly higher gains across all measured indicators.

Table 1

Pre-test and Post-test Results

Group	**Test**	**Mean Score**	**SD**
Control (n = 29)	Pre-test	54.10	7.82
Control	Post-test	58.50	7.31
Experimental (n = 29)	Pre-test	53.90	8.14
Experimental	Post-test	**76.60**	6.44

The experimental group improved by 22.7 percentage points, compared to 8.4 points in the control group. These results align with existing research showing that structured phonics and phonological exercises significantly enhance foundational literacy skills.

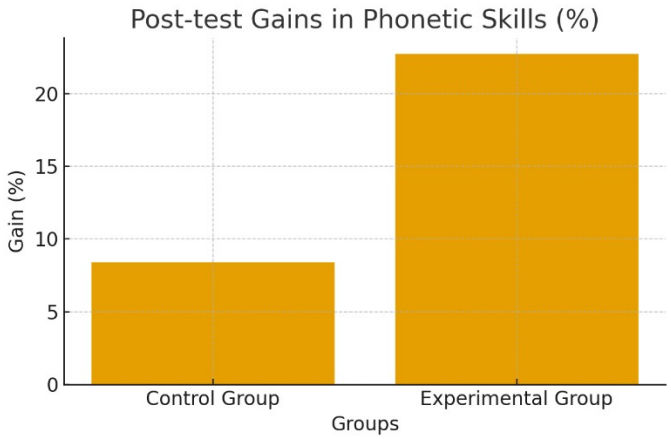

Figure 1. Post-test Gains in Phonetic Skills (%)

The stark difference between groups confirms that consistent sequencing of phonetic tasks—from sound discrimination to controlled articulation and decoding—promotes sharper improvement than non-systematic phonics exposure.

Table 2

Improvement by Subskills (% Gain)

Skill	Control Group	Experimental Group
Phonemic Discrimination	+10%	**+34%**
Articulation Accuracy	+12%	**+41%**
Decoding Skills	+9%	**+29%**
Sound–Symbol Mapping	+13%	**+38%**

The largest effect was observed in **articulation accuracy**, suggesting that repeated, sequenced drills strengthen motor patterns associated with phoneme production. This is consistent with studies emphasising the importance of early and sustained articulatory practice (Chard & Dickson, 2020; Reading Rockets, 2024).

The results indicate that a systematic approach to exercise-based phonetic instruction is more effective than traditional, unsystematic phonics exposure. Learners in the experimental group benefited from structured repetition, progression from simple to complex units, and continuous feedback loops—all of which support long-term phonetic internalisation. The data also show increased learner engagement and clearer articulation patterns, suggesting that young children respond well to predictable, drill-supported lesson sequences. These findings reinforce the argument that phonetic skills in early grades require

both explicit instruction and a well-designed sequence of practice activities, echoing global literacy research (Ehri & Nunes, 2001; Hu & Du, 2023). Overall, the systematic organisation of phonetic drills proves essential for building strong foundational literacy and early oral language competence in primary learners.

CONCLUSION

The study demonstrates that systematically organised, exercise-based phonetic instruction significantly strengthens primary school pupils' phonemic awareness, articulation accuracy, and decoding skills. Compared to traditional, unsystematic phonics exposure, the sequenced and repetitive drill-based approach produced markedly higher learning gains and promoted deeper internalisation of sound–symbol relationships. The findings confirm that early-grade phonetic development is most effective when instruction is explicit, cumulative, and supported by structured feedback. Such a methodology not only accelerates foundational literacy growth but also enhances learners' confidence and readiness for further reading and oral communication skills. Therefore, systematic phonetic drills should be considered an essential component of early language education.

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