

2-9-2021

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### Recommended Citation

Saydazimova, Durdona Habibullevna (2021) "THE SIGNIFICANCE OF THE DEVELOPMENT OF PHONOLOGICAL ABILITY IN THE COURSE OF JUNIOR SCHOOLS IN A FOREIGN LANGUAGE," *Central Asian Journal of Education*: Vol. 6 : Iss. 1 , Article 3.

Available at: <https://uzjournals.edu.uz/cjedu/vol6/iss1/3>

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# THE SIGNIFICANCE OF THE DEVELOPMENT OF PHONOLOGICAL ABILITY IN THE COURSE OF JUNIOR SCHOOLS IN A FOREIGN LANGUAGE

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## Abstract

This article deals with the importance of the improvement of phonological skill in the course of junior schools in a foreign language where the foundation of the intercultural ability of a junior schoolchild is the ability for foreign language speech activity, the formation of which is associated with the formation of auditory perception of speech in a foreign language.

## Аннотация

В данной статье рассматривается значение совершенствования фонологического навыка в процессе обучения младших школьников иностранному языку, где основой межкультурной способности младшего школьника является способность к иноязычной речевой деятельности, формирование которой связано с формированием слухового восприятия речи на иностранном языке.

## Аннотация

Ушбу мақолада кичик мактаб ўқувчиларига чет тили ўқитиш жараёнида фонологик малакани ривожлантириш аҳамияти ҳамда ёш ўқувчининг маданиятлараро қобилиятининг асосини чет тили нутқ фаолияти ташкил этиши хақида сўз боради

**Key words:** phonological ability, primary school, foreign language learning

**Ключевые слова:** фонологическая способность, начальная школа, овладение иностранным языком

**Калит сўзлар:** фонологик қобилият, бошланғич мактаб, чет тилини ўрганиш

The main goal of teaching foreign languages in schools is to develop the student's ability to communicate in a foreign language, that is, teaching equally grammar, vocabulary, listening, reading and pronunciation.

In accordance with this concept, the foundation of the intercultural ability of a junior schoolchild is the ability for foreign language speech activity, the formation of which is associated with the formation of auditory perception of speech in a foreign language. The subject of this article is the phenomenon of phonological ability as a significant ability of junior schoolchildren, which determines the success of their mastering a foreign language.

Analysis of the theories of speech ontogenesis confirms that auditory perception is primary in the development of speech activity and basic for a child of primary school age. It is also considered proven that impairments in the field of auditory perception lead to a slowdown in speech development, which, in turn, leads to impairments in reading and spelling. The results of practical studies show that 60% of children with poorly developed reading and writing skills had impaired perception of the auditory image. That is why, in teaching children their native language, much attention is paid to immersion in the sound system of the language, the development of phonemic hearing and the ability for phonemic analysis and synthesis.

According to neurophysiological data, the process of speech development is closely related to the functional improvement of the brain, therefore, the lack of formation of phonemic hearing, that is, the ability to sound differentiation, leads to functional failure left temporal region, which bears the main burden in understanding speech. Signs of such a functional insufficiency of the left temporal region, which are increasingly observed in modern schoolchildren and are well known to all teachers, boil down to the following:

- the student does not understand the teacher's speech well and therefore does not learn new material;
- the student does not hear his own speech;
- in the student's speech, there are many literal paraphasias (replacement of letters with a change in the semantic meaning of the word), swallowing the endings of words;
- the reading is not intoned.

It should be noted that methodological science has always paid sufficient attention to the development of auditory perception of foreign language speech in schoolchildren, but in relation to the middle and senior stages of education. So, for example, Jonathan Marks, studying the problem of the success of teaching schoolchildren a foreign language, in the structure of foreign language abilities, along with memory and thinking, highlighted such a component as auditory perception, and specifically noted that "... the development of speech hearing with the help of phonetic exercises and listening to texts is a prerequisite for the development of many other components of this structure and should be carried out at all stages of teaching a foreign language "[1].

According to Mark Hancock, indicators of the development of foreign language speech activity in adult students are phonemic hearing, the volume of working memory and probabilistic forecasting, the main mechanisms of listening [2].

The study of Gerald Kelly was devoted to the formation of a foreign language phonemic hearing at the initial stage of teaching English. He considers phonemic hearing as a component of speech hearing (the second component is intonation hearing) and as the ability to discern to detect a continuous stream of speech into sounds, to distinguish by ear all the sounds of speech related to different phonemes, to correctly correlate the perceived sounds of speech with the phonemes of the language [3].

Based on the proposition about the hierarchic, systemic structure of mental functions (L.S.Vygotsky), when the formation of higher mental functions is carried out on the basis of more elementary (motor, visual, auditory, etc.), V.F. Zangliger investigated a foreign language phonemic hearing as a basis for the development of skills in listening, speaking, which, in turn, become the basis for the development of reading and writing. Underdevelopment of the initial functions always negatively affects a person's speech development. Underdevelopment of phonemic hearing may not be noticed until learning to read and write, but this does not make the consequences less severe.

Within the framework of the concept of primary developmental foreign language education, on which we rely, listening has a special role: the development of auditory perception and the introduction of children into the sound system of the language is the main task of the propaedeutic stage (grade 2).

In the light of the above, it seems relevant to scientifically substantiate the concept of "phonological ability" in relation to a primary school student who is mastering a foreign language at the primary stage of secondary school.

As you know, speech is not only a mental phenomenon which is based on different systems of perception. The child's cognition of the surrounding reality begins with auditory perception, which precedes the processing and retention of information.

The study of the methods of teaching the literacy of the native language showed that special attention is paid to the phonemic hearing of first-graders and its development is distinguished as a separate stage in the development of speech, preceding the mastery of reading and writing. The development of the reading technique "from sound to letter", adopted in mastering the native language, contributes to the process of growing differentiation of auditory perception, the formation of an auditory image, the development of auditory short-term memory, that is, the ability to preserve and reproduce a series of consecutive sounds. So the child's skills of oral communication are improved, and then - on the basis of oral speech - and technical skills of reading and writing in their native language.

In this context, it is of interest to study the problem of the interaction of the developing phonological system of a child with specific operations underlying reading and writing, carried out by GM Bogomazov, who singled out the graphic analysis of a word as a leading factor, reflecting its phonological composition, while visual memory and visual images were assigned a supporting role in this interaction. It has been experimentally proven that exercises that fix the attention of students on the phonetic form of a word (syllabus and phonetic analysis), contribute to an increase in literacy, as well as an increase in the level of development of a sense of language, which appears at a certain stage in the development of a student's linguistic thinking.

In conclusion, let us formulate the conclusions that we came to as a result of studying the problem of the phonological ability of younger students.

1. In the theory and practice of teaching a foreign language in primary school, not enough attention is paid to the formation of the perceptual base for the development of foreign language speech activity of schoolchildren.
2. The advantage of the technology of mastering a foreign language by primary schoolchildren, based on stage-by-stage teaching of various types of speech activity, starting with oral speech, is confirmed.
3. Insufficient theoretical elaboration of the issue of the formation of the phonological ability of younger schoolchildren indicates the need for its experimental research.

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