

**THE ROLE OF PHONOLOGY AND PHONETICS IN TEACHING  
AND LEARNING**

**Ruziyeva Munisxon Komiljonovna**

*Teacher of English at Tashkent*

*Academic Lyceum № 2 of the Ministry*

*of Internal Affairs of the Republic of Uzbekistan*

**Annotation:** *This topic highlights the significance of understanding phonology (the study of sound systems and patterns in language) and phonetics (the study of the physical properties of speech sounds) in the context of education. It explores how these linguistic disciplines contribute to improving pronunciation, listening skills, and overall language proficiency. Additionally, it emphasizes their role in teaching second languages, enhancing communication, and supporting learners with speech or reading difficulties.*

**Keywords:** *Phonology, Phonetics, Teaching, Learning, Pronunciation, Listening skills, Language acquisition*

The present article endeavours to highlight the importance of phonetics and phonology. Phonology is the study of the sound system of a language. It is important to language learners because it can help them to understand how the sounds of a language are made, how they are used, and how they are related to each other. By understanding phonology, language learners can improve their pronunciation, and they can also learn to distinguish between different sounds in a language. Language is made up of sounds, and words must have sounds. Phonology is a component of language comprehension that is by nature also a component of understanding. The Simple View of Reading, on the other hand, clearly emphasizes reading. It's up to someone who generalizes it to correct any misunderstandings or misapplications. It is critical to be able to hear and speak phonemes (phonemic awareness) in order to read and write. According to new research, phonemic awareness instruction appears to be the most important factor influencing reading outcomes. Some argue that this should be the primary focus of systematic phonics instruction. It is also important to teach phonology in language teaching because it can assist students in understanding language structure and recognizing and analyzing sound patterns. Students can also gain a better understanding of what words and sentences mean by practicing phonology. In teaching phonology, language teachers gain an understanding of how a language sounds and is used in sentences, which is critical for understanding the sounds. Knowing a language's phonology can help teachers avoid mispronunciation and articulation. The importance of teaching pronunciation in English language is obvious. It is generally recognized that pronunciation is the first and most important thing in communication. When mispronounced, the simplest words will prevent the speaker from communicating effectively in English, so pronunciation can be considered as the main

## MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

troublemakers from the view of language intelligibility. Effective pronunciation teaching offers learners a choice in how to express themselves and feel a pleasure in exchanging ideas. Pronunciation is more important than it seems to be and has always been acknowledged that it is a fundamental part of learner's oral ability in the target language. Intensive contact with good pronunciation models in the beginning of the learning process. Help to find out effective way of teaching English pronunciation especially tailor-made for learners/teachers to cultivate spoken English that is easy to understand for listeners, develop strategies for spoken language that serves communicative needs effectively an increase self-confidence in teaching with useful methodology based on research, meeting the needs of teachers.

Here are some activities in teaching phonology:

Identify Sounds and their sources

The Sound Around Box is a versatile classroom tool that will help you teach early language and literacy concepts in a fun and hands-on way. It provides the opportunity for many group activities which will help children develop important social skills as they engage in multisensory play with rhymes, syllables, beginning sounds, alphabet knowledge, letters, word parts, and test their memory skills!

Road trip rhymes

While you're out driving in the car, spot something out the window and ask your child, "what rhymes with tree or car or shop?" Then switch roles and have your child spot something and ask you for a rhyme. This can turn into a game of nonsense rhymes ("What rhymes with tree stump?") but that's great for practicing sounds, too!

"I spy" first sounds

Practice beginning sounds with this simple "I spy" game at home, on a walk, or at the grocery store. Choose words with distinctive, easy-to-hear beginning sounds. For example, if you're in the bathroom you can say, "I spy something red that starts with the "s" ssss sound (soap)."

Sound scavenger hunt

Choose a letter sound, then have your child find things around your house that start with the same sound. "Can you find something in our house that starts with the letter "p" pppppp sound? Picture, pencil, pear"

### REFERENCES:

1. Nazaralieva, M. X. (2019). PSYCHO CORRECTION OF CONFLICT SITUATIONS IN ADOLESCENCE. *Научные горизонты*, (4), 77-80.
2. Xayitboyevna, N. M. (2024). TOLERANTLIK FENOMENINING IJTIMOIY FALSAFIY MANBALARDAGI TALQINI. *JOURNAL OF MULTIDISCIPLINARY BULLETIN*, 7(10), 36-39.



## MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

3. Xayitboyevna, N. M. (2024). BO 'LAJAK OFITSERLARDA TOLERANTLIKNI RIVOJLANTIRINING IJTIMOIY-PSIXOLOGIK MODELI. *AMERICAN JOURNAL OF EDUCATION AND LEARNING*, 2(4), 316-321.
4. Abdunabi o'g'li, A. B. (2024). Study and Assessment of Working Conditions, Lifestyle and Health Status of Workers.
5. Абдурахимов, А. Б. (2024). ИЗУЧЕНИЕ УСЛОВИЙ ТРУДА И ОПРЕДЕЛЕНИЕ ВРЕДНЫХ ФАКТОРОВ ПРОИЗВОДСТВА НА МЕДЕПЛАВИЛЬНЫХ И ОБОГАТИТЕЛЬНЫХ ЗАВОДАХ.
6. Abdurakhimov, B. A., Khaitov, J. B., Safarov, K. K., & Ulmasov, J. M. (2023). A SYSTEMATIC APPROACH TO MANAGING THE HEALTH AND RISK FACTORS OF THEIR WORKERS. *Academic research in educational sciences*, 4(2), 209-213.
7. Абдурахимов, Б. А., Тохтаев, Г. Ш. У., Сафаров, Х. Х., & Улмасов, Ж. М. (2023). ПРИНЦИПЫ ПРОВЕДЕНИЯ ФОТОХИМИОТЕРАПИИ В ДЕРМАТОЛОГИИ (ОБЗОР ЛИТЕРАТУРЫ). *Academic research in educational sciences*, 4(2), 108-127.
8. Mamatkulov, Z. S. S. B. M., & Abdurakhimov, B. A. (2022). Features of Morbidity of Workers in the Copper Industry.
9. Askarov, O. O., Abdurakhimov, B. A., & Janani, V. (2023). RESULTS AND SURVEYS ABOUT AWARENESS OF THE MITRAL VALVE PROLAPSE.
10. Avazbek, O. R. (2024). OLIY HARBIY TA'LIM MUASSASALARI KURSANTLARINING KASBIY KOMPETENTSIYALARINI RIVOJLANTIRISHDA INTERFAOL USULLARDAN FOYDALANISH. *Interpretation and researches*, 2(19), 108-111.
11. Куденов, Т. М. (2023, July). РАЗВИТИЕ НАВЫКОВ САМОСТОЯТЕЛЬНОГО ОБУЧЕНИЯ В ИНФОРМАЦИОННОЙ УЧЕБНОЙ СРЕДЕ. In *Proceedings of Scientific Conference on Multidisciplinary Studies* (Vol. 2, No. 8, pp. 7-11).
12. Makhsetbaevich, K. T. (2023, July). PROCESSES OF IMPROVING INDEPENDENT KNOWLEDGE ACTIVITY IN THE INFORMED EDUCATIONAL ENVIRONMENT. In *Proceedings of International Conference on Scientific Research in Natural and Social Sciences* (Vol. 2, No. 8, pp. 26-29).
13. Radjabova, D. (2024). PIRIMQUL QODIROVNING" YULDUZLI TUNLAR" ASARI INGLIZCHA TARJIMASIDA BOBUR PSIXOLOGIYASI. ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.uz), 45(45).
14. Toirova, U. S. (2019). Semantic determination of the noun. *ISJ Theoretical & Applied Science*, 11 (79), 139-143.
15. Uktamovna, B. G. (2024). KURASHCHILAR PSIXOLOGIYASINING ASOSLARI. *ОБРАЗОВАНИЕ НАУКА И ИННОВАЦИОННЫЕ ИДЕИ В МИРЕ*, 57(2), 133-137.





## MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

16. Jasurbek G'ofur o'g, S. (2024). TASHQI IQTISODIY FAOLIYAT TASHKILY-HUQUQIY ASOSLARINI TAKOMILLASHTIRISH. *AMERICAN JOURNAL OF EDUCATION AND LEARNING*, 2(4), 500-507.

17. Тураев, Б. Ш. (2022). СОЦИАЛЬНО-ГИГИЕНИЧЕСКИЕ ФАКТОРЫ РИСКА, ВЛИЯЮЩИЕ НА РЕПРОДУКТИВНОЕ ЗДОРОВЬЕ МУЖЧИН. *ББК 51.1 G54*, 30.

18. Turayev, B. (2022). *LIFESTYLE AND MALE REPRODUCTIVE HEALTH* (Doctoral dissertation).

19. Urazaliyeva, I., Nematov, A., & Tolipova, G. (2023). ЭПИДЕМИОЛОГИЧЕСКИЕ ОСОБЕННОСТИ COVID-19 И ВИДЫ МЕДИКО-СОЦИАЛЬНОЙ ПОМОЩИ ОКАЗЫВАЕМОЙ БОЛЬНЫМ.

20. Nematov, A. A. (2023). Risk Factors for Patients Severe and Critical with Covid-19. *European Journal of Medical Genetics and Clinical Biology*, 1(5), 17-20.

21. Шарипова, Э. М. (2023). Изучение Гепатопротективного Свойства Биологически Активной Добавки «Гепанорм». *Central Asian Journal of Medical and Natural Science*, 4(2), 63-67.

22. Муминова, Н. А. (2016). Применение тестовых заданий на уроках родного языка в начальных классах. *Журнал научных публикаций аспирантов и докторантов*, (5), 153-155.

23. Tursunovich, S. E. KOMPLIMENTLAR VA INKORNI IFODALOVCHI NUTQ AKTLARINI O 'QITISHDA INDIVIDUAL, GURUH-JAMOAVIY VA INDIVIDUAL-JAMOAVIY MASHG 'ULOTLARNING AHAMIYATI.

24. Tursunovna, S. D. (2024). BUXOROLIK ZULLISONAYN SHOIRA. *SCIENTIFIC APPROACH TO THE MODERN EDUCATION SYSTEM*, 2(24), 4-10.

25. Сайдмусаев, Ж. Г. У. (2022). СОВЕРШЕНСТВОВАНИЕ ЗАКОНОДАТЕЛЬСТВА РЕСПУБЛИКИ УЗБЕКИСТАН ПО ЛИБЕРАЛИЗАЦИИ ВНЕШНЕТОРГОВОГО РЕЖИМА К ВСТУПЛЕНИЮ В ВТО. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(3), 1354-1365.

26. Yarmatova, M. A. (2018). SUBJECT-ORIENTED TEXTS. *Modern Science*, (3), 136-138.

27. Гафурова, С., & Юсупхаджаева, С. (2023). ДИФФЕРЕНЦИАЛЬНЫЙ АНАЛИЗ НЕВРОТИЧЕСКИХ РАССТРОЙСТВ ПРИ СИНДРОМЕ РАЗДРАЖЕННОГО КИШЕЧНИКА И СОВЕРШЕНСТВОВАНИЕ МЕДИКО-ПСИХОЛОГИЧЕСКОЙ ПОДДЕРЖКИ ПРИ НИХ. *Talqin va tadqiqotlar*, 1(19).

28. Mambetniyazova, A., Babaeva, G., Dauletbayeva, R., Paluanova, M., & Abishova, G. (2024). Linguistic and cultural analysis of the concept "politeness". *Semiotica*, 2024(258), 73-91.

29. Ishanxadjayeva, G. (2023). Study of Non-Verbal Activity in Children with Sensorone Hearing Loss.

**MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC  
SOLUTIONS**

30. Hamraev, B., & Maxamatjanova, N. (2023). ETIOLOGY AND EPIDEMIOLOGY OF SEXUAL DISEASES. *Прикладные науки в современном мире: проблемы и решения*, 2(3), 45-46.

31. Рашидов, А. У. (2024). ТРЕБОВАНИЯ К СОВРЕМЕННОМУ РУКОВОДИТЕЛЮ В СФЕРЕ ФИЗИЧЕСКОЙ КУЛЬТУРЫ И СПОРТА. *INTERNATIONAL JOURNAL OF SCIENCE AND TECHNOLOGY*, 287-290.

32. Barziyev, O. Н.(2021) Фарғона номи билан боғлиқ анъанавий поэтик туркумлар. *НАУЧНЫЙ ВЕСТНИК. ФерГУ*, 3(3), 108-114.

33. Kholboboeva, E., & Tursunnaazarova, E. T. (2024). COMPARATIVE AND CONTRASTIVE ANALYSIS OF PHRASEOLOGICAL UNITS IN ENGLISH AND UZBEK LANGUAGES. *Академические исследования в современной науке*, 3(34), 41-46.

34. qizi Tursunova, M. A., & qizi Shodieva, G. N. (2023). MAIN INFLUENTIAL FACTORS TO LANGUAGE LEARNING PROCESS. *Educational Research in Universal Sciences*, 2(3 SPECIAL), 1181-1183.

35. Khayitbaevich, D. K. (2024). Analysis of Word Transposition Types in English and Uzbek Languages. *Cognify: Journal of Artificial Intelligence and Cognitive Science*, 1(1), 59-65.

