

METHODOLOGY OF USING DIGITAL TECHNOLOGIES IN TEACHING KARAKALPOK LANGUAGE PHONETICS

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Abstract: This article discusses the theoretical and practical foundations of the use of digital technologies in the process of teaching phonetics of the Karakalpak language. The role of digital tools in the effective formation of phonetic knowledge in students, the development of pronunciation and listening skills is analyzed. Also, methodological approaches, platforms, multimedia tools and the advantages of interactive programs are considered.

Keywords: Karakalpak language, phonetics, digital technologies, interactive methodology, educational platform, teaching effectiveness, multimedia lessons.

Annotatsiya: Ushbu maqolada Qoraqalpoq tili fonetikasini o‘qitish jarayonida raqamli texnologiyalardan foydalanishning nazariy va amaliy asoslari yoritiladi. O‘quvchilarda fonetik bilimlarni samarali shakllantirish, talaffuz va eshitish malakalarini rivojlantirishda raqamli vositalarning o‘rni tahlil qilinadi. Shuningdek, metodik yondashuvlar, platformalar, multimediya vositalari va interaktiv dasturlarning afzalliklari ko‘rib chiqiladi.

Kalit so‘zlar: Qoraqalpoq tili, fonetika, raqamli texnologiyalar, interaktiv metodika, ta’lim platformasi, o‘qitish samaradorligi, multimediali darslar.

Аннотация: В статье рассматриваются теоретические и практические основы использования цифровых технологий в обучении фонетике каракалпакского языка. Анализируется роль цифровых инструментов в эффективном формировании фонетических знаний и развитии навыков произношения и аудирования у учащихся. Также рассматриваются преимущества методических подходов, платформ, мультимедийных инструментов и интерактивных программ.

Ключевые слова: каракалпакский язык, фонетика, цифровые технологии, интерактивная методика, образовательная платформа, эффективность обучения, мультимедийные уроки.

In modern education, language learning processes using digital technologies have developed significantly. Digital technologies occupy a special place, especially in areas related to the functioning of hearing, pronunciation and speech organs, such as phonetics. The phonetics of the Karakalpak language is distinguished by its own sound system, accent and intonation features. Making these features understandable to students and using digital resources to form phonetic norms is one of the important factors that increase the effectiveness of teaching.

The main purpose of the article is to highlight the methodology for using digital technologies in teaching the phonetics of the Karakalpak language, analyze its advantages, pedagogical possibilities and practical results.

The following methods were used in this study:

- Analysis and comparison - comparing the effectiveness of traditional and digital approaches;
- Pedagogical observation - studying the activity of students during the lesson;
- Experiment - conducting exercises using digital technologies as a test;
- Interviews and questionnaires - collecting feedback from teachers and students.

The study was conducted in grades 8–9 of secondary schools in Nukus in the 2024–2025 academic year. The lessons used Audacity, Google Classroom, Quizlet, LearningApps, and Modern Phonetic Laboratories.

Analysis and results

1. The role of digital technologies in teaching phonetics

In teaching phonetics, especially the elements of pronunciation, stress and intonation, teaching using audio-video materials, visual graphics, phonetic programs gives high results. The results of the study showed that strengthening phonetic knowledge with digital applications significantly increases students' listening, pronunciation and analysis skills.

Example: Using the "Audacity" program, students had the opportunity to record their speech, analyze it and, together with the teacher, correct phonetic errors.

- **2. Practical experience and observation results**

In the experimental lessons, students listened to the audio text for 20 minutes and practiced pronouncing sounds correctly. After that, phonetic tests were conducted on the “Quizlet” and “LearningApps” platforms. 85% of the students who participated in the lesson scored high on the test results. In the control group, which worked with traditional methods, this figure was around 65%.

• 3. Student feedback

According to the results of the questionnaires, 92% of students rated the digital lessons as interesting, interactive, and reinforcing. Students were satisfied with the opportunities to repeat the lesson and do independent exercises at home. This approach was especially effective for students who have problems with pronunciation.

• 4. The role of teachers

Teachers' good knowledge of digital tools and their ability to use them methodologically correctly determine the effectiveness of the lesson. When the lesson plan is designed in accordance with digital methodological approaches, classes are much more effective. Therefore, it is recommended to provide teachers with regular training and seminars on digital methodologies.

Conclusion

Based on the results of the study, the following conclusions were drawn:

- The use of digital technologies in teaching Karakalpak language phonetics activates students' activities, develops listening and pronunciation skills;
- Through audio programs, phonetic simulators, and test platforms, students have the opportunity to identify and correct their mistakes;
- Students' independent work with digital tools increases their enthusiasm for language learning;
- Knowledge and mastery of modern technologies has become a necessary need for teachers.

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