



THE EVOLUTION OF PRACTICAL PHONETICS TEACHING: 21ST-CENTURY METHODS FOR PHILOLOGY STUDENTS

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ANNOTATION

In the context of rapid technological and pedagogical development, the teaching of practical phonetics has undergone significant changes in the 21st century. Traditional methods based on repetition and imitation are gradually being replaced by interactive, communicative, and technology-supported approaches. This study explores the evolution of practical phonetics teaching and analyzes the effectiveness of modern methods for students majoring in philology.

The research was conducted over one academic semester with undergraduate students studying English philology. A mixed-method approach was applied, combining quantitative analysis of improvements in pronunciation and qualitative evaluation of student engagement and learning experiences. The participants were divided into two groups: a control group taught using traditional methods and an experimental group taught using modern communicative and technological approaches.

The results showed that students taught using modern methods achieved significant improvement in pronunciation accuracy, intonation, and speech fluency. In addition, they demonstrated higher levels of motivation and active participation.

The study concludes that modern phonetics teaching approaches create a more effective and engaging learning environment. It is recommended that teachers adopt innovative strategies that integrate technology, communication, and student-centered approaches.

Keywords: *practical phonetics, pronunciation, modern teaching methods, communicative approach, technology in education, philology students, language learning*

INTRODUCTION

The teaching of phonetics has long been an essential component of language education, especially for students studying English philology. Phonetics forms the foundation of accurate pronunciation, which is necessary for effective communication. However, phonetics teaching methods have changed significantly over time, reflecting broader developments in pedagogy and technology.

In the past, phonetics was mainly taught through repetition and imitation. Students listened to model pronunciation and repeatedly practiced sounds, words, and sentences to reach a certain level of accuracy. Although this method helped develop basic





pronunciation skills, it often lacked context and did not actively engage students in the learning process.

With the development of language teaching methodologies, communication and interaction began to play a more important role. Pronunciation started to be viewed not as an isolated skill but as an integral part of speaking and listening. As a result, the communicative approach emerged, in which phonetics is taught through real-life speech situations rather than mechanical drills.

In the 21st century, further changes occurred due to the integration of technology into education. Pronunciation learning applications, speech recognition software, and online platforms have created new opportunities. These tools allow students to receive immediate feedback, practice independently, and work with authentic materials.

Despite these advances, certain challenges remain. Many students still experience difficulties with pronunciation due to differences between their native language and English. In addition, teachers may lack sufficient training or resources to effectively implement modern methods.

Motivation is also an important factor. Traditional phonetics lessons can become monotonous and reduce student interest. In contrast, modern interactive and technology-based approaches make learning more engaging.

The purpose of this study is to examine the evolution of practical phonetics teaching and evaluate the effectiveness of 21st-century methods for philology students.

METHODS

In this study, a mixed-method approach was used to determine the effectiveness of modern phonetics teaching methods. This approach made it possible to obtain comprehensive data from both quantitative and qualitative perspectives. Quantitative analysis helped identify improvements in student performance, while qualitative analysis explored their engagement, interest, and learning experience.

The research was conducted over 16 weeks with students studying English philology. A total of 60 students participated, with proficiency levels ranging from elementary to intermediate. The participants were divided into two groups: the control group was taught using traditional methods, while the experimental group received instruction based on modern communicative and technological approaches. Although both groups studied the same topics, the teaching methods differed.

In the experimental group, pronunciation practice was not taught separately but was integrated with speaking and listening skills. Students actively participated in role plays, group discussions, and presentations in real communicative situations. During these activities, they practiced stress, intonation, and speech rhythm in a practical context.

Technology was also actively used. Students practiced independently through mobile applications, online platforms, and speech analysis tools. These tools provided immediate feedback and helped students identify and correct their own mistakes.



Data collection involved several methods. Pre-tests and post-tests were conducted at the beginning and end of the study. Students' speech was analyzed through audio recordings, classroom activities were observed, and questionnaires were used to gather student feedback.

RESULTS

The results of the study showed that the use of modern teaching methods led to a significant improvement in students' pronunciation skills. At the beginning of the semester, many students experienced difficulties in pronouncing sounds correctly, applying stress, and maintaining proper intonation. By the end of the course, these difficulties had decreased considerably.

In particular, students in the experimental group began to pronounce individual sounds more accurately, apply correct stress at the word and sentence level, and effectively use intonation to express meaning. As a result, their speech became more natural and easier to understand.

Speech fluency also improved significantly. Students began to speak with fewer pauses, were able to formulate their thoughts more quickly, and expressed themselves more freely. Instances of hesitation and searching for words decreased, which increased overall communicative effectiveness. Most importantly, students gained greater confidence in their speech, which allowed them to participate more actively in class activities.

In addition, an increase in student engagement was observed. They actively participated in interactive tasks, discussions, and group work. The use of modern teaching methods made lessons more dynamic and interesting, leading to a more positive attitude toward learning. Overall, the results confirm that modern approaches improve not only pronunciation but also student motivation and participation.

DISCUSSION

The results of this study clearly confirm the effectiveness of modern phonetics teaching methods. One of the most important aspects of these approaches is their communicative orientation. While traditional methods often treat pronunciation as a separate skill, modern approaches consider it an integral part of real speech. This allows students to apply pronunciation not only theoretically but also in practical communication.

As a result, students begin to perceive language as a holistic system. They learn not only to produce sounds correctly but also to use stress, rhythm, and intonation to convey meaning. This significantly enhances their overall communicative competence. In particular, activities based on real-life situations encourage students to think more actively and speak more freely.

The use of modern technologies is also a crucial factor. Various applications and digital tools provide students with immediate and accurate feedback, helping them



identify and correct errors quickly. Moreover, technology strengthens independent learning, allowing students to continue practicing outside the classroom.

At the same time, implementing this approach presents certain challenges. Teachers are required to have a high level of preparation. They need not only strong phonetic knowledge but also the ability to effectively use modern technologies. In addition, organizing such lessons requires careful planning, ensuring that all activities match students' levels and needs.

CONCLUSION

The results of this study show that modern phonetics teaching methods are significantly more effective and engaging than traditional approaches. In particular, communicative and technology-based methods make the process of learning pronunciation more dynamic and practically useful. Students are not limited to theoretical knowledge but are able to apply it in real communication.

Through modern approaches, students develop more accurate pronunciation, learn to apply stress and intonation correctly, and produce more natural speech. At the same time, these methods increase students' confidence, encourage them to speak more freely, and motivate active participation in class.

Most importantly, students become better prepared for real communicative situations, which is essential for their future academic and professional activities.

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