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The Competency-Based Approach in Native Language Lessons When Teaching Phonetics in Primary School

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Abstract: The article examines the implementation of the competency-based approach in native language lessons during the teaching of phonetics in primary school. The essence of the competency-based approach and its significance for the formation of the linguistic personality of a junior school student are revealed. Special attention is paid to the types of key and subject-specific competencies formed when studying phonetic material, as well as to methodological techniques and forms of work that contribute to the development of phonetic skills and communicative competence in students.

Keywords: competency-based approach, native language, phonetics, primary school, linguistic competence, communicative skills.

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Introduction

Modern primary education is oriented not only towards the acquisition of knowledge but also towards the formation of students' ability to apply this knowledge in real-life situations. As defined in Decree of the President of the Republic of Uzbekistan No. UP-5712 dated April 29, 2019, “On Approval of the Concept for the Development of the Public Education System of the Republic of Uzbekistan until 2030” [1], “qualitative renewal of the content of the continuous education system” is one of the most important tasks facing our country's educational system. In this regard, the competency-based approach, which aims to develop key and subject-specific competencies in schoolchildren, gains particular relevance. Native language instruction in primary school plays an important role in the formation of a child's personality, and phonetics is a fundamental section that ensures the development of correct speech, orthoepic skills, and communicative culture.

Main part

Theoretical Foundations of the Competency-Based Approach.

The competency-based approach is considered in pedagogical science as an orientation of the educational process towards a result expressed in a set of knowledge, skills, abilities, experience of activity, and personal qualities of students. According to researchers, competence represents an integrative formation that includes cognitive, activity-based, and value-motivational components.

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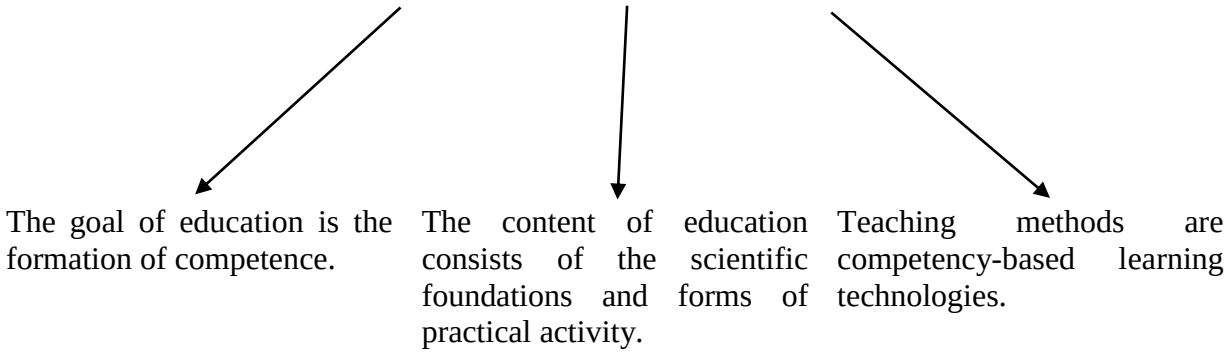
Theoretical Foundations of the Competency-Based Approach.

The competency-based approach originated in the USA in the late 1950s – early 1960s of the 20th century, emerging as an initiative to identify criteria for describing high performance, in contrast to the then-dominant practice of IQ testing. Active research into this approach in both domestic and international science began in the late 1980s, with the most significant scientific works dating to the early 21st century.

The Competency-Based Approach



A.V.Khutorskoy notes that "the competency-based approach implies not the isolated acquisition of knowledge and skills by a student, but their integrated mastery" [6]. According to the researcher, competence includes a set of interconnected personal characteristics (knowledge, skills, abilities, modes of activity) related to a specific range of subjects and processes, necessary for high-quality productive activity in relation to them [7, p. 62].

Competency is defined as an individual's readiness to effectively apply a combination of acquired knowledge, skills, experience, and modes of behavior in the context of a specific situation or activity. Its development occurs not exclusively during school education, but also under the significant influence of external environmental factors. In this context, the concepts should be distinguished: competence represents an abstract, normatively defined requirement for the student's preparation outcomes, whereas competency is an already formed personal quality or characteristic of the individual.

Accordingly, the main direct result of primary schoolchildren's educational activity within the paradigm of the competency-based approach is the formation of key competencies.

In the context of native language instruction, the competency-based approach implies the formation of students' ability for conscious use of linguistic means in various communicative situations. This is especially important at the stage of primary education, when language acts not only as an object of study but also as a means of understanding the surrounding world.

The Essence of the Competency-Based Approach in Education.

The competency-based approach in education implies orienting the educational process towards a result expressed in students' ability to act effectively in various situations. Unlike the traditional knowledge-based approach, it emphasizes the integration of knowledge, skills, abilities, experience, and personal qualities.

In the context of native language instruction, the competency-based approach aims at the formation of:

1. communicative competence (the ability to listen, speak, and understand oral speech);
2. linguistic competence (awareness of phonetic, lexical, and grammatical norms);
3. learning-cognitive competence (the ability to analyze linguistic phenomena);
4. social competence (the ability to interact in speech activity).

The primary goal of phonetics instruction is to develop stable skills of correct Russian pronunciation in students. This is of paramount importance for effective communication, as distortions in sound pronunciation, incorrect stress, or intonation can hinder the understanding of an utterance or even lead to its misinterpretation. As L.V.Shcherba noted, "errors in pronunciation are no better than errors, for example, in the grammatical gender of nouns, in case, etc., and often they are worse because they hinder the achievement of the primary goal of language – communication, i.e., mutual understanding." This circumstance highlights the exceptional importance of targeted work on instilling correct pronunciation skills in the process of learning the Russian language at school. The content of the phonetic section of the Russian language curriculum aims to improve articulation skills and master the norms of stress and intonation.

The methodology of the Russian language is an applied science; therefore, practice plays a major role [8, 20 p.].

Phonetics, as a section of the native language, is studied in primary grades with the aim of forming correct pronunciation, developing phonemic hearing, and word sound analysis skills in students. The assimilation of phonetic knowledge contributes to the successful mastery of reading and writing, and prevents spelling and speech errors.

From the perspective of the competency-based approach, phonetics instruction should be aimed not at the mechanical memorization of terms, but at the practical mastery of speech skills: distinguishing sounds, correct articulation, correlating sound and letter, and the intonational expressiveness of speech.

Here's the English translation:

Upon completion of this section, students should master the following skills and abilities:

- To distinguish speech sounds by ear;
- To correlate sounds with letters;
- To correctly place stress in words;
- To phonetically correctly represent sounds in writing;
- To effectively use the alphabet, spelling, and orthoepic dictionaries.

Effective phonetics instruction involves the application of a complex of methods and techniques based on the competency-based approach, including:

- Implementation of articulatory gymnastics: aimed at developing the articulatory apparatus and correcting sound pronunciation;

- Organization of auditory exercises: for developing phonemic hearing, including the ability to differentiate sounds, determine their position in a word, and extract them from the speech stream;
- Introduction of game-based learning: contributing to the reinforcement of phonetic concepts and the development of phonemic hearing (for example, through games like “Guess the Sound, “Find the Pair,” “Make a Word”);
- Conducting sound analysis of words: performed using visual aids (cards, diagrams) to break down a word by its sound composition;
- Performing sound synthesis of words: with the goal of forming words from individual sounds with the support of visual materials;
- Mastering the principles of transcription: including familiarization with phonetic transcription and its application for recording the sound structure of words;
- Utilization of technical aids: specifically, audio and video materials for demonstrating the standard pronunciation of sounds.

Formation of Competencies in Phonetics Instruction.

During native language lessons, when studying phonetics, the following competencies are formed:

1. Subject-specific (linguistic) competence — the ability to distinguish between vowels and consonants, hard and soft, voiced and voiceless sounds, and to perform sound analysis of words.
2. Communicative competence — the development of oral speech skills, correct pronunciation, and intonational expressiveness.
3. Learning-cognitive competence — the ability to observe the sound aspect of language, compare, classify, and draw conclusions.
4. Personal competence — the formation of interest in the native language, speech culture, and respect for linguistic norms.

Methodological Techniques for Implementing the Competency-Based Approach.

The effective implementation of the competency-based approach in teaching phonetics is possible through the use of active and interactive teaching methods.

These include:

phonetic games and exercises;

work with pronunciation drills, tongue twisters, and rhymes;

sound and syllable analysis of words;

pair and group work;

the use of problem-based tasks and speech situations;

the application of multimedia tools and visual aids.

Game-based technologies are of particular importance, as play activity is the leading type of activity at primary school age and contributes to the natural acquisition of phonetic skills.

Conclusion

Thus, the competency-based approach to teaching phonetics in mother-tongue lessons at primary school ensures the development of students not only of knowledge about the sound system of the language, but also of practical skills necessary for полноценное речевое общение. The

implementation of this approach promotes the development of communicative, linguistic, and personal competencies, fosters interest in learning the mother tongue, and creates conditions for successful further learning.

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