

INTEGRATING PHONETICS, VOCABULARY, AND INTERACTIVE ACTIVITIES IN PRIMARY ENGLISH EDUCATION

Narzullayeva Zarinaxon Ma'murxon qizi

Abstract: *This article explores effective methods for teaching English to primary school students, focusing on phonetics, vocabulary, spelling, reading, and interactive speaking activities. Emphasis is placed on diphthongs and monophthongs, tongue twisters, homophones, homographs, and action-based exercises. Practical approaches such as market role-plays, animal matching games, and video-assisted speaking exercises are discussed. The study demonstrates that integrating visual, auditory, and kinesthetic activities significantly improves students' pronunciation vocabulary retention, reading, and listening skills.*

Keywords: *Primary English, Phonetics, Diphthongs, Monophthongs, Homophones, Homographs, Interactive learning.*

INTRODUCTION

Teaching English at the primary level requires developing foundational language skills, including speaking, pronunciation, listening, reading, and writing. Traditional methods often fail to engage young learners, resulting in limited retention and fluency. Recent research highlights the importance of interactive and multisensory approaches for enhancing motivation language competence.

Phonetic awareness plays a crucial role in foreign language learning. Young learners must first become familiar with English sounds before they can read, write, or speak accurately. Teaching phonics allows learners to connect sounds with letters and letter combinations, which supports both pronunciation and reading comprehension. Monophthongs (single vowel sounds such as /ɪ/ and /æ/) are introduced first, as they form the basis of many high-frequency words. Grammar is introduced implicitly through sentence patterns rather than explicit rules. For example, learners practice sentences such as 'I am washing my hands' or 'He is tying her shoes' without formally studying the present continuous tense. This approach reduces cognitive overload and encourages natural language use.

Use of visual materials

Visual materials play a central role in this approach. Pictures and short videos depicting everyday actions provide a meaningful context for language use. When learners observe an image of a child washing clothes or tying shoelaces, they can easily associate language with action. Teachers guide learners through structured questions such as “What can you see ? and

What is he/she doing?

Initially, learners respond with single words or short phrases gradually they progress to complete sentences and short descriptions.

Phonetic and Reading:

- Students practised diphthongs and monophthongs using syllables and simple words (pat, rat, bat, flat, ship, sheep).

- Tongue twisters and video-assisted exercises (cat, bat, rat, fat, bot, cot) were used to reinforce pronunciation.

- Hands-on activities, such as colored sponges and box/glove exercises, helped students connect sounds with visual cues.

Vocabulary and Action Words:

- Students matched animals with their babies or food, expressed actions shown in pictures, and practised using words in sentences

Homophones (sea/see, flour/flower) and homographs (lead – to guide, lead – metal) were included to strengthen vocabulary recognition and spelling.

3. Interactive speaking activities:

- Market role-play exercises encouraged students to ask for and remember items, improving memory, speaking and vocabulary simultaneously.

- Video slides were used for sequencing words and actions, reinforcing speaking and comprehension skills.

4. Spelling and writing:

- Students wrote words while pronouncing them aloud, highlighting diphthongs, monophthongs, homophones and homographs.

Results:

The integration of phonetic exercises, interactive vocabulary activities, and action-based learning significantly improved students' pronunciation accuracy, vocabulary retention, reading fluency, and listening comprehension. Students were more engaged, participated actively, and demonstrated higher confidence in speaking.

Discussion:

Combining visual, auditory, and kinesthetic methods enhances language learning in primary classrooms. Activities such as tongue twisters, market role-plays, animal matching, and video-assisted exercises effectively address diverse learning styles.

The conclusion of homophones and homographs exposes students to language complexity early, improving literacy skills and reducing confusion in reading and spelling.

Conclusion

Integrating phonetics, vocabulary, spelling, reading, and interactive activities creates a multisensory and effective learning environment. The described methods foster speaking, listening, reading, and pronunciation skills in primary students, establishing a solid foundation for lifelong English learning.

REFERENCES: FOYDALANILGAN ADABIYOTLAR:

1. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson.
2. Scrivener, J. (2010). *Learning Teaching*. Macmillan Education.
3. Celce-Murcia, M., Brinton, D. M., & Goodwin, J. T. (2010). *Teaching Pronunciation*. Cambridge University Press.

4. Karimova, M. (2018). *Interactive Methods in Primary English Education*. Tashkent: Teacher Training Institute Press.
5. Karimova, M. (2020). *Phonics and Vocabulary Development in Young Learners*. Tashkent: Educational Journal Articles.
6. Richards, J. C., & Rodgers, T. S. (2001). *Approaches and Methods in Language Teaching*. Cambridge University Press.
7. Nation, I. S. P., & Newton, J. (2009). *Teaching ESL/EFL Listening and Speaking*. Routledge.
8. Ur, P. (2012). *A Course in Language Teaching: Practice and Theory*. Cambridge University Press.