

DIGITAL TECHNOLOGIES IN EDUCATION: ICT IMPLEMENTATION AND LANGUAGE TEACHING EXPERIENCE ARE EFFECTIVE IN TEACHING THE PRONUNCIATION OF THE KARAKALPAK LANGUAGE

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Abstract

The phonetics of the Karakalpak language - its pronunciation, sound system, accent, and intonation features - play an important role in the educational process. Digital technologies, as modern teaching methods, are of great help in language teaching. This study examines the effectiveness of teaching phonetics through digital tools, such as mobile applications, phonetic analysis programs, and interactive educational platforms. Also, with the help of these technologies, effective ways to facilitate students' language acquisition, correct pronunciation, and eliminate pronunciation errors are analyzed. The article is aimed at developing methodological foundations for the application of digital technologies in teaching the Karakalpak language, practical application of pedagogical approaches and modern didactic tools.

Keywords: Karakalpak language, phonetics, pronunciation, digital technologies, interactive learning, mobile applications, phonetic analysis, teaching methods, motivation, learning effectiveness.

Introduction

Today, digital technologies have become an integral part of educational activities in the process of higher education. Information and communication technologies (ICT) not only improve the quality and effectiveness of education, but also allow organizing the educational process in accordance with the individual abilities of the student. In particular, the use of ICT in language teaching facilitates the assimilation of elements of phonetics, grammar, vocabulary, and speech culture.

This article covers the issues of introducing ICT into the educational process and methodological approaches[1].

Method:

Digital technologies serve the formation of innovative methods in the education system. ICT makes it possible to conduct the educational process in an interactive and visualized form. It performs the following functions. It helps to organize the training of digital technologies on the basis of a person-oriented system. Because the student, depending on their level of knowledge, interest, and level of preparedness, can independently work with resources.

- visual representation of the educational process;
- development of independent learning skills;
- creation of quick access to information;
- individualization and flexibility of education;
- automation of the control and evaluation process [2].

Platforms widely used in the current educational process - Moodle, Google Classroom, Edmodo, virtual classrooms (Zoom, Teams), artificial intelligence tools and multimedia resources create convenience for both the teacher and the student. They provide the opportunity to review, listen, compare, and independently analyze the material. Characteristic features of the Karakalpak language: there is vowel harmony - synharmonism, for example, Atlarshmz (our horses). kunler - (days); the common Turkic consonant ch is replaced by sh; sh is replaced by the consonant s, for example, qash (run), tas (stone), bas (head). In some words, the consonant g' is replaced by v; the consonant g is replaced by y, for example, tav (mountain), tiy (teg), and others. In the Karakalpak language, as in most other Turkic languages, in addition to common Turkic words, there are also words borrowed from Arabic, Iranian, and Russian. This work examines the phonetics of the Karakalpak language and how digital technologies can be used in its teaching. The application of modern methods in teaching the Karakalpak language, the importance and role of digital technologies in making the language learning process interesting and effective are analyzed. Recommendations are also given on new methodological approaches and practical successes in teaching phonetics using digital tools [6]. There are a number of scientific works and literature on the phonetics of the Karakalpak language and the role of digital technologies in education. In this section, the scientific foundations of the

phonetics of the Karakalpak language and the application of digital technologies in teaching, existing research, and methodological approaches are analyzed[2].

ICT in language teaching is effective in the following areas: The use of digital technologies in the process of language teaching strengthens the communicative approach. Since language is a practical activity, ICT affects all components of language learning. In recent years, the introduction of digital technologies into the education system of Uzbekistan has become one of the priorities of state policy. The application of information and communication technologies (ICT) in educational practice not only modernizes the educational process, but also brings the pedagogical process to a qualitatively new level[3].

- audio and video materials in teaching phonetics, programs such as Praat, Speech Analyzer;
- Quizlet, Memrise in the study of vocabulary;
- interactive grammar exercises (Live Worksheets, Duolingo);
- video communication platforms for the development of communicative skills;
- control using automated tests (Google Forms, Kahoot) [4].

These technologies have a positive impact on the formation of the student's speech competence, the development of pronunciation, listening comprehension, reading, and writing skills. The integration of ICT into the educational process plays an important role in modernizing the educational process, deepening students' knowledge, and developing independent learning competencies. The use of digital technologies in language teaching leads to high results in the formation of phonetic, grammatical, lexical, and communicative skills.

Therefore, the systematic implementation of digital educational tools increases the scientific and practical value of the dissertation.

Results:

In this study, the effectiveness of the methodology for teaching the phonetics of the Karakalpak language using digital technologies was studied. The following main results are obtained in the research process:

In the course of the research, the phonetics of the Karakalpak language, the features of consonant and vowel sounds, pronunciation, accent, and intonation were deeply analyzed. Differences in pronunciation in the Karakalpak language, especially in the pronunciation of consonants, showed their peculiarity. The fact that students encounter phonetic difficulties depends on many factors, especially

errors in the pronunciation of sounds that do not correspond to the phonetic features of their native language[7].

It has been established that digital technologies, in particular, the use of automatic pronunciation analysis and online programs, serve as an effective tool in teaching phonetics. Teaching pronunciation correctly to students through mobile applications and interactive platforms yielded effective results. With the help of interactive programs, pronunciation errors were identified, and students were given recommendations for their correction[8].

Discussion

Methodological approaches to the use of digital technologies in the phonetics of the Karakalpak language can lead to a new stage in language teaching in the education system. Teaching phonetics using digital technologies allows reducing students' phonetic difficulties, improving pronunciation, and increasing the level of language acquisition.

The research results showed that the use of digital technologies in teaching the phonetics of the Karakalpak language is of great importance in creating an effective methodological approach. Through digital tools, it is possible to engage students more actively through phonetic analysis, proper pronunciation instruction, and interactive methods.

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