

IMPROVING PRIMARY SCHOOL CHILDREN'S ENGLISH PRONUNCIATION WITHOUT USING MODERN TECHNOLOGIES

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Annotation: This article explores the issue of improving primary school pupils' English pronunciation without using modern technologies. The aim of the study is to enhance learners' pronunciation skills through traditional methods such as singing a song, repetition, phonetic games, and tongue twisters. The research was conducted with 30 third-grade students over two weeks. The results showed that it is possible to develop pronunciation effectively without high-technological tools. The article highlights the efficiency of traditional methods and recommends their practical use in primary education.

Keywords: English language, pronunciation, primary school, traditional methods, tongue twister, drilling activity.

Аннотация: В данной статье рассматривается вопрос улучшения английского произношения учащихся начальной школы без использования современных технологий. Цель исследования - совершенствование навыков произношения учащихся с помощью традиционных методов, таких как повторение, фонетические игры и скороговорки. Исследование проводилось с участием 30 учеников третьего класса на протяжении двух недель. Результаты показали, что возможно эффективно развивать произношение без использования технологических средств. В статье подчеркивается эффективность традиционных методов и рекомендуется их практическое применение в начальном образовании.

Ключевые слова: английский язык, произношение, начальная школа, традиционные методы, скороговорка, тренировочная деятельность.

Annotatsiya: Ushbu maqolada zamonaviy texnologiyalardan foydalanmasdan boshlang'ich sinf o'quvchilarining ingliz tili talaffuzini yaxshilash masalasi o'rganiladi. Tadqiqotning maqsadi o'quvchilarning talaffuz ko'nikmalarini takrorlash, fonetik o'yinlar va tez aytishlar, qo'shiq kuylash kabi an'anaviy usullar orqali takomillashtirishdan iborat. Tadqiqot ikki hafta davomida 30 nafar uchinchi sinf o'quvchilari bilan o'tkazildi. Natijalar texnologik vositalardan foydalanmasdan ham talaffuzni samarali rivojlantirish mumkinligini ko'rsatdi. Maqolada an'anaviy usullarning samaradorligi yoritilgan va ularni boshlang'ich ta'limda amaliy qo'llash tavsiya etilgan.

Kalit soʻzlar: Ingliz tili, talaffuz, boshlangʻich sinf, anʻanaviy usullar, fonetik oʻyinlar, texnologiyasiz oʻqitish metodlar, tez aytish, drilling mashqlar.

INTRODUCTION

In recent years, the use of technology in English language teaching has become increasingly popular. Teachers often rely on mobile applications, audio materials, and online tools to improve students' pronunciation skills. However, not all schools have access to such technologies, especially in rural areas. Therefore, the question of how to improve pronunciation effectively without using technology remains important. The purpose of this study is to explore how repetition, phonetic games, and tongue twisters, singing a song can be used as traditional methods to enhance the pronunciation of primary school students. The research seeks to determine the effectiveness of these methods in developing accurate pronunciation and speech clarity among young learners.

METHODS

In this study, I followed Jalolov's view²³ on pronunciation teaching. He stated that young learners should be exposed to enjoyable and meaningful pronunciation activities such as songs, phonetic games, and repetition drills, as these help children acquire the correct sounds naturally and effectively. Following this principle, I designed lessons using traditional methods that engaged students actively without relying on modern technologies.

I did practice during the spring semester of 2025 at School No. 3 in Namangan region, Yangikurgan district. Although that school was reconstructed well, there were lack of high technology to teach my primary students. So that I decided to research on the topic "Improving primary school children's pronunciation without using technologies". While researching, I tried to use both methods with technologies and without technologies to find out which one was effective and useful to improve my students' pronunciation. At the beginning of the lesson, I used to apply tongue twister game like "Red lorry, yellow lorry" or "Tricky, frisky snake"²⁴ to engage them and improve their articulation and fluency. I used songs and transcript given in their students' book²⁵. I played the songs on my phone and then we sang that song with my students together. While singing songs or reading text they mispronounced some of the words then I corrected that words using repetition game like drilling activity. I used phonetic games like rhyme game to create a fun learning environment, allowing students to practice pronunciation through competition and engagement. These experiment lasted two weeks, and I evaluated students' pronunciation before and after the training using a pronunciation checklist.

RESULTS

At the end of the study, students showed noticeable improvement in their pronunciation accuracy. At the beginning of the research, 60% of the students

²³ Jalolov, J. (2012). English Language Teaching Methodology. Tashkent: UzSWLU Press.

²⁴ <https://learnenglishkids.britishcouncil.org/fun-games/tongue-twisters>

²⁵ 3. Reed, S., & Bentley, K. (2015). Guess What! Level 3 Student's Book (p. 83, CD2, Listening 30). Cambridge University Press.

mispronounced several English words, but after two weeks, this figure dropped to 25%. The most effective methods were repetition and tongue twisters, which significantly improved articulation.

The following table summarizes the improvement rates observed in each method:

Methods	Initial Performance (%)	Final Performance (%)	Improvement (%)
Repetition	62	85	+23
Phonetic	58	78	+20
Tongue Twisters	55	82	+27

Additionally, I asked some questions orally to find out which method was effective and engaging. My first question was whether they liked singing songs with me or whether they listened to the songs. 90% of my students found that singing song with me was interesting rather than listening to songs. My second question was whether they understood pronunciations of words by singing the songs with me or by listening to the songs. 96% of my students was able to understand pronunciations of words by singing the songs with me. The reason I took the answers to the questions orally was to save the time and since they were too young, they would not have been able to answer the questionnaires completely.

DISCUSSION

The results indicate that even without the use of modern technologies, pronunciation can be effectively improved through active and engaging teaching strategies. Traditional techniques such as repetition and tongue twisters helped learners to internalize correct pronunciation through listening and practice. These findings align with Nadia Puspita²⁶, who emphasized the importance of active pronunciation exercises in language learning. Additionally, my students were able to understand how to pronounce the words correctly with singing the songs and repetition rather than listening to the songs.

CONCLUSION

In conclusion, improving pronunciation among primary school pupils does not necessarily require modern technology. Traditional teaching methods such as repetition, phonetic games, and tongue twisters can be highly effective in developing accurate pronunciation and fluency. I think, teachers are encouraged to integrate these techniques into their regular classroom practices to help students achieve better speech clarity. This study demonstrates that with proper guidance and active participation, young learners can achieve significant progress in pronunciation even in low-technology environments.

²⁶ <https://pdfs.semanticscholar.org/ac83/b9eca58b3a371792670be51b700effb379f0.pdf>



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