



Global Conference on Medical and Health Sciences

Hosted Online from Madrid, Spain

Date: 14th March, 2026

Website: <https://econferencia.com>

ISSUES OF TAKING INTO ACCOUNT THE PSYCHOLOGICAL- PEDAGOGICAL CHARACTERISTICS OF STUDENTS IN TEACHING ENGLISH PHONETICS

Khalimova Dilshoda Nurhakim qizi

Fergana State University, doctoral student in pedagogy

ORCID ID: 0009-0003-2049-1070

Abstract:

This article discusses the issues of taking into account the psychological and pedagogical characteristics of students in the process of teaching English phonetics to students of higher educational institutions. It analyzes how age-specific cognitive, affective and individual differences of students affect the process of forming phonetic skills. Also, the role of auditory perception, articulatory program, zonal patterns and auditory control is substantiated on the basis of scientific sources. The author emphasizes the need to create a person-oriented, multimodal and stress-free learning environment in phonetic teaching.

Keywords: phonetic competence, pronunciation, auditory perception, articulation, psychological factors, individual approach, multimodal education

Introduction

In today's globalization process, the thorough study of foreign languages, especially English, is becoming one of the important factors in the development of society. English is of particular importance not only as a means of international communication, but also as one of the main languages of science, technology, education and professional activity. Therefore, the issue of improving the methodology of teaching English in higher educational institutions, especially the



Global Conference on Medical and Health Sciences

Hosted Online from Madrid, Spain

Date: 14th March, 2026

Website: <https://econferencia.com>

formation of pronunciation and phonetic skills, is one of the urgent pedagogical problems.

As is known, phonetics is an important section that studies the sound system of a language, pronunciation norms, stress, tone and intonation features. Mastering the phonetics of the English language plays an important role in developing students' oral fluency, listening comprehension and communicative competence. However, the process of teaching phonetic material is fraught with many difficulties. This is because students' mastery of pronunciation directly depends not only on linguistic knowledge, but also on psychological and pedagogical factors such as their age characteristics, psychological state, auditory perception, memory, attention, motivation and articulatory readiness.

Educational practice shows that the same methods and exercises do not give the same effectiveness for all students. Each student has individual characteristics in the level of perception of new sounds, their differentiation, memorization and correct pronunciation. Some students quickly master them by hearing, while others achieve better results through viewing, repetition or practical exercises. Therefore, when teaching English phonetics, there is a need to take into account the psychological and pedagogical characteristics of students and organize the educational process on the basis of an individual and differentiated approach.

The relevance of this topic is also reflected in the fact that effective teaching of English phonetics requires not only providing theoretical knowledge, but also forming correct pronunciation, clear hearing, intonation sensitivity and independent speech activity in students. This requires the teacher not only to have phonetic knowledge, but also to have pedagogical skills, a psychological approach and the rational use of modern methods.

Based on this, it is of great scientific and practical importance to study the psychological and pedagogical characteristics of students in teaching English



Global Conference on Medical and Health Sciences

Hosted Online from Madrid, Spain

Date: 14th March, 2026

Website: <https://econferencia.com>

phonetics and to develop appropriate methodological approaches to them. This article analyzes the theoretical and practical aspects of taking into account the individual and psychological characteristics of students in the process of teaching English phonetics, and also highlights pedagogical approaches that serve to effectively form phonetic skills.

The main part

The analysis shows that taking into account the psychological and pedagogical characteristics of students in the process of teaching English phonetics significantly increases the effectiveness of the formation of phonetic competence. The studied source interprets phonetics as the foundation of the process of mastering a foreign language, and it is noted that correct pronunciation is one of the main factors ensuring the accuracy and intelligibility of speech communication. At the same time, it is emphasized that teaching phonetics is not a simple methodological issue, but a complex psychological and pedagogical process. This indicates that the individual characteristics of students require special attention in the development of phonetic skills [1-5].

Based on the theoretical analysis in the article, it was found that students aged 18–25 studying in higher education institutions, although they are intellectually active, prone to independent thinking and capable of an analytical approach, encounter various psychological obstacles in the process of mastering phonetic material. In particular, hesitation in repeating unfamiliar sounds, fear of making mistakes in pronunciation, lack of confidence in their own speech, as well as the strong influence of the phonetic base of their native language, reduce the phonetic activity of the student. This situation means that the effectiveness of phonetic classes depends not only on the content of the educational material, but also on the psychological environment in which it is taught.



Global Conference on Medical and Health Sciences

Hosted Online from Madrid, Spain

Date: 14th March, 2026

Website: <https://econferencia.com>

Based on the content of the study, it can be said that the interaction of auditory perception and articulatory movements is of decisive importance in the formation of phonetic skills. The text notes that, based on the views of NI Jinkin, the formation of correct pronunciation occurs through the transition from auditory control to self-auditory control. This means that the student initially relies on external control, that is, a teacher's example, audio recording or model pronunciation, and then moves on to the stage of independent assessment and correction of his pronunciation. Thus, in phonetic teaching, the development of the student's auditory sensitivity and training in the control of the articulatory apparatus are not separate components of each other, but are components of a single educational system.

Another result is that students do not have the same level of phonetic awareness. Some students learn the sound differences in English quickly, while others learn them over a longer period of time and with the help of additional aids. Especially for students who are inclined to visual and kinesthetic perception, audio materials alone may not be enough. Therefore, a multimodal approach — the harmonious use of audio, video, articulation exercises, interactive tasks and technological tools — is considered an effective method for developing phonetic skills. This approach allows for flexible learning for different types of students within the same lesson.

One of the main problems identified during the discussion is the fear of students making pronunciation mistakes and the negative impact this fear has on phonetic activity. Such a psychological barrier often leads to a lack of freedom in pronunciation, repetition, and intonation exercises in the classroom. As a result, the student is deprived of the opportunity to correct phonetic errors during practice. This situation shows how important a stress-free and friendly learning environment is in phonetic teaching. Only if the student perceives his mistakes



Global Conference on Medical and Health Sciences

Hosted Online from Madrid, Spain

Date: 14th March, 2026

Website: <https://econferencia.com>

not as a “flaw”, but as a natural stage of the learning process, will he participate more actively in phonetic exercises.

Another important result is related to the differences between the phonetic systems of the native language and English. These differences create difficulties in the perception and reproduction of certain sounds, stress and intonation patterns. Therefore, teaching the sounds of the native language and English by comparing them on the basis of contrastive analysis has been shown to be an effective direction. Such an approach helps the student to consciously understand where he is making a mistake. From the point of view of the discussion, this method serves not only to correct pronunciation, but also to develop phonemic hearing, since the student begins to distinguish subtle differences between the phonetic units of the two languages.

Also, insufficient development of auditory control is noted as one of the factors that hinders the full formation of phonetic competence. This problem is especially evident when a student repeats a sound incorrectly after hearing it or cannot independently notice an error in his pronunciation. From this point of view, it is necessary to develop auditory control gradually. Exercises such as first listening to a ready-made sample, then repeating it, and then comparing and evaluating one's own speech strengthen phonetic skills. This process leads to the automation of phonetic competence.

The results of the discussion also show that not taking into account individual learning rates reduces the overall effectiveness of phonetics lessons. Within a group, some students learn faster, while others learn more slowly. If the teacher applies the same speed and the same form of tasks to all students, this leads to excessive complexity for some students and a decrease in motivation for others. Therefore, a person-oriented and differentiated approach appears as one of the most important pedagogical conditions for phonetics education. Such an



Global Conference on Medical and Health Sciences

Hosted Online from Madrid, Spain

Date: 14th March, 2026

Website: <https://econferencia.com>

approach requires the development of a system of exercises that is appropriate to the individual needs, perception style, and psychological readiness of the student. The use of modern information technologies and mobile applications is also indicated as one of the effective solutions proposed in the study. These tools allow students to listen to pronunciation, repeat, record and analyze their own speech even outside of class. From the point of view of the discussion, such technologies individualize phonetic teaching, enhance independent learning and expand opportunities for repetition. In particular, with the help of mobile applications, the student can work at a comfortable pace, re-listen and correct errors, and monitor the dynamics of personal development [6-12].

In general, the theoretical analysis and scientific views presented in the article indicate the need to strengthen the psychological and pedagogical approach to teaching English phonetics. For the effective formation of phonetic skills, the teaching process should be organized on the basis of stress-free, person-oriented, multimodal and step-by-step control. It is such an educational environment that forms correct pronunciation, developed auditory perception, articulatory flexibility and speech confidence in students. As a result, phonetic competence develops not only as a separate section of the language, but also as an important component of communicative competence.

Conclusion

The process of teaching English phonetics is a complex and multifactorial pedagogical phenomenon, which requires not only teaching the sound system of the language, but also taking into account the psychological, physiological and individual characteristics of the student. The results of the study showed that in the effective formation of phonetic skills, students' auditory perception, articulatory abilities, attention, memory, motivation and self-confidence play an



Global Conference on Medical and Health Sciences

Hosted Online from Madrid, Spain

Date: 14th March, 2026

Website: <https://econferencia.com>

important role. Therefore, it is advisable to use a methodical system that is person-oriented, differentiated and psychologically supportive, rather than a single and standard approach to teaching English phonetics.

Also, in the process of phonetic education, taking into account the differences between the sound systems of the native language and English, the gradual development of auditory control, the use of multimodal teaching tools, and the use of modern information and communication technologies have emerged as important pedagogical factors. In particular, creating a stress-free and free learning environment and forming positive motivation in students to work on pronunciation are among the main conditions for the development of phonetic skills.

In conclusion, taking into account the psychological and pedagogical characteristics of students in teaching English phonetics increases the effectiveness of the learning process, improves pronunciation accuracy, and contributes to the development of oral speech competence. Phonetic education organized on the basis of this approach has an important theoretical and practical significance in forming students' skills to communicate freely and fluently in a foreign language.

REFERENCES USED

1. Jinkin NI Rech i myshleniye. - Moscow, 1982.
2. Zimnyaya IA Psychology obucheniya inostrannym yazykam. - Moscow, 1991.
3. Leontiev AN Deyatelnost. Soznaniye. Lichnost. - Moscow, 1975.
4. Hippenreiter Yu.V. Introduction to general psychology. - Moscow, 2002.
5. Djaparidze ZN Foneticheskoye vospriyatiye rechi. - Tbilisi, 1989.



Global Conference on Medical and Health Sciences

Hosted Online from Madrid, Spain

Date: 14th March, 2026

Website: <https://econferencia.com>

6. Yokubov S. DEVELOPMENT OF AGRICULTURAL CARDS USING ARCGIS AND PANORAMA TECHNOLOGIES //Innovations in Science and Technologies. – 2024. – T. 1. – №. 1. – C. 101-107.
7. Khakimova K., Yokubov S. CREATION AND MAINTENANCE OF STATE CADASTERS IN THEREPUBLIC OF UZBEKISTAN //Innovations in Science and Technologies. – 2024. – T. 1. – №. 1. – C. 85-93.
8. Yokubov S. SCIENTIFIC AND THEORETICAL FOUNDATIONS FOR THEDEVELOPMENT OF MAPS OF THE LEGAL STATUS OF STATE LANDCADASTERS IN THE TERRITORY USING GIS TECHNOLOGIES //Innovations in Science and Technologies. – 2024. – T. 1. – №. 1. – C. 80-84.
9. Abduvakhovich A. A. Shavkat o'g'li, SY Improving the Method of Mapping Agriculture Using Remote Sensing Data //Finl. Int. Sci. J. Educ. Soc. Sci. Humanit. – 2023. – T. 11. – C. 1093-1100.
10. Yusufovich G. Y. et al. The use of remote sensing technologies in the design of maps of agricultural land //Texas Journal of Agriculture and Biological Sciences. – 2023. – T. 23. – C. 17-21.
11. Eshnazarov D. et al. Describing the administrative border of Koshtepa district on an electronic digital map and creating a web map //E3S Web of Conferences. – EDP Sciences, 2023. – T. 452. – C. 03009.
12. Khakimova K. et al. Application of GIS technologies for improving the content of the tourist map of Fergana province, Uzbekistan //E3S web of Conferences. – EDP Sciences, 2023. – T. 386. – C. 04003.