



# The Influence of Phonetic Exercises and Games in Russian Language Lessons on the Cognitive Universal Learning Activities of Students

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Received: 04-07-2025

Accepted: 15-08-2025

Published: 28-09-2025



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**Abstract:** *This article highlights the importance of phonetic exercises and games in Russian language lessons in the formation of students' cognitive universal learning activity. Based on experimental work conducted at the clarifying, formative and final stages, it is scientifically substantiated that phonetic games have an effective effect on the development of phonetic perception, speech activity, logical thinking and independent thinking skills in students. It also reveals the potential of phonetic exercises and games in the formation of motivational, cognitive, communicative and regulatory components. The results obtained indicate the need for the systematic use of phonetic games to increase the effectiveness of mastering the Russian language in primary school students.*

**Keywords:** *Phonetic Exercises, Phonetic Games, Cognitive Universal Learning Activity, Motivational Component, Cognitive Component, Communicative Component, Regulatory Component.*

## Introduction

The process of teaching the Russian language in primary school is closely connected not only with the formation of students' speech skills, but also with the development of their cognitive universal learning activities. Cognitive universal learning activities are a set of general skills that enable students to consciously organize the process of acquiring knowledge, think independently, draw logical conclusions, plan their own activities, and analyze the results. The use of phonetic exercises and games in Russian language lessons enlivens the process of learning the language and serves as an effective means of developing students' phonetic perception, pronunciation culture, vocabulary, and communicative competence. Research shows (R. Jurayev, O. Musurmonova, N. Muslimov and others) that game technologies are an important factor in strengthening students' cognitive motivation, ensuring their active participation, and activating their cognitive processes.

According to the definition given by A. G. Asmolov and I. A. Volodarskaya, the concept of "universal learning activities" refers to "an activity that ensures the learner's ability to independently acquire new knowledge and skills, and also includes the organization of this process." Thus, universal learning activities embody various ways of

acting, direct the learner toward independently mastering new knowledge and skills, and make it possible to consciously structure the educational process.

Therefore, this article presents the influence of phonetic exercises and games in Russian language lessons on the cognitive universal learning activities of students, based on the results of experimental research.

## **Methodology**

### **The content and components of cognitive universal learning activity.**

The cognitive universal learning activity of students is manifested through four main components:

- a. Motivational component – interest in acquiring knowledge, showing initiative, active participation in the lesson;
- b. Cognitive component – mastering and applying phonetic, grammatical, and lexical knowledge in practice;
- c. Communicative component – speech activity, participation in dialogue and communication, coherent expression of thoughts;
- d. Regulative component – independently planning one's own activity, monitoring it, and correcting mistakes.
- e. The harmonious development of these components in a primary school student ensures a strong mastery of the language, as well as independent and creative thinking.

### **Methodological possibilities of phonetic exercises and games in Russian language lessons.**

Phonetic exercises develop students' skills in correctly pronouncing sounds, distinguishing syllables and stress, and constructing words and sentences in a coherent manner. For example, exercises such as "Find the sound," "Place the stress," "Construct a sentence from the word" develop not only phonetic knowledge, but also logical thinking.

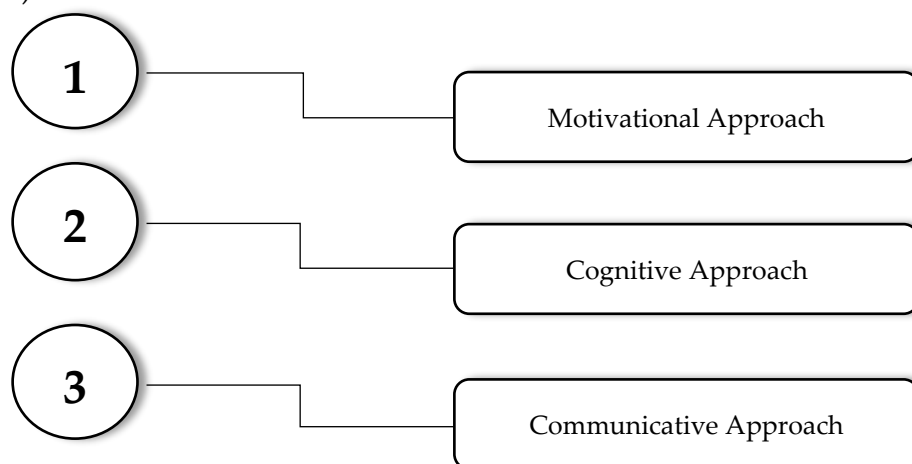
Phonetic games, in turn, make the lesson interesting and interactive. Games such as "Syllable race," "Identify the noisy sound," and "Compose a sentence based on a picture" help to develop students' phonetic perception, auditory memory, creative thinking, and communicative competence.

In addition, the use of phonetic games:

- increases students' motivation;
- enlivens speech activity;
- ensures active participation in the communication process;
- forms the skills of independent work and self-control.

The didactic possibilities of phonetic games lie in the fact that they make it possible to organize students' learning activity through natural speech situations. That is, in a Russian language lesson, sound, syllable, and intonational units are presented to the student not as a simple drill, but in the form of an engaging game process. This gradually develops not only students' speech activity, but also their cognitive universal learning actions – observation, memorization, comparison, application of rules, and drawing conclusions.

The didactic possibilities of phonetic games can be assessed in three approaches (see Figure 1).



**Figure 1. Approaches of Assessing the Didactic Potential of Phonetic Games**

1. Motivational approach. The game process stimulates students’ interest in learning the Russian language and encourages active participation in the lesson. During the process of acquiring knowledge, students perceive themselves as active subjects of learning.
2. Cognitive approach. Through phonetic games, students practically master various types of cognitive activity, such as distinguishing sounds, analyzing the phonetic structure of words, and recognizing pronunciation features.
3. Communicative approach. When phonetic games are performed in pairs or groups, students engage in verbal interaction, learning to express their ideas and to listen to others. This serves as an important factor in developing communicative competence.

From a didactic perspective, phonetic games transform the lesson into a process that not only provides knowledge, but also develops skills, habits, and personal abilities. For example, in games aimed at comparing sounds, logical thinking is activated; in syllable-based games, auditory memory is strengthened; and in games based on repeating intonation, emotional perception is stimulated. Therefore, the didactic potential of phonetic games is connected not only with acquiring linguistic knowledge, but also with developing students’ cognitive capacity.

**Result and Discussion**

During the performance of exercises, the students’ motivational, cognitive, communicative, and regulative activity levels are assessed. The results serve as an important diagnostic basis for organizing the subsequent stages of the experimental work (see Table 1).

**Table 1. Diagnostic Exercise System for Determining the Level of Formation of Cognitive Universal Learning Activities**

№	Exercise Content	Purpose	Assessment Criterion
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1	<b>Exercise 1.</b> Divide the words into syllables and indicate which syllable carries the stress: дорога молоко земля карандаш	To identify knowledge in phonetics and develop analytical skills	Cognitive
2	<b>Exercise 2.</b> Construct a logically correct sentence using the given words: зима, дети, снег, играть	To form grammatical structure and establish logical connection	Cognitive + Communicative
3	<b>Exercise 3.</b> Write a synonym for the following words: красивый умный большой	To increase vocabulary and assess semantic thinking	Cognitive
4	<b>Exercise 4.</b> Indicate which of the following words contain the soft sign (ь): конь стол дверь лес	To assess knowledge of spelling and phonetics	Cognitive
5	<b>Exercise 5.</b> Fill in the blanks in the following sentences with the correct word: Весной ... поют. В школе ученики ... На улице светит ...	To develop grammatical skills and speech activity	Cognitive + Communicative
6	<b>Exercise 6.</b> Insert punctuation marks. Place the correct punctuation in the following sentence: "Мама и я пошли в магазин там мы купили хлеб молоко и яблоки".	To assess spelling and punctuation skills	Cognitive + Regulative
7	<b>Exercise 7.</b> Write antonyms for the following words: светлый день высокий медленно	To deepen lexical knowledge and evaluate semantic thinking	Cognitive
8	<b>Exercise 8.</b> Compose sentences based on a picture. Looking at the picture provided by the teacher (e.g., a	To connect visual perception with speech and develop communication skills	Communicative + Motivational

	classroom scene or children playing in winter), create at least 2–3 sentences.			
9	<b>Exercise 9.</b> Arrange the word sequence in the correct order and form a sentence: книгу, читает, мальчик	To develop logical thinking, grammatical structure, and expression	Cognitive Regulative	+
10	<b>Exercise 10.</b> Identify and write new words from the text below and divide them into syllables: “Зимой дети любят кататься на санках. На улице холодно, идёт снег. В школе проходят интересные уроки.”	To develop analytical skills, generalization, and self-monitoring	Cognitive Regulative	+

Using phonetic exercises and games in Russian language lessons serves as an effective factor in developing students' cognitive universal learning activities. Through games, students approach the process of acquiring knowledge with interest, their phonetic perception as well as their speech and grammatical skills are strengthened, and they begin to form as independent and communication-ready individuals.

The use of phonetic exercises and games in Russian language lessons has proven to be an effective tool, both theoretically and practically, in developing the cognitive universal learning activities of primary school students. Through phonetic exercises, students developed the skills of distinguishing sounds, placing stress correctly, consistently analyzing syllables and words, and working with text. Phonetic games, in turn, made the lesson process engaging and interactive, increased students' motivation to learn, and encouraged them toward active communication, independent thinking, and creative expression.

## Conclusion

The results of the experimental study showed that the systematic application of phonetic exercises and games ensured the development of motivational, cognitive, communicative, and regulative components. Students' phonetic perception, speech activity, grammatical literacy, and communicative competence increased significantly. Statistical analysis showed an increase in the number of students who achieved high results and a decrease in the number of students with low performance indicators.

Overall, the use of phonetic exercises and games in Russian language lessons ensures the effective organization of the language acquisition process, activates students' cognitive activity, and supports the formation of an independent, communicative, and socially engaged learner. Therefore, it is recommended to widely introduce this methodological approach into primary education practice.

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