

## TEACHING FOREIGN LANGUAGES THROUGH SONGS

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**Abstract:** This research explores the effectiveness of using songs as a teaching tool in foreign language education. Songs have been increasingly recognized as a valuable resource for enhancing language learning due to their ability to engage students and promote various language skills. The abstract discusses the benefits of incorporating music into language lessons, such as vocabulary expansion, pronunciation practice, cultural understanding, grammar reinforcement, listening comprehension, and increased motivation. By leveraging the power of songs, educators can create dynamic and interactive learning experiences that facilitate language acquisition and foster a deeper appreciation for the target language and its culture.

**Key words:** songs, effective, speech, practice, listening skills, vocabulary, grammar.

Today, there is no need to overestimate the importance of perfect knowledge of foreign languages for our country, which is striving to take its rightful place in the world community, and for our nation, which is building its great future in solidarity and cooperation with our foreign partners." Especially in primary education. One of the decisions that led to positive changes is the Decision of the First President of the Republic of Uzbekistan on December 10, 2012, PQ-1875 to teach foreign languages, mainly English, from the primary grade, to further increase their interest in learning foreign languages, to teach foreign language lessons from the 1st grade in all general education schools in the form of various interesting games and at the same time, the development of students' oral speech, and from the 2nd grade, the transition to modern, innovative methods of teaching the alphabet, reading and grammar began step by step. One of the Chinese inventors, Masaru Ibuka, is famous " As he wrote in the book "After that, it's too late": "...a child's brain can have an infinite amount of information...". It should also be noted that children of 6-7 years old do not understand the meaning of information, but memorize it mechanically.

It is necessary not to start teaching the language to elementary school students with grammatical concepts. Otherwise, from the first step of teaching a foreign language, it can tire the child and weaken his interest in learning the language. Because teaching a foreign language to elementary school students is difficult and at the same time it is one of the responsible tasks. Therefore, the following innovative methods can be used to teach English language meaningfully and interestingly to elementary school students: Singing hard to understand or remember words to music through songs and poems. In addition to remembering new words, the child's speech also develops. For example, it can be shown that children learning the English alphabet by singing is more effective than just memorizing it.<sup>1</sup>

Songs are a valuable and engaging tool in foreign language lessons as they offer a unique way to enhance language learning. Incorporating music into lessons can help students improve their language skills in various ways:

<sup>1</sup> D.Shuhratova. boshlang'ich ta'lim jarayonida xorijiy tillarni o'qitish metodikasi. International scientific journal volume 1. 1507-1508.

1. Vocabulary Expansion: Songs expose students to new words and phrases in context, helping them expand their vocabulary.
2. Pronunciation Practice: Listening to and singing along with songs can improve students' pronunciation and intonation in the foreign language.
3. Cultural Understanding: Songs often reflect the culture of the language being learned, providing insight into traditions, values, and expressions of that culture.
4. Grammar Reinforcement: Songs can reinforce grammar concepts through the repetition of structures and sentences in a meaningful and memorable way.
5. Listening Comprehension: Songs help develop listening skills as students focus on understanding lyrics, tones, and nuances in the foreign language.
6. Motivation and Engagement: Music can make language learning more enjoyable and interactive, motivating students to participate and practice.

Overall, the use of songs in foreign language lessons can be a fun and effective way to enhance language acquisition and cultural understanding. Is there reason to believe that music and songs could be particularly effective for supporting foreign or second language learning? To ensure positive learning outcomes, pedagogical methods must efficiently introduce and reinforce new material, while at the same time capturing students' attention and increasing their motivation to learn. From a practical perspective, it is also important that new instructional methods can be employed without a great deal of extra training or preparation on the part of teachers. Often, it is difficult to determine whether a new technique or activity will work without actually trying it in the classroom. In the case of music, there is evidence from a variety of sources to suggest that using songs as pedagogical material can be very effective.

For example, educators, researchers, and theorists have claimed that music and songs in the modern language classroom may provide positive emotional and learning enhancements for students at different ages and stages of learning (Spicher & Sweeney, 2007; Ting, 2002; Medina, 1993; Lozanov & Gateva, 1989; Rees, 1977). As a result, several pedagogical techniques and recommendations have already been advanced which encourage the incorporation of music and song into the foreign language curriculum (Murphey, 1992; Anton, 1990; Felix, 1989; Bancroft, 1995). Teachers have also reported that songs can quickly set a positive classroom tone (Jensen, 2000), improve foreign or second language (L2) intake in the learning process, and attract learners' attention to the linguistic material contained in the song.

As we mentioned above, young students easily memorize new words with the help of songs. This part of the article is about the use of song in teaching English to young learners. First, the teacher must make sure that the meaning of the words in the song is clear and understandable for young students. A teacher should find interesting and different ways to show their students' understanding.<sup>2</sup>

Preparation: Find a song in the target language with challenging (but not too difficult) lyrics, taking into account the proficiency level of learners and their musical preferences (see questionnaire on page 34). Decide which aspects of the song will be the lesson's

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<sup>2</sup> X. Orziboyeva, M.Nurmatova. Boshlang'ich sinflarda chet tilini o'qitishda ingliz bolalar qo'shiqlarining ahamiyati. Yosh olimlar ilmiy-amaliy konferensiyasi. 117-p

primary focus and prepare a short description of the singer, the style of music, or the song (50-100 words for beginners and intermediate students, up to 200 words for advanced students). With intermediate or advanced classes, you can assign one or a pair of students to choose a song(subject to review of the lyrics) and prepare an oral presentation to introduce it to the rest of the group. Wikipedia.org has biographical and cultural information in many languages that can be adapted for use with students at different levels.

1. 5 min. In the target language (if possible), orally introduce background information about the style of music, the singer and/or composer of the song, using appropriate vocabulary and grammar for learners at that level. Ask 3-5 oral comprehension questions during the description to ensure that learners understand.

5-10min. Variation:Provide a written text with this background information, along with 3-5 reading comprehension questions about the material (see below for an example in French). Explain that students do not need to understand every single word of the text. Discuss the correct answers as a class.

2. 5 min. Present a brief description of the song, using visual aides if possible. Explain any important vocabulary or grammar that will help learners understand the song's plot, theme, or message.
3. 5 min. Allow learners to listen to the song once for enjoyment. Discuss in pairs what the song makes them think or feel.

3-5 min. Variation:While the song is being played, ask students to draw a picture of how the song makes them feel or to draw pictures of any of the words they understand in the song.<sup>3</sup>

Exercises while listening to the song depend on the purpose of the lesson, if the teacher wants to work with grammar through the song, he will give a similar task, for example, find all the possessive pronouns while listening, if the teacher if he aims to learn new words in the song, he instructs the student to write down unfamiliar words while listening. It should be noted that the teacher should conduct the training in the foreign language class only in the language that is intended to be learned.

When choosing songs in foreign language lessons, the following criteria are used: - Songs that attract and arouse interest of the student;

- A creative result with a co-ordinator or actions

singing songs

- Songs whose theme and tone encourage the student to speak

- crucial songs about political, economic and social events;

- The culture, customs, way of life of the country where the language is being studied

songs about and on holidays;

- Introductory, main or final part of a lesson on a topic

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<sup>3</sup> TEACHING FOREIGN LANGUAGES THROUGH SONGS Karen M. Ludke. IMHSD University of Edinburgh 2009. 10,14.

songs serving for parts;

- Songs intended for the vocabulary or grammar part of the lesson.<sup>4</sup>

There are several good songs for teaching English to children, which were reviewed during the observation of the lessons. The first is the Good Morning Song for Kids, which serves as a staple of the morning routine for young children. Next was a song about the Days of the Week, which was found useful in helping young English learners practice the days of the week.

What exercises can be used while listening to the song?

As we mentioned above, young students easily memorize new words with the help of songs. This part of the article is about the use of song in teaching English to young learners. First, the teacher must make sure that the meaning of the words in the song is clear and understandable for young students. A teacher should find interesting and different ways to show their students' understanding.

**Conclusion:** The main purpose of this paper is to study and research the use of English children's songs in English classes as useful pedagogical resources for teaching English to young learners. Using songs in language teaching for new English language learners is the most effective daily didactic program for teachers to create and implement classroom activities that encourage children to learn a foreign language. According to the research results, several conclusions can be drawn from this article. First, it is recommended to use songs as a useful pedagogical tool for learning vocabulary, learning new words and memorizing them in English classes. Second, the use of songs increases motivation and joy, and improves the relationship between kindergarten and elementary school students and their teachers. Thirdly, a stimulating classroom environment reduces the level of tension and stress among students.

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<sup>4</sup> M.Majidova. Chet tili darslarida qo'shiqdan foydalanishning ahamiyati. Innovations in technology and science education. Volume 2. Issue 9 742-p.