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IMPORTANT ASPECTS OF SONGS IN LEARNING FOREIGN LANGUAGES

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ВАЖНЫЕ ОСОБЕННОСТИ ПЕСЕН ПРИ ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

Abstract: The purpose of this study is to show the important aspects of song in a way of learning foreign languages, particularly learning English. We all know that songs are source of feelings, which means as we sing or listen to the song we cry, we laugh, we think about past or future. Interestingly, the song even help us to learn new languages, especially for young children.

Key words: preschoolers, abilities, grammar, words, young learners.

Annotatsiya: Ushbu tadqiqotning maqsadi xorijiy tillarni, xususan, ingliz tilini o'rganishda qo'shiqlarning muhim jihatlari ko'rsatishdir. Biz hammamiz bilamizki, qo'shiqlar his-tuyg'ular manbai, ya'ni biz kuylaganimizda yoki tinglaganimizda yig'laymiz, kulamiz, o'tmish yoki kelajak haqida o'ylaymiz. Qizig'i shundaki, qo'shiq hatto yangi tillarni o'rganishimizga yordam beradi, ayniqsa yosh bolalar uchun.

Kalit so'zlar: maktabgacha yoshdagi bolalar, qobiliyatlar, grammatika, so'zlar, yosh o'quvchilar.

Аннотация: Цель данного исследования-показать важные аспекты пения при изучении иностранных языков, в частности английского. Все мы знаем, что песни являются источником эмоций, то есть когда мы поем или слушаем, мы плачем, смеемся, думаем о прошлом или будущем. Интересно, что песня может даже помочь нам выучить новые языки, особенно для маленьких детей.

Ключевые слова: дошкольники, умения, грамматика, слова, младшие школьники.

INTRODUCTION

Teachers mostly struggle with finding the most efficient way of motivating children to learn English that puts lots of responsibility on the youth. To solve this issue experts suggest teachers to focus on personal interests and preferences of children. According to his view, teachers should attract their pupils during teaching by using appealing contexts that are related to reality. Therefore, the types of ways expressed below are the most common principles suggested by experts.

We need to create the link between children's play and learn. The main cause of this is the more our children relaxed, the better they can improve their language learning skill. Youngsters have a tendency to enjoy with funny words and it is the most efficient way to recall new words. Meanwhile, the lessons, which are conducted in a humorous way, is very important to attract children's long-lasting attention.

Young learners, those attending preschool and kindergarten, will not have any personal reason for studying English. It is simply another subject that they have to study at school or that their parents have told them they need to learn. At this point in their lives, they may not know or comprehend how important these classes can be. They might view your classes as simply another fun daily activity and that is just fine. Even at this early age, you can encourage them to develop an interest in learning English, which will stay with them long after they have finished your classes.

Students at this level are just starting their academic careers. School may be intimidating for some of the students in your class so, in order to encourage everyone to participate, it is important to make your lessons relaxed and fun. YL Students will be learning very basic material but you can design creative lessons that get students moving around and speaking with one another. Young learners are generally very enthusiastic about songs, especially if they can sing along, and active games. Be sure to provide lots of encouragement and positive feedback. You want to create a safe, stress-free environment that everyone can enjoy learning in.

LITERATURE REVIEW

Neil T. Millington from Ritsumeikan Asia Pacific University, Japan tried to indicate some of the beneficial points of using songs as a language tool. Overall, the author states that songs can increase listening and pronunciation skills, and by this way, the speaking skills may improve. Another useful thing is that song can expand vocabulary and help to understand sentence structures naturally. In addition to these, the author discuss the importance of songs to understand culture, and enjoyment of students in the time of learning a second language. He also give some examples of songs as a language tool and its adaptation in study curriculum.

In the beginning, the author counted main characteristics of song and its availability of suiting to any kind of ages, mostly for children. Songs are flexible because of its number of beneficial using. In classroom, for example they can be used a language tool. According to Murphy, song improve listening and pronunciation skills, and at the time also increase speaking skills. Song can also be used to learn new word or new sentence patterns [5]. Nevertheless, the main benefit of songs is they are source of enjoyment. Because of the monotonous way of teaching English at school, students become bored with lessons. In this case, song can help to solve this problem.

Other main role of songs is they can improve listening skills. Because all songs are different from each other and also they have different types of intonation and rhythms. English is a language which intonation can play an important role. Intonation can change the meaning of a sentence and every English word has its own way of pronunciation. Another way of using songs is to improve speaking skills. For example in the song *Girls and Boys Come Out and Play* can be used effectively to teach English rhythm and stress (Richards, 1969, p. 162) [3].

In addition, there are other difficulties placed on the teacher. To maintain variety in the classroom, the teacher needs a good repertoire of songs. Although young learners are happy to sing the same song on several occasions, interest in the same song can soon fade if the song is used too often. Some non-native English-speaking teachers may also worry about teaching the stress and timing of songs correctly, and are therefore probably more likely to only use certain songs that they feel

comfortable with. Finally, Murphy (1992) points out that no matter how enjoyable or memorable, singing songs in itself will not teach anyone to use the language, and will not give students the ability to communicate in another language. The words in songs unfortunately do not transfer into use [2].

According to experts, 70-80% of the primary source of basic information a person receives during his lifetime is between the ages of 5-7 (Karimov, 2008). The most acceptable and easy period of learning a foreign language is the pre-school period, which is an innate ability of young children to learn a language. At the same time, language acquisition is a powerful tool for the development of children's thinking, because every word a child learns has a certain meaning. The opinion of Gumbol'dt (1984) "The boundaries of my language represent the boundaries of my worldview", is intended to enrich the thinking by acquiring a certain concept behind each learned word in the process of learning a language. This means that it is important for a child to be properly educated from an early age in all aspects of a healthy, mature development.

Cameron defines an activity for young learners as "any kind of event that children participate in", but ads, not all classroom activities can be classified as tasks. For an activity to be considered a task, it must have more carefully planned and structured events with learner participation as the fulcrum [1].

METHODOLOGY OF THE RESEARCH

In this article, literature analysis, comparing and contrasting are used in order to explain the importance of the topic.

One way to maximize the advantages and minimize some of the limitations mentioned above might be to develop songs into language learning tasks. Although this alone will not help teachers develop a greater repertoire of songs, it can help turn a song into a useful tool for language learning and teaching.

Despite the fact that children can easily be distracted from particular activities, and are prone to change their mood, they present greater amount of motivation than teenage learners do on the staff that are appealing for them. So teaching under this circumstance demand the teacher to be resourceful and creative to achieve the result faster.

RESULTS AND DISCUSSIONS

The term “young learner” covers a large chronological age span: from around 3 years of age to 15. Some writers and researchers try to segment learners strictly according to age: 3- to 5-year-olds, 6- to 8-year-olds, and so on. While, as we shall see, children do exhibit different mental and social characteristics at different ages, a strict segmentation is not particularly helpful.

Using songs as language learning tasks can help to maximize the potential of songs as teaching and language learning tools. There are benefits to using songs in the classroom; however, more often than not, songs are used relatively ineffectively, often as activities between learning. No matter how enjoyable or memorable singing songs can be, singing songs in itself will not teach learners to use the language and will not give them the ability to communicate in another language. However, developing a song from an activity into a task with preparation, core, and follow-up stages might be one way to help transfer the words in a song into use and maximize the potential of songs as teaching and learning tools.

There are thousands of children’s songs; selecting, learning, and using a suitable song for a particular class or purpose can be a real challenge for language teachers. Some teachers do not have a huge repertoire of songs and therefore tend to sing the same set of songs or avoid using songs completely. It can also be challenging to select a song to fit in with the curriculum or language point to be taught. As mentioned above, care needs to be taken when selecting a song because the vocabulary and sentence structure of some children’s songs can be quite different from that used in spoken English.

Songs can also be used to understand the culture of that language and as a mean of enjoyment. The author stated that the Jolly’s idea that songs are best tool to learn and understand the culture of the target language. Despite this suit mainly for older people, young people can also get knowledge about seasonal and historical events in than language. If we speak about songs as a mean of enjoyment, it is obvious. Songs increase overall feelings of students and this can help to learn the language and other things [4].

CONCLUSION

As a coin has two sides, there is some limitation in using the songs. Most important thing is that songs teacher select right song to teach their young students. Because not every song has a right grammatical structure and range of vocabulary and there are some bad words at lots of songs. When the brain wave oscillations are manipulated by music, our brain will become in sync with music, and this how our body is getting controlled and our brain become ready to accept all of those pre-designed messages, the beats and the notes are so powerful that we quickly memorize the whole lyrics. Those lyrics and messages affect our behavior. If the beats are stronger, it will even cause defection in our brain cells. This might have negative impact on young children’s’ minds and their studies. In order to achieve goals to teach children a language; teachers should make tasks according to types of songs. Nevertheless, some people yet not believe that songs can help to learn a language. To sum up, songs may be beneficial tool to teach English or other languages, but in order to achieve this teachers carefully select songs, which suit for children.

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