

IMPORTANCE AND INSTRUCTION (METHODOLOGY) OF USING SONGS IN TEACHING ENGLISH TO EARLY YEAR LEARNERS

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Annotation: This article is about importance of using songs in teaching English to young learners. Besides, here is given some methods on how to use songs during the lesson.

Key words: songs, music, young learners, teaching English, emotionally intense, listening skill, speaking skill.

Introduction

The idea of using means of emotional influence on learners (fiction, poetry, songs, music, painting, art photography) in teaching foreign languages is not new. The need to introduce materials into the practice of teaching, which would ensure not only mastery of a foreign language, but also contribute to spiritual education and the formation of the aesthetic taste of students. Currently, the selection of teaching materials is increasingly based not on a purely linguistic, but on a culture-oriented, communicative, personal approach, which allows the use of culturally valuable authentic foreign-language materials.

In order to make learning emotionally intense, many training courses use original or specially created for educational purposes musical and song material. However, the traditional forms of working with songs and poems in teaching a foreign language basically boiled down to listening, reading and translating, analyzing, memorizing and playing them by heart. Over the past decade, new approaches to working with poetic and song material have begun to develop.

Their essence is to use works of art as a means of teaching the expression of their own thoughts, based on their own life experience. Of course, songs and poems themselves can be used to form phonetic, lexical, and grammar skills. However, they can be even more valuable if they are used creatively to bridge the distance between the pleasure of listening (singing) and the communicative use of language.

A comprehensive solution to the practical, educational, upbringing and developing tasks of learning is possible only if it affects not only the consciousness of students, but also when they penetrate their emotional sphere. One of the most effective ways of influencing the feelings and emotions of children is music, which is "the strongest psychic stimulator penetrating into the underlying depths of consciousness." The famous teacher Jan Amos Comenius wrote that those who do not know music are likened to those who do not know letters. On the one hand, music forms an aesthetic attitude to reality, carries a spiritual beginning, a huge energy charge, emotional richness, which allows you to create a inspired atmosphere in the classroom. On the other hand, speech and music have the same parameters: intonation, stress, phrasal structure, pauses, pitch, tempo. This similarity is explained by the fact that the fundamental principle of speech and music is the same physical phenomenon - sound.

Another important factor indicates the need to use music when learning a foreign language. According to both domestic and foreign psychologists, music is one of the effective ways to memorize linguistic material, since it represents a type of activity that involves both hemispheres of the brain, which in turn contributes to the storage of the material studied and, as experience shows, its faster playback.

Using songs in the target language is very relevant for a number of reasons. Firstly, students immediately become familiar with the culture of the country of the language being studied, since children of this age, according to the psychologist, are especially sensitive and susceptible to a foreign culture. Secondly, when working with this peculiar linguistic and regional material, a good prerequisite is created for the comprehensive development of the student's personality, because specially selected songs stimulate imaginative thinking and form a good taste. The song genre as one of the important genres of musical creativity due to the presence of a verbal text is able to accurately and figuratively reflect various aspects of the

social life of the people of the country of the language being studied. A song, like another work of art, has a communicative function, i.e. transfer of the content laid by its author to the addressee. Moreover, unlike educational texts of a general regional character, which, first of all, inform the reader (or listener), i.e. affect his intellect and memory, the song as a regional study material affects the emotions of a person and his general artistic memory.

Methodological advantages of songs in teaching a foreign language:

- songs as one of the types of verbal communication are a means of more solid assimilation and expansion of the lexical stock, as they include new words and expressions. In songs, the familiar vocabulary is found in a new contextual environment, which helps to activate it. The songs often contain proper names, geographical names, realities of the country of the studied language, poetic words. This contributes to the development of children's feelings of the language, knowledge of its stylistic features;
- grammar constructions are better absorbed and activated in songs. Some countries publish songs to teach the most common designs. They are written in a modern rhythm, accompanied by a text with explanatory comments, as well as tasks (the purpose of which is to check understanding and discuss the content);
- songs contribute to the improvement of foreign language pronunciation skills, the development of musical hearing. It has been established that musical hearing, auditory attention and auditory control are closely interconnected with the development of the articulatory apparatus. Learning and performing short, simple melodic songs with frequent repetitions helps to consolidate the correct articulation and pronunciation of sounds, the rules of phrasal stress, rhythm features, etc.;
- songs contribute to the aesthetic education of students, team building, a more complete disclosure of each person's creative abilities. Thanks to the music in the lesson, a favorable psychological climate is created, psychological stress is reduced, language activity is activated, emotional tone is increased, interest in learning a foreign language is maintained;
- songs and other musical works stimulate monologic and dialogical statements, serve as the basis for the development of speech and thought activity of preschoolers, contribute to the development of both prepared and unprepared speech.

In a lesson in a foreign language, songs are most often used:

- 1) for phonetic charging at the initial stage of the lesson;
- 2) to strengthen the consolidation of lexical and grammatical material;
- 3) as an incentive for the development of speech skills;
- 4) as a kind of relaxation in the middle or at the end of the lesson, when the children are tired and they need a discharge that relieves stress and restores their performance.

The development of business and personal contacts, the expansion and strengthening of economic and cultural ties between nations highlight the task for the teacher in the field of teaching foreign languages - the education of a person whose main asset is universal human culture and universal values. This task is directly related to the problem of mutual understanding of people, their spiritual connection and the search for common ways of making progress.

One of the ways to solve this problem can be the humanization of education, that is, the involvement of children in the cultural heritage and spiritual values of their people and other peoples of the world. A special role in this belongs to the foreign language, with the help of which a direct and indirect dialogue of cultures - foreign and native - is carried out, which has become one of the main provisions of the modern concept of education. Since the purpose of teaching a foreign language is not only the acquisition of knowledge, the formation of skills and abilities in a child, but also the assimilation of information of a regional, linguistic, regional, cultural and aesthetic nature, knowledge of the values of another national culture for him, when determining the content of education, the question of cultural component. Therefore, maintaining interest in the language as a means of communication, it is necessary to develop interest in it as a carrier of a kind of culture. And considerable help in this regard can be provided by the use of the cultural and spiritual heritage of the country of the language being studied. These may be the best examples of musical, in particular, song creation in the language being studied as its substantial component.

In the life of any family there is always a musical background, which is created by TV and radio broadcasts. In addition, due to the wide distribution of sound and video recordings, as

well as the avant-garde position of English-language musical mass culture, songs in English are the most popular among students and are the subject of their special interest.

The use of songs in the target language is very relevant at the initial stage of teaching a foreign language for several reasons:

Firstly, from the very beginning, children are introduced to the culture of the country of the language being studied.

Secondly, when working with this peculiar linguistic and regional material, a good prerequisite is created for the comprehensive development of the child's personality, because specially selected songs stimulate imaginative thinking and form a good taste.

The song genre as one of the important genres of musical creativity due to the presence of a verbal text is able to accurately and figuratively reflect various aspects of the social life of the people of the country of the language being studied.

A song, like any other work of art, has a communicative function, that is, the transfer of the content laid by its author to the addressee. In this case, unlike educational texts of a general regional character, which primarily inform the reader (or listener), i.e., affect his intellect and memory, the song as a regional study material affects the emotions of a person and his figurative and artistic memory.

Thus, from the point of view of the methodology, a song in English can be considered, on the one hand, as a sample of sounding foreign language speech, adequately reflecting the features of life, culture and life of the people of the country of the studied language, on the other hand, being a carrier of cultural information, a song can form and spiritual culture of the child, to combine his mind and soul into a single whole. Through the songs, the soul of the people, their culture is revealed, and the teacher acts as an intermediary in the process of students learning about this culture, as a commentator, as a stimulator of their cognitive activity.

The song in the lessons of a foreign language gives impetus to children's creativity. Seeing what a simple text is the basis of many children's songs in a foreign language, a child can invent a song by putting on a familiar (or his own) melody words and thoughts available to him. Everything can be turned into a song, even an ordinary greeting and a question about how you are doing. For example, the song "Good morning"

Good morning,

Good morning,

Good morning to you.

Good morning,

Good morning

We are glad to see you.

However, preference should be given to authentic language song material. When a song is perceived due to the presence of a verbal text composed by native speakers, the information is extracted from the “natural forms of the language and is not brought in from outside by an artificial way in relation to the language”. One of the conditions for the successful use of song material is its selection and typology. Song material as one of the elements of the national-cultural component should reflect the regional geography and possess cultural value.

The English pronunciation of native Russian speakers may be inadequate due to the inability of students to convey the timbre of English vowels. Practice shows: even if the children strictly follow the canonical guidelines (a certain position of the lips, the corresponding position of the tongue horizontally and vertically), he is extremely rarely able to accurately convey the English "vowel" sound. In order for the vowel to acquire exactly the English sound, the child must “see”, “feel” this vowel, imagine it in its entirety, with all possible auditory, visual and spatial associations.

It is difficult to overestimate the role of singing in staging English pronunciation in children’s and even in an adult audience. Songs are used as a bright means of emotional impact, contributing to the perception and adequate reproduction of sound. Songs can be successfully applied when practicing the so-called difficult phonetic combinations, as well as when working on rhythm.

Listening and singing songs are effective not only with the introduction of a vowel, but also with further work on English pronunciation. It could be:

- 1) purposeful training of any vowel in a song;
- 2) singing a song in order to correct a mistake spontaneously made by one of the students when pronouncing a vowel;

3) just singing as a moment of relaxation absolutely necessary in the lesson.

Here it's given stages of work on the lyrics of songs:

- After listening to the song, a detailed translation is given with comments, if necessary, of a regional geographical character. For example, in the Australian song "Kookaburra," it is written about the little bird Kookaburra, an Australian kingfisher who can laugh in a human voice.
- Removing phonetic difficulties, practicing sounds in isolation and in opposition, in complex sound combinations. Phonetic charging is built on a gaming basis with the introduction of the fabulous character Mr. Tongue.
- Learning a key phrase using the "train" method: the teacher slowly and rhythmically pronounces the desired phrase, the children repeat it, clapping the rhythm of the melody with their palms. Then the pace of speaking increases, the engine "rushes" faster. For repeated repetition of a phrase with the goal of memorizing, the following tasks are offered: pronouncing the phrase in chorus, in pairs, in a chain, speaking a giant's voice, a gnome, pronouncing the phrase, standing on one leg, eyes closed, etc. Boring memorization turns for the child into a fun game, and repeated repetition contributes to the achievement of the goal.
- Learning the verse: the teacher slowly with expressive facial expressions and gestures pronounces the lyrics, the children chorus repeats each verse after the teacher, the teacher can begin the stanza, the children finish it, and this technique of learning is possible - pronouncing the lyrics to the accompaniment of the instrument.
- Performance of a song with movements.
- Improvisation of the lyrics. Replacing individual words and phrases in a song is quite acceptable if the teacher uses this technique to activate and consolidate vocabulary. At the same time, the use of a passage of a song, phrase is an excellent basis for a test of strength in composing your own songs.

The attention of preschoolers is unstable: they can only focus for a few minutes. Children don't perceive the teacher's long-lasting (more than 2-3 minutes) monologic explanations, they quickly get tired, their performance drops usually after 10 minutes. And even when a child switches from one type of activity to another, fatigue occurs (a simple number of distractions,

loss of interest and attention, weakening of memory, decreased performance, etc.); the child needs rest. It is known that much faster forces are restored during outdoor activities. To remove the onset of fatigue, to restore the working capacity of children, to increase the effectiveness of the lesson, you can include medium-intensity motor exercises in the lesson structure. It was established that there is a relationship between the motor system of the child and the success of his education.

At the same time, the emotionality and dedication of children are of great importance. The emotions of a preschooler are characterized by high mobility, lability. This feature of the nervous system of children can be used in the educational process. Games and music are capable of provoking a positive emotional reaction and long-term interest. Performing physical exercises to the tunes of famous children's songs gives preschoolers not only great aesthetic pleasure, but also helps to make the study of new material entertaining and informative. The song enriches the vocabulary, develops the correct pronunciation skills on interesting material and develops horizons. All this ultimately provides a high level of automation of speaking skills based on song lyrics. Based on the foregoing, we can conclude that it is necessary to use physical education when teaching preschoolers, a foreign language. And most effectively, they are performed to music. The exercises used in such classes are activating in nature, do not require complex coordination and power load. Children do not need to memorize the melodies of songs under which they will perform exercises; the music of such children's songs as "Crocodile Gene", "Two Funny Gooses" and others, has been known to them for a long time. Examples of physical education lessons used in pre-school classes in the English language:

To the melody of the song **"I'm in the sun"**

Put your fingers on your nose,

(Straighten your arms shoulder-width apart, palms forward, with your index fingers to touch your nose)

On your hips and on your toes,

(Put your hands on your belt, crouching, touch your toes)

On your nose, on your toes,

(To straighten up, touch your nose with your hands, sit down, touch your toes)

On your hips and on your toes.

(Put your hands on your belt, crouching, touch your toes)

Put your fingers on your knees,

(Straighten your arms shoulder-width apart with your palms forward, bending over, touch your hands with your knees)

On your hair and on your cheeks,

(Put your hands on your head, touch your cheeks)

On your knees, on your hair

(Touch the hands of the knees, then the head)

And wave them in the air.

(Straighten your arms up and wave them)

To the melody of the song "**Crocodile Gene**"

I can swim like a fish,

(Make a "stroke" with your hands in front of you)

I can run like a rabbit,

(Run on the spot)

I can jump like a little kangaroo,

(To bounce)

I can sing like a bird,

(Show flute game)

I can walk like a cat,

(Show cat gait)

I can climb like a monkey in the zoo.

(Show climbing a tree)

I can do it, he can do it,

(Point with your thumb at yourself, then at the boy)

She can do it, too, too, too!

(Point a finger at the girl)

We can do it, they can do it.

(Spread your arms to the sides, point to everyone, then show with your thumb behind your back)

And what about you?

(Straighten your arms forward, lower)

Conclusion

So, we can draw such conclusions:

- In classes with preschoolers, musical and poetic expressive means have several advantages compared to prose, namely: the condensation of thought and image, increased emotionality, and rhythmic repeatability. Rhythmic repeatability, by the way, being one of the strongest fascinated factors, makes a person concentrate and contributes to the involuntary memorization of material;
- From the point of view of the methodology, a song in English can be considered, on the one hand, as an example of sounding foreign language, adequately reflecting the peculiarities of life, culture and life of the people of the country of the studied language, on the other hand, being a carrier of cultural information, the song can also form a spiritual culture child, combine his mind and soul into a single whole;
- Songs in English classes enliven teaching, evoke positive emotions, serve the best assimilation of lexical and grammatical material;
- Songs must be authentic, accessible in terms of information and language, emotional, problematic and relevant, and songs must meet the age characteristics of students;
- The use of songs helps children develop an interest in learning English;
- Songs intensify learning activities and are a way to expand and enrich students' vocabulary;
- The use of songs in English classes contributes to the development of ear for music, as well as aesthetic education of students;
- The use of songs in English classes enriches children with knowledge of a regional geographic character, makes it possible to learn about the culture of the country whose language is being studied;

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