

EDUCATIONAL METHODOLOGY: UTILIZING SONGS AND MUSIC TO INSTRUCT ENGLISH TO STUDENTS WHO ARE LEARNING THE LANGUAGE AS A FOREIGN LANGUAGE

Dilrabo Safarova Kholmurodovna

Termez State University Foreign Philology Faculty

Philology and Teaching Languages (English Philology) Department

safarovadilrabo71@gmail.com

Abstract:

Even though there are many ways to teach the English language, one of the most effective ways is teaching through educational songs and music. Many teachers already know that teaching English through songs brings joy to the learning process. For this reason, appropriate teaching strategies are invented to help the learners while learning with songs. Therefore, this article aims to explore the importance of songs for students who learn English as a second language.

Keywords: syntax, vocabulary, EFL students grammar, context, comprehension, listening, speaking, fluency, rhythms, stress, music, motivation, confidence, attract students' attention.

Introduction

Many people in the world enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language. For the teacher, using songs in the classroom can also be a very good break from following a set curriculum. Songs can be taught to any number of students and even those teachers with the most limited teaching resources can use them effectively. Songs play a crucial role in the development of language in young children learning a language, especially when it is not their native language. Yet songs may be used relatively ineffectively and the potential for language learning is not maximized.

There are many advantages of teaching English through songs. For instance, one of the advantages of using songs in the young EFL learner's classroom is their flexibility. Songs can be used for several purposes and there are many reasons why songs can be considered as a valuable pedagogical tool. Songs can help young learners improve their listening skills and pronunciation, therefore potentially helping them to improve their speaking skills [1]. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture [1].

Using songs and music in language education is one way to incorporate music into English language teaching is through the use of song lyrics [2]. Song lyrics provide a rich source of authentic language input, as they often contain a wide range of vocabulary and grammar structures that are commonly used in everyday speech. By analyzing and discussing the lyrics



of a song, learners can learn new words and expressions, as well as improve their understanding of the structure and meaning of sentences.

In addition, singing along with the song can help learners practice their pronunciation and develop their listening skills. Another way to use music in English language teaching is through the use of music videos [3]. Music videos often have visual elements that can provide learners with additional context and support for understanding the lyrics of a song. By watching and discussing a music video, learners can learn about the culture and context in which the song was created, as well as improve their ability to interpret and analyze visual and verbal texts. An effective and engaging method for teaching English to students who are studying it as a foreign language. Incorporating music into the curriculum can aid in developing language skills such as vocabulary, pronunciation, and grammar. Additionally, music can enhance students' listening comprehension and promote cultural understanding. By integrating songs and music into lessons, educators can create a dynamic and enjoyable learning environment that encourages active participation and facilitates language acquisition. This approach not only offers a break from traditional teaching methods but also provides an opportunity for students to connect with the language on a deeper, more personal level.

Furthermore, using songs and music in English language instruction can help students to remember and recall vocabulary and phrases more effectively. The rhythm and melody of songs can make language learning more memorable and enjoyable, leading to increased retention of linguistic content.

In addition to language learning, music can also provide a window into the culture of English-speaking countries, exposing students to different genres, artists, and styles [4]. This can broaden their understanding of the language in its cultural context, helping them to develop a more authentic and nuanced grasp of English.

Methods

Educators employing this methodology should carefully select songs that are age-appropriate, culturally relevant, and thematically aligned with the curriculum. They can create activities and exercises that accompany the music, such as fill-in-the-blank exercises, lyric analysis, and performance of songs, to reinforce language skills and deepen understanding. Overall, using songs and music as an educational tool can significantly contribute to the overall language learning experience for EFL students.

In a lesson in a foreign language, songs are most often used [5]:

- 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, and the expansion and strengthening of economic and cultural ties between nations highlight the task of 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 language 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[6]. 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, and knowledge of the values of another national culture for him when determining the content of education, the question of cultural component. Therefore, maintaining an interest in the language as a means of communication is necessary to develop an interest in it as a carrier of a kind of culture. 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. 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 for the child, to combine his mind and soul into a single whole. Through the songs, the soul of the people, and 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 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 [7].

How to incorporate song lyrics into English language teaching

Song lyrics can be a useful tool for incorporating music into English language teaching. They provide a rich source of authentic language input, as they often contain a wide range of vocabulary and grammar structures that are commonly used in everyday speech. By analyzing and discussing the lyrics of a song, learners can learn new words and expressions, as well as improve their understanding of the structure and meaning of sentences. In addition, singing along with the song can help learners practice their pronunciation and develop their listening skills. There are several ways that teachers can incorporate song lyrics into their English language teaching. One way is to use song lyrics as a basis for vocabulary and grammar lessons. Teachers can select a song that contains vocabulary and grammar structures that are relevant to the learners' language level and needs and can introduce and discuss the lyrics with the learners. Teachers can also create worksheets or other materials to help learners practice the new language that they have learned through the song lyrics [8].



Another way to incorporate song lyrics into English language teaching is through the use of karaoke. Karaoke allows learners to sing along with the song and practice their pronunciation, as well as have fun and feel more comfortable using the language. Incorporating song lyrics into English language teaching can be a highly effective and enjoyable way to learn the language, as it provides learners with a rich source of authentic language input and allows them to practice their listening and speaking skills through singing [9].

Materials

1. Song lyrics and audio recordings: A selection of songs with clear, understandable lyrics and corresponding audio recordings will be provided to the students. These materials should cover various topics and language structures suitable for the student's proficiency level.
2. Worksheets and activities: Tailored worksheets and activities will be designed to complement the selected songs. These may include fill-in-the-blank exercises, vocabulary matching, and comprehension questions based on the lyrics [10].
3. Cultural resources: Supplementary materials such as background information on the artists, the historical context of the songs, and cultural aspects related to the music will be provided to enrich students' understanding of the language in its cultural context [11].
4. Online resources: Access to online platforms for English songs and interactive language learning websites will be recommended to further engage students outside of the classroom. These resources can include lyric videos, karaoke-style sing-along platforms, and language-learning apps.
5. Musical instruments (optional): Instruments such as a keyboard, guitar, or percussion instruments may be introduced to encourage students to create their music related to the English language, enhancing their learning experience through hands-on musical engagement [12].

Conclusion

In summary, incorporating music into English language teaching can serve as an effective and captivating approach to language acquisition. Music offers a lively and interactive avenue for students to hone their listening and comprehension abilities while also refining their vocabulary and pronunciation skills. Furthermore, the emotional connection students establish with music can contribute to a positive and enduring learning experience. Despite potential challenges in selecting suitable songs and integrating them into lesson plans, the advantages of employing music in English instruction validate its importance as a valuable tool for language educators. Ultimately, integrating music into English language teaching can result in enhanced language acquisition and heightened motivation for learners of varying ages [13].

An important advantage of using music in English instruction is its ability to make language learning more enjoyable and engaging for students. Music provides an entertaining and interactive way for students to practice their listening and comprehension skills, thereby enhancing their overall language proficiency. Additionally, music creates a positive and memorable learning experience, as students establish an emotional connection with the songs they listen to, leading to increased enthusiasm and involvement in language learning. Another benefit of using music in teaching English is its potential to improve vocabulary and



pronunciation skills. Many songs encompass a diverse range of vocabulary, allowing students to learn new words and phrases more naturally and enjoyably through listening and singing along. Music can also aid in refining pronunciation, as students can emulate the speech patterns of native speakers. While there may be challenges in finding appropriate songs and integrating music into lesson plans, the advantages of using music in teaching English affirm its significance as a valuable tool for language educators. Overall, the inclusion of music in English language instruction can result in enhanced language acquisition and heightened motivation for learners of all ages.

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