



TEACHING FOREIGN LANGUAGE TO YOUNG LEARNERS THROUGH SONGS AND MUSICS

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ARTICLE INFO

Qabul qilindi: 01- april 2023 yil

Ma'qullandi: 05-april 2023 yil

Nashr qilindi: 10-april 2023 yil

KEY WORDS

audio materials, lyrics, rhymes, unnatural sounds, vocabulary retention, linguistic and pedagogical features.

ABSTRACT

The article focuses on the significance of songs and musics in classroom settings to teach foreign language. Effective methods of using audio materials and designing useful activities for young EFL learners are clearly investigated.

Teachers are constantly told to speak less in the lessons so that more time can be given to learners to participate actively during the lesson. However, in the classroom, young learners require a lot of natural, understandable language from teacher that serves as a model for them to follow. According to Rodriguez, many teachers make the mistake of making more complicated their language to the point as a result it sounds unnatural and difficult to understand¹. One thing is for certain: speaking like a robot will not help kids understand what you are saying. One of the simplest alternatives is to incorporate music into your lesson plans and gradually phase it out as the school year goes on. Children's learning process differs totally from adults. Children try to learn English in a pleasant and enjoyable way. Due to the young age children are prone to get bored and face difficulties to absorb if the subject is too challenging. For this reason, it is the responsibility of the teachers to make the learning environment in the classroom more engaging and enjoyable.

In fact the most effective technique to bring classroom lively atmosphere and to help young learners learn English easily is using songs during the lesson. Learning through music helps students to improve their abilities in all skills at the same time for example, singing, speaking, and listening and vocabulary as well. So, as they are singing a song, it encourages the young students to be more engaged and active. Their enjoyment and ease and increase word memorization. Furthermore, providing activities that will pique the interest of the young students is part of teaching, in addition to offering them a ton of useful exercises.

Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning material.² They can be used to teach and develop every aspect of a language. The results showed that songs have a positive influence on vocabulary retention of young learners. Whatever setting is used, aural or aural/visual, the

¹ Rodriguez, L.F. (2010). English Textbooks for Teaching and Learning English as a Foreign Language

² Jolly, Y. S. (1975)

results prove that songs are suitable for different learning styles , they encourage positive learning experience, and enhance their knowledge. Songs aid motivation and help learners develop a love for language learning. Students motivated in this way are imaginative, creative, and eager to learn and succeed. They will comprehend what is expected of them in just a few classes if you combine songs with a consistent and predictable class routine intentional, prepared words and gestures simultaneously. After some time, you can simply articulate these commands instead of using music. After that, you can even start modifying or broadening your language to make it suitable for developing level of learners.

Songs can be used to teach vocabulary and sentence structures as well as to help students with their pronunciation and listening abilities. The fact that songs are entertaining in the classroom is perhaps their biggest advantage. Sadly, despite these benefits, singing songs alone won't teach students how to communicate in a foreign tongue. One method for maximizing the potential of songs as teaching and learning tools is to utilize songs as projects to help students put the words from songs to use. It is of huge benefit for teachers to expand their song list and boost their opportunities to use songs in their lesson plans to adapt popular children's songs. There are certain ways to instruct how to organize lessons through songs³. When the class activity starts, the teacher will offer some instructions to the younger students before singing a song. Young students will then follow their teacher's instructions. The teacher must be aware that the through songs is successful. The song should be also appropriate for children in terms of age, speed, or meaning because the meaning, lyrics, and rhythm must be simple to memorize. Additionally, the language in the song is bright; it is similar to the language they use in the classroom, at home and their daily life. Listening to and singing songs helps children improve and extend their vocabulary as well as develop an awareness of the rhythm, intonation and individual sounds of a language. "Songs also help develop children's ability to wait, listen, remember and predict, which are the foundation skills for literacy"⁴. Songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable. Musical training helps develop language and reasoning: Students who have early musical training will develop the areas of the brain related to language and reasoning. The left side of the brain is better developed with music, and songs can help imprint information on young minds.

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