

THE ADVANTAGES OF USING SONGS IN TEACHING ENGLISH

Tosheva Ruxshona Bobomurod qizi

The Student of 3rd English Faculty, UzSWLU

ruxshonatosheva171@gmail.com

ABSTRACT

This article will discuss the implementation of using songs to teach English. There are some advantages to teaching English through songs and various activities in the classroom. Using songs as an activity in teaching English helps the teacher build an active and interesting group. In addition, this paper aims to explore how songs for students can be adapted to suit a particular theme or part of the curriculum a teacher might wish to teach.

Keywords: vocabulary, pronunciation, music, article, listening skills

ANNOTATSIYA

Ushbu maqolada ingliz tilini o'rgatish uchun qo'shiqlardan foydalanish haqida muhokama qilinadi. Sinfda turli mashg'ulotlarga o'xshagan qo'shiqlar orqali ingliz tilini o'rgatishning bir qancha afzalliklari bor. Ingliz tilini o'rgatishda qo'shiqlardan foydalanish o'qituvchilari faol va qiziqarli guruh yaratishga yordam beradi. Qo'shimcha qilib aytganda, ushbu maqola talabalar uchun qo'shiqlarni o'qituvchi o'rgatmoqchi bo'lgan ma'lum bir mavzuga yoki o'quv dasturining bir qismiga qanday moslashtirilishi mumkinligini o'rganishga qaratilgan.

Kalit so'zlar: lug'at, talaffuz, musiqa, maqola, eshitish mahorati

АННОТАЦИЯ

В этой статье обсуждается использование песен для обучения английскому языку. Есть несколько преимуществ обучения английскому языку с помощью песен в качестве занятия в классе. Использование песен при обучении английскому языку помогает учителям создать активную и интересную группу. Кроме того, эта статья направлена на изучение того, как песни для учащихся могут быть адаптированы к определенной теме или части учебной программы, которую хочет преподавать учитель.

Ключевые слова: словарный запас, произношение, музыка, статья, навыки аудирования

INTRODUCTION

Music makes an interesting and comfortable atmosphere if you want to use it in a good way. Moreover, teaching English through songs is one of the greatest methods that the students pay attention to the lesson. Because in a cool song has a wide range of vocabulary, new words and phrases, so students can acquire a knowledge of some items of vocabulary, rhyme of language, grammatical structures related to any topic. The fact is that English songs for the learners are often easy and simple theme that they like to learn song by hearing it many times, maybe memorization occurs via repetition. In addition to this, using songs in teaching English is the best way to teach language for students who can not understand fully lyrics, but they listen

music and sing, as music is also funny entertainment. However, as a good teacher, teaching English must be guidable and facilitating. The teacher should pay attention the main purpose that using songs in teaching English is only the tool in order to aim the students in English lesson. In short, teachers should choose suitable songs and create various activities to help students' learning actively. There are many obstacles in teaching young learners. First, they are easily get bored if the material is difficult for them. Based on the writer's observation, the classroom will be active if young pupils learn through playing and doing. Teachers have to provide positive feedback and lots of encouragement. This means learning through songs can be used to incorporate the classroom effectively into English lessons as a good practice in teaching pronunciation, vocabulary and all four skills. Songs are effective tool for teaching English as a second language. They engage students in a fun and interactive way, making more enjoyable and memorable. Here are some key benefits of using songs in the teaching English classroom :

✓ Vocabulary acquisition: Songs expose students to new words and phrases in context, helping them expand their vocabulary. The repetition of lyrics also reinforces the retention of words, making it easier for students to recall and use them in their own conversations.

✓ Pronunciation practice: Singing along to song can help students improve their pronunciation skills. They learn to listen carefully to the melody, rhyme, stress, and intonation patterns of the song, which enhances their ability to reproduce sounds accurately. These patterns make some songs useful for practicing rhythm and stress, for example (Richards, 1969, p 162)

Girls and boys come out to play,
The sun above is bright today.
Leave your work and leave your sleep,
Come and join us in the street.
Come with a shout and come with a call,
Come with a smile and bring your ball.
Down the steps and up the path,
All the fun will make you laugh.

✓ Grammar reinforcement: Songs often contain grammatical structures that can be challenging for learners. By analyzing song lyrics, students get a chance to identify and understand these structures in a meaningful context.

✓ Cultural exposure: Songs provide insights into different cultures through the language used in lyrics. Students can learn about traditions, values, and perspectives of English-speaking countries by exploring various genres of music.

✓ Listening comprehension: Songs help develop listening skills as students try to understand the lyrics while following the melody. This is especially beneficial for learners who struggle with understanding spoken English at natural pace. Purcell (1992) states that students can be bored by repeatedly listening to a narration or dialog as they attempt to understand the meaning of new words. Some songs, such as *Hello*, contain common expressions and can be used as a good activity. For example, the teacher could sing the first three lines of a song below, and pupils could respond with the following three lines.

Hello,

Hello,
 Hello, how are you?
 I'm fine,
 I'm fine,
 I hope that you are, too.

✓ **Motivation and engagement:** Music has an innate ability to captivate learners' attention and create enjoyable learning experience. By incorporating songs into lessons, teachers can increase student motivation and participation in class activities.

✓ **Memory enhancement:** The rhythmic nature of songs aids memory retention by creating association between words or phrases and melodic patterns. This can help students recall vocabulary or grammar structures more easily during exams or real-life conversations.

✓ **Pronunciation drills:** English pronunciation can be challenging due to its consistent spelling rules and varied pronunciation patterns. Using songs with clear enunciation helps practice specific sounds or problematic phonemes. There were some studies that had been conducted related to the song in teaching English. One of them was the study conducted by Nanda and Narius (2012) that focused on the use of western song in improving students' speaking.

✓ **Language exposure outside the classroom:** Songs are readily available in various formats, allowing learners to continue their language practice beyond the classroom. They can listen to songs, read lyrics and sing along independently, reinforcing what they have learned.

✓ **Cultural appreciation :** By exploring songs from different English-spoken cultures, students develop an appreciation for diverse music styles and gain insights into the history and traditions associated with them.

Teachers should integrate various genres of music into their lessons to cater to different learning styles and engage students in a meaningful way.

Music in life and music in the classroom

Below is a paper based on Tim Murphy's research. According to it, information is given about the use of music in life (list A) and in the classroom (list B) : The following lists are not exhaustive and will be discussed in greater depth.

List A: What do people usually do with songs or the topic of songs in everyday life?

1. Listen
2. Sing, hum, whistle, tap, and snap fingers during listening
3. Sing without listening to any recording
4. Talk about the music
5. Talk about the lyrics
6. Talk about the singer / group
7. Talk about the video clips
8. Use songs and music to set or change an atmosphere or mood, as background furnishing
9. Use songs and music to make a social environment, form a feeling of community, dance, make friends and lovers

10. Read about the production, performance, effort, authors, producers, audiences of music and song
11. Use music in dreams
12. Use music and song to make internal association with the people, places, and times in our lives, so they become the personal soundtrack of our lives.

Some people also

13. Write songs
14. Perform songs
15. Make video clips
16. Do interviews
17. Write articles
18. Do surveys, make hit lists

List B: In language teaching, anything we can do with a text we can also do with songs, or texts about songs.

19. Study grammar
20. Practice selective listening comprehension
21. Read songs, articles, book for linguistic purposes
22. Compose songs, articles about songs, letters to singers, questionnaires
23. Discuss a song or some aspect of 1-18 in List A
24. Translate song
25. Write dialogues using the words of a song
26. Use video clips in many ways
27. Do role-plays (as people in the song, or the artist /interviewer)
28. Dictate a song
29. Use a song for gap-fill, cloze, or for correction
30. Use music for background to other activities
31. Integrate songs into project work
32. Energize or relax classes mentally
33. Practice pronunciation, intonation, and stress
34. Break the routine
35. Do choral repetition
36. Teach vocabulary
37. Teach culture
38. Learn about your students and from your students, letting them choose and explain their music
39. Have fun

Looking at what students normally do with songs outside of classes (List A) , and then looking at what they may do with them in class. The B listings are not necessarily better for classroom use than those in the A group, and many in the B group may happen through just doing what comes naturally. However, we have to be careful not to kill the source by doing too much of

serious B list. That is why on list B is probably the most important thing to remember when using music and song in classes. (2013)

TAKING SONGS SERIOUSLY

Even after the long, but not exhaustive, list of what can be done with a song, many teachers would still have doubts about using songs as a teaching material because they consider songs as a sort of entertainment activity, that cannot be taken seriously. Tim Murphey and Suzanne Medina had different opinion. Music and song can be as beneficial as, and sometimes more than, conventional classroom materials. But it is often suspect because it is so good and so little used. Louis-Jean Calvet (1980) says that the idea that language learning cannot be enjoyable is outdated. Nevertheless, many teachers and students cling to the attitude that if something is fun, you cannot be learning. Like medicine, these people think, if it does not taste nasty, it cannot be doing you any good. (T.Murphey, p. 16) Nevertheless, in 1993, Suzanne Medina conducted research focused on the effects of music on second language vocabulary acquisition by means of which it was proved that music helped the children who were taking part in the research in vocabulary acquisition. She claims that if “ music is a viable vehicle for second language acquisition to the same extent as other non-musical means, then songs can no longer be regarded as recreational devices, having little instructional value. Consequently, educators might consider giving music a more prominent role in the second language curriculum.

CONCLUSION

Using songs in teaching English to students is the great way to make the classroom activity be active and also can improve the learners to learn English. It helps them to sing, to talk and to express their ideas through learning by playing and learning by doing. Then, it makes the young learners can be more happy and active while they singing a song. When they sing a song they will be enjoyable and helps them to memorize new words easily. In addition to this, teaching is not only giving a million of exercises, but also creating activities that would make the pupils become more interested.

REFERENCES

1. Aulia Fransischa, An Fauzia Syafei, “Using songs to teach to young learners”, Journal of language teaching,
2. BBC Learning English. “The teachers’ room: Using songs”
3. Muhamad Sofian Hadi, “The use of songs in teaching English for Junior High School Student”, 2019-y
4. Tim Murphey. “Music and song” – Resource books for teachers, 2013-y
5. Veronika Rosova, “ The use of music in teaching English”, 2007-y
6. <https://www.eslbase.com/teaching/using-songs-to-teach-efl>.