



OPEN ACCESS

SUBMITTED 21 April 2025

ACCEPTED 17 May 2025

PUBLISHED 19 June 2025

VOLUME Vol.05 Issue06 2025

COPYRIGHT

© 2025 Original content from this work may be used under the terms of the creative commons attributes 4.0 License.

The Use Of Songs As A Linguistic And Didactic Tool In Foreign Language Lessons

Kurbanova Nazira Nizomiddinovna

Termez University of Economics and Service Lecturer of the Department of "Pedagogy and Psychology", Uzbekistan

Abstract: This article is devoted to the problem of using songs in foreign language lessons as a linguistic and didactic tool. The article reveals the essence of songwriting as a speech material and as a means of intercultural interaction. The features of the formation of linguistic, speech and communicative competencies in the process of using songs in a foreign language lesson are considered, the specifics of the formation of speech skills in English lessons through song material are noted, the differences between songs and ordinary texts of different orientation are revealed. The article substantiates the reasons for the need to introduce song material into the content of English language teaching at various stages, as well as the possible results of teaching students English on this material; from a linguistic and cultural perspective, the article examines the educational potential of song material, compares it with other forms of artistic expression, and provides a rationale for the usefulness of learning English folk songs.

Keywords: Speech skills, song material, intercultural interaction, listening.

Introduction: The problem of using song material in English lessons is studied not only on the linguistic and didactic, but also on the cultural levels. The song, along with fiction, painting, theater and cinema, is able to introduce students to foreign language forms of culture [1]. Acquaintance with a foreign language culture begins with a language that conveys the main features of this culture and is its active translator. However, language, in turn, is expressed in special forms of folk art [2]. A song is poetry clothed in live music, and the combination of two pillars of culture - artistic words

and music - has a huge linguistic and didactic potential. Therefore, a lot of attention is paid to song material in the methodology of teaching English [3]. Music plays a huge role in teaching, affecting the emotional component of activating educational and cognitive activity, the artistic word instills a love for learning a foreign language, as it fosters a craving for another culture, for its features and secrets. The song absorbs all the didactic power of both music and artistic words, and therefore is characterized by a more tangible linguistic and didactic potential.

The song makes a great contribution to the cultural enrichment of students based on the study of linguistic phenomena. The song material, affecting, first of all, the emotional side of the personality, makes it more attentive to the language being studied, to the culture it translates [4]. The song is able to open one of these paths for the student, satisfy personal curiosity and at the same time solve educational problems [5]. Song material is effectively introduced into the learning system. Teaching English based on song material is associated with separate mandatory requirements for such training. The texts of English songs should be analyzed for compliance with the educational tasks that are being solved at this stage, both from linguistic and cultural perspectives. The song should be accessible to perception, should be easy to learn. The regular use of songs as linguistic and didactic tools increases motivation to learn English, to master a truly beautiful English speech. At the same time, songwriting contributes to the formation of conditions for intercultural communication. When they get acquainted with English songs, non-native speakers usually show a keen interest in songwriting, wish to join the latter, participate in festivals, round dances. The English song becomes the very educational core underlying teaching at all stages [7]. Not only listening, but also singing should be included in the English language curriculum. Together, listening and performing create educational potential, contributing to the formation of appropriate linguistic, speech, intercultural and communication competencies. Listening is one of the first stages in the perception of song material. Listening can be passive (localized) or active. In the second case, listening becomes essentially listening. During passive listening, the student gets acquainted with the rhythm, language design, but does not delve into the essence and linguistic phenomena, as well as into the content and emotional basis. Passive listening mainly serves short-term memory and does not contribute to the holistic perception of speech material. During passive listening, attention is mainly paid to the musical accompaniment, the student does not listen to the words of the song.

When listening, appropriate preparation for the holistic perception of the song is necessary. Since textual material is important when teaching a language, students should be prepared specifically for the perception of the words of a song. It is advisable to pay attention to vocabulary, grammatical phenomena, at more advanced stages - to the melody of words and rhymes. Listening is a very effective tool for learning new vocabulary, new grammatical phenomena in the language. At the same time, listening indirectly helps to assimilate the phonetic side of Russian speech. The emotionality and expressiveness of the song form additional conditions for such assimilation. Listening to English songs alone is not enough for effective work on speech development - it is also necessary to introduce foreign speakers to the performance process [8]. The performance (singing directly) performs the function of teaching the correct orthoepic and intonation design of speech, promotes the development of pronunciation skills. The formation of pronunciation skills is associated with the formation of an appropriate pronunciation culture, which results from a combination of two processes: articulation and intonation [9]. Therefore, it is recommended that you repeat the songs multiple times. At the same time, the principles of variation should be applied and students should be offered both choral and solo performances [10]. As a linguistic and didactic tool, the song helps to consolidate and assimilate grammatical material. In addition, the song helps to consolidate the vocabulary of the English language. New words and phrases always appear in the songs, which adds to the vocabulary of students. Vocal works often contain proper names and geographical names. All this contributes to the formation of a linguistic sense, the actualization of linguistic and cultural material. The songs immerse students in the culture of the English people, in their customs and traditions. In this sense, students develop intercultural relations and establish intercultural dialogue.

However, from a linguistic and didactic point of view, the song is considered as an educational text from which the student draws not only cultural, but also linguistic information. The main task of productive work on the lyrics of a song is the formation of the skill of communicative display of meanings, the formation of an incentive for speech activity. Students from abroad are most attracted to songs that contain dialogues. Dialogical speech is the main goal of teaching English, the ability to speak in a communicative and socio-cultural space is regarded as the highest degree of language proficiency. At the same time, students may be attracted to simple songs that carry a moral burden. Rock is more difficult for students to perceive,

therefore, such songs should be introduced into the programs that would be accessible for full perception. The song repertoire should not be limited to English folk songs, although such a song has a special cultural value. You should also not introduce songs with too fast a tempo into the program material. Slow and calm songs are more conducive to solving the educational and methodological tasks that teachers face. Using songs in English lessons is a very productive educational process, but at the same time it requires a careful approach to preparation and organization. Students should also be encouraged to work independently on listening, which consists in purposefully listening to songs during extracurricular time. The selection of the content of the song material, methods and techniques of its actualization in English lessons remains the most important educational task, solving which, the teacher assumes responsibility for the productive assimilation of relevant language knowledge by students, for the formation of their required speech skills and communicative competencies.

The learning process can be effective if the song material is chosen correctly, if conditions are created for the full perception of the latter by all students. But it is also necessary to remember about the individually differentiating approach, which requires taking into account many factors that influence the successful assimilation of language material and familiarization with English speech.

REFERENCES

Orlova N.F. The use of musical visualization as a condition for improving oral speech. Abstract of the dissertation ... Candidate of Pedagogical Sciences. St. Petersburg, 1991.

Kryuchkova L.S., Moshchinskaya N.V. Practical methods of teaching a foreign language. Moscow, 2011.

Trufanova G.N. A few words about the necessity and benefits of singing in the classroom. . 2001; 1: 23 - 25.

Strelchuk E.N. Song as one of the means of developing students' speech culture. 2011; 1. Volume II: 173-175.

5 . Revutskaya S.M., Ruzhinsky A.L. Speech development based on songs. 2002; 3: 56 - 60.

Zubareva L.A. Improving the pronunciation and auditory culture of speech by means of songs. Abstract of the dissertation ... Candidate of Pedagogical Sciences. Belgorod, 1998.

Fedotova N.L. Methods of teaching a foreign language as a practical course. Saint Petersburg, 2013. 8.

Shchukin A.N. Methods of teaching a foreign language as . Moscow, 2010. 9. Trufanova V.Ya. Song text in a practical course : a textbook for international students. Moscow, 2002. 10. Ruzhinsky A.L. Song as a

linguodidactic material. . 2012; 5: 77 - 81.