

SONG MATERIAL AS ONE OF THE TOOLS OF LEARNING ENGLISH LANGUAGE

Khidirova Zuhra Pulatovna

Interfaculty department of the English language

National University of Uzbekistan named after Mirzo Ulugbek, teacher

ABSTRACT

The article examines the issues of using song material in classes with preschool children in order to form an interest in the English language, and notes the impact of music on cash.

Keywords: song material, song, authentic material, aesthetic education, music.

АННОТАЦИЯ

В статье рассматриваются вопросы использования песенного материала на занятиях с детьми дошкольного возраста с целью формирования интереса к английскому языку, а также отмечается влияние музыки на денежные средства.

Ключевые слова: песенный материал, песня, аутентичный материал, эстетическое воспитание, музыка.

INTRODUCTION

Currently, aesthetic education has a special role to play. To solve this issue, in addition to the principle of science, it is necessary to provide for a second equivalent principle of general pedagogy – artistry. Then there is a way to master the content through experiences, emotions, feelings. This is especially important for preschool children in English lessons. One of the most effective ways to influence the emotions and feelings of preschoolers is music. Music is a part of the culture of every nation. Listening to the music of a certain people, you can get to know the culture, way of life, people, their worldview, traditions more deeply. The famous Czech humanist teacher Ya. A. Komensky noted in his works that someone who does not know music is like someone who does not know how to read and write. According to Soviet Psychologist V. L. Levy, "music is one of the most effective ways to influence feelings and emotions ..., representing the strongest psychological motivator that penetrates into the hidden depths of consciousness" [4].

Any piece of music evokes certain emotions. The world of emotions is vast. Complexes of emotions appear in various combinations, which is why they are boundless. Music influences personal education through the following forms of musical activity:

- listening to music;

- creative activity, performance;
- cognitive activity;
- socially useful activity manifested in conscious and active promotion of musical art [6].

This influence is spiritual education or aesthetic, as it is commonly called. According to G. Blell and K. Helwig, "music and art leave a mark on cultural consciousness, excite creativity and evoke individual linguistic reactions."

The authors put forward the following functions that combine music and foreign languages:

- 1) physiological (memory-promoting);
- 2) psychohygienic (promotes relaxation, relaxation, unloading);
- 3) emotional (causing sensations, feelings, mood, surprise);
- 4) socio-psychological (enhancing the dynamics in the group);
- 5) cognitive (contributing to thought processes);
- 6) the function of unconscious learning (complex language structures are learned on an unconscious level);
- 7) communicative (facilitating communication, interconnection, communication) [4].

Singing, being a means of expressiveness of music, helps to conduct a lesson with preschool children in a more enthusiastic and exciting way.

It is authentic songs that serve as the material that will interest students of any age will contribute to the development of interest in learning a foreign language.

Authentic materials are those materials that were composed by native speakers themselves. They are often used in the educational process, which is focused on a communicative approach to teaching a foreign language outside the native language environment [1].

Using such specific linguistic and cultural material in lessons with preschool children, an important prerequisite for the comprehensive development of personality is revealed, since specially selected songs and exercises created for them contribute to the development of abstract thinking, creative imagination, memory, and form good taste.

DISCUSSION AND RESULTS

The song material performs a cognitive and communicative function, satisfies the needs and interests of students, and forms a cultural component of a linguistic personality. When listening to and perceiving authentic songs, information is not

extracted artificially, but is presented to students in the natural form of language. Thus, listeners will learn the soul of the people, the specifics of culture. In turn, the teacher is a stimulator of their cognitive activity. He comments, highlights, and explains obscure material [7].

In English classes, songs are used to introduce and consolidate new lexical material. This introduces an element of play into the lesson and helps the teacher to organize a pause in the lesson in an interesting way. Children are very sensitive and receptive to emotional melodies and therefore the song helps to remember productively.

The song as a didactic material has a number of advantages [2]:

1. Accessibility via the Internet;
2. a huge amount and variety of language material;
3. Stable updating of the material;
4. belonging to the culture of the country – additional linguistic and cultural information;
5. The presence of numerous and diverse language registers.

An analysis of the literature on this issue has shown that in a foreign language lesson with preschool children, song material is used by teachers:

1. for greetings and goodbyes;
2. For phonetic charging;
3. for a stronger fixation of lexical and grammatical material;
4. as an incentive for the development of speech skills and abilities;
5. As a kind of relaxation in the middle or at the end of the lesson when the children
are tired.

When choosing authentic song materials, their careful selection is required based on the following principles:

- the principle of relevance;
- the principle of taking into account age characteristics;
- the principle of linguistic value;
- the principle of linguistic and cultural value;
- the principle of informativeness [5].

A song can act as an incentive to study a foreign language subject. It is important to create the right motivation and set students up positively.

Preschool children love to sing, dance, and play. For them, these activities are natural ways and means of learning about the world around them. Consequently, each

lexical unit they listened to and sung will be remembered forever, will be associated with personal experiences, emotions and will become essential for the child [3].

I would like to tell you how we work with the song with preschool children. We listen to songs in which vocabulary is practiced through movements, gestures, facial expressions. For example, here are some of the names of favorite children's songs: "Hello, how are you?". Words and expressions such as "I am good, great, wonderful, tired, hungry, not so good" are unlearned here.

The next song is "What are you doing?". Children learn to answer this question correctly using the words in the song: "I am walking/ running/ jumping/ dancing/ breathing/ eating/ drinking/ putting on my shoes/ putting on my hat/ saying

goodbye». With the help of the songs "Head, shoulders, knees and toes", "One little finger", "Two little eyes", "My teddy bear has ..." parts of the face and body are fixed. Songs such as "Let us count to 1-10", "Five little monkeys swinging in the tree", "Five brown teddies", "How many fingers on one hand/two hands", "Counting bananas", etc. help young students to master the skills of counting in English perfectly.

Most of the songs are taken from the traditional English songs "Nursery Rhymes", "Super Simple Songs". Preschoolers really like moving emotional songs, they are happy to repeat after me and understand the meaning of the song, words and phrases without explanation. Language structures are deposited in their minds and this is a prerequisite for using them in spontaneous speaking.

The work in English lessons with preschool children is structured as follows:

1. First, the song is listened to for the first time using visual material (pictures, diagrams).
2. Then the song is practiced a second time, accompanied by movements and dances.
3. Next, separate words and expressions from the song are analyzed.
4. The final playback of the song and its further use in the classroom.

Thus, from the point of view of methodology, a song in English can be considered, on the one hand, as a sample of sounding foreign language speech, on the other hand, being a carrier of cultural information, a song can form the spiritual culture of a student, unite soul and mind into a single whole. A song in classes with preschool children gives an impetus to children's creativity, and its use in English classes enriches students with knowledge of a regional nature, students become interested in the culture of the country of the language being studied, and in the language itself.

REFERENCES

1. Astakhova A. G. The use of authentic materials in teaching English // Student Forum: electron. scientific Journal 2017. No. 9(9). pp. 15-19.
2. Vereninova Zh. B. The role of song in teaching English pronunciation // Foreign languages at school. 1998. No. 6. pp. 2-7.
3. Sinkevich G. S. Song in English lesson // Foreign languages at school. 2000. No. pp. 8-11.
4. Gubina I. P. Song as an effective means of teaching a foreign language (English) at the stage of secondary vocational education // Pedagogy of higher education. 2017. No. 4. pp. 11-15.