

THE USE OF POEMS AND SONGS FOR THE DEVELOPMENT OF LEXICAL SKILLS IN TEACHING FOREIGN LANGUAGES.*Rustamova Mehriniso**Student, Urgench State University Faculty of Foreign Philology*

Abstraction. Using songs or poems are useful for all students who are at different ages and level. We should choose appropriate songs and poems according to them. Usage of song and poems can be interesting and exciting. Due to the fact that most people like to listen to music. With this method teach our students in every aspect. For example:

Grammar. Audience learn different structures such as inversion. We know that in songs the structure sometimes will not be on order.

Listening. Everyone knows listening is increased by listening something. Songs and poems are the perfect choice for this.

Lexical skills. It means learning or teaching new vocabulary. With learning the new meaning we should experience its pronunciation.

Pronunciation. We can hear different types of accents through songs. We know that pronunciation is one of the most important thing while learning vocabulary.

Interaction. Furthermore it helps to participate all students in the class also communication with the teacher. It is seen that poems and songs are necessary for not only for lexical skills but also other aspects of foreign language

Keywords: Reserching topic, Materials, statement, audience, different accents, interaction.

To successfully enhance learners' lexical items knowledge and skills, second language teachers need to consider lexical items learning strategies, learning goals, and teaching techniques. Generally, integrating songs into the early childhood curriculum is one such strategy which can contribute to a linguistically rich environment in which young children are exposed to the rich lexical items, syntactic complexity, and decontextualized language contained within the English language. As reiterated later in the rationale of this paper, songs can help to promote speaking fluency, develop reading and writing skills. With the help of mixed activities, songs can make students' speaking abilities grow, their pronunciation get better and their awareness of the language improve. Songs will also improve tenses and grammatical structures. All these functions of songs will help in the enhancement of lexical items.¹

One of the big problems we all face, whether teaching English to children or adults, is maintaining learners' interest throughout our lessons. Consequently, we

often have to be very creative in the techniques we use. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner.

Planning for the use of songs in class

The process of selecting a song is one of the most difficult aspects of using music in a lesson. Here are some things you probably need to think about to ensure you get the right song.

Carefully examine what it is you want your class to learn in the lesson. Is this going to be a lesson focusing on vocabulary, grammar, pronunciation, or a particular topic? I once used ‘You’re so vain’ by Carly Simon to introduce a text that looked at vain people. In another lesson, I used ‘In the air tonight’ as it uses the present perfect continuous tense. Whatever your focus, remember that this doesn’t necessarily place a limit on what you can do with the song. For instance, you might wish to use the song in question to exemplify a particular verb tense, and structure your lesson accordingly, but you might at the same time wish to take the opportunity to look at those interesting idioms in the lyrics!

Think about the language level of your class.

The language level of your class will determine not only which songs you can use, but also what other activities – such as games or written exercises – you will use to develop the lesson. Lower levels will become extremely frustrated with fast delivered lyrics, for instance, while simple repetitive lyrics might not be interesting for more advanced-level learners.

How old are your learners?

If you’re a teacher of young learners, you will probably want to use songs that are repetitive and very easy to understand. For teenagers, however, use contemporary or fairly recent pop and rock songs. My advice: it’s often best to ask them ‘what’s cool’. Alternatively, for adult learners, who will probably have a more open approach to classes, use songs that are interesting to their age group.

Are there any specific cultural issues regarding the make-up of your class?

¹ . Annette M. B. de Groot, Effects of Stimulus Characteristics and Background Music on Foreign Language Vocabulary Learning and Forgetting, Language Learning Research Club, 2006.

What kinds of things are generally unacceptable in the culture in which you teach?

Whatever you do, don’t use music solely based on your own cultural norms.

Consider the audience and their sensibilities; even better, let them choose the songs that you use.²

What kind of access do you have to the song?

Let's face it, this is the age of YouTube and you can find practically any song on this website. Nevertheless, an mp3, which doesn't require a connection, or even a good old-fashioned CD, can often be a useful backup.

Methodological advantages of songs in teaching a foreign language:- songs as one of the types of verbal communication are a means of more solid assimilation and expansion of the lexical stock, as they include new words and expressions. In songs, the familiar vocabulary is found in a new contextual environment, which helps to activate it. The songs often contain proper names, geographical names, realities of the country of the studied language, poetic words. This contributes to the development of children's feelings of the language, knowledge of its stylistic features. Related to the importance of vocabulary in teaching-learning, the role of vocabulary has great influence to students. Teaching vocabulary needs appropriate techniques.³

English songs play a magical role in teaching new vocabulary and they should be used as a type of supplementary materials in teaching (Malekian, 2016). Songs are viewed as one of the most effective ways for vocabulary learning. In order to use songs for English in learning process effectively, there are several things that must be considered, including; (1) the ability of student, (2) kind of song, the song should have correct pronunciation, (3) difficulty level of the song. Songs can be categorized into activity songs, animal songs, counting songs, food songs, learning songs, lullaby, patriotic songs, parody, sport songs, traditional songs, and so on.⁴ Milton (2008) assigned outside classroom tasks to students and found that students enjoyed the songs enormously and acquired a sizeable vocabulary. They also indicate that it creates a good, enjoyable, relaxing atmosphere and that it lowers stress levels or affective filters. Despite this positive attitude, the use of music in the language learning classroom appears to be rather occasional. Through an online questionnaire about the practices of foreign language teachers in 2005-2006 compared to 2013-2014, Ludke & Morgan (forthcoming) examined if the increased scientific interest in research about music and FL learning has been reflected in the extent and the ways teachers from different countries use music in the classroom.

They reported that the actual use of music has not notably changed between the

² <https://www.britishcouncil.org/voices-magazine/how-use-songs-english-language-classroom>

³ Akhmadjonova Kizlarkhon Kobiljon kizi, Sotimboyeva Yulduzoy Solohiddinovna, IMPORTANCE AND INSTRUCTION (METHODOLOGY) OF USING SONGS IN TEACHING ENGLISH TO EARLY YEAR LEARNERS, article.

⁴ Aria Septi Anggaira¹, Nurul Aryanti², Suryadi³, Tusriyanto⁴ Songs for Teaching Vocabulary: English Learning Media for Preschoolers, article, 2022

two periods and that songs were mainly used with young beginners. This was also stated by Jamouille who examined the incorporation of music in English classrooms in Brussels Secondary French speaking schools. From a sample of 54 teachers, she found that music was not often incorporated in the English classroom and that, if it was, music was mostly used as a fun activity.⁵

Pronunciation is important for clear and understandable communication in the target language. The use of songs is a traditional language teaching tool that makes it easier for learners to grasp target vocabulary, grammar structures, and pronunciation. Songs can also be selected to model lexical, structural, and cultural elements in the target language. More importantly, songs can help learners acquire the pronunciation of new words (Ulate, 2008) in a stress-free environment which makes learners more receptive to new information (Lee & Lin, 2015). There are a variety of methods used to teach students pronunciation, yet, the use of songs should be among teachers' first choices to enthuse learners whilst lowering their affective filter. Moreover, music has beneficial effects on the brain, and it helps us learn and remember things more easily (Murphy, 1990). Therefore, it is pedagogically desirable for language teachers to use songs in young learners' language classes.⁶

9. Ika Devi, THE USE OF SONGS TO INCREASE ENGLISH VOCABULARY TO THE FIRST GRADE STUDENTS, article.

⁶ Emrah Cinkara, Gizem Saldıraner, Using Songs in Teaching Pronunciation to Young EFL Learners, article, 2021.

CONCLUSION

In conclusion using songs can be good alternation to teach English to young learners because children like songs. In many cultures, songs are used to introduce or practice mother tongue to young children. By implementing the songs, the students are easier in understanding the meaning of the words and memorizing the vocabulary. Listening to music in English will definitely enhance the student's language comprehension. English music improves their listening skills and increases your vocabulary. Music even helps your pronunciation. As the audience listen to the lyrics, they will be exposed to new English words. 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. A song can improve transitions because it becomes a behavior cue: Students grow accustomed to the length of the song or part of a song and internalize the time they have to move on to the next task, which helps them begin to take responsibility for their own learning

REFERENCES:

1. Annette M. B. de Groot, Effects of Stimulus Characteristics and Background Music on Foreign Language Vocabulary Learning and Forgetting, Language Learning Research Club, 2006.
2. Akhmadjonova Kizlarkhon Kobiljon kizi, Sotimboyeva Yulduzoy Solohiddinovna, IMPORTANCE AND INSTRUCTION (METHODOLOGY) OF USING SONGS IN TEACHING ENGLISH TO EARLY YEAR LEARNERS,
3. article.
4. Ika Devi, THE USE OF SONGS TO INCREASE ENGLISH VOCABULARY TO THE FIRST GRADE STUDENTS, article.
5. AriaSepti Anggairal¹, Nurul Aryanti², Suryadi³, Tusriyanto⁴ Songs for Teaching Vocabulary: English Learning Media for Preschoolers, article, 2022.
6. Emrah Cinkara, Gizem Saldıraner, Using Songs in Teaching Pronunciation to Young EFL Learners, article, 2021.
7. <https://www.britishcouncil.org/voices-magazine/how-use-songs-english-language-classroom>