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SINGING IS AN EFFECTIVE METHOD TO TEACH A LANGUAGE

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Annotation

This article explores whether purposeful application of song can add a new dimension to existing language programs, offering a meaningful and engaging context for learning.

Keywords: social, culture, life, visualize, play, absorb, environment, integral, maximize, speech.

Imagine life without song. When people gather for any significant event, it is highly likely to involve singing. For children, singing is a form of personal and cultural expression, evoking emotional responses, telling stories, and creating a sense of belonging and wellbeing. Imagine a classroom in which children sing every day, establishing singing as an important social and cultural experience in each child's life. Singing is celebratory and social, establishing meaningful connections to children's lives and experiences, such as birthdays, welcomes, sports events, and festivals. If they sing country, national songs first of all, it shows respect to their culture and traditions. On the other hand, if songs in English or in language they are learning, it helps to enhance language acquisition. Sacks (2007) suggest that music has the ability to stimulate the brain in ways that nothing else can, leading to higher level thinking. One only has to consider advertising jingles to realize the impact of song on memory. Some adults may recall the "Alphabet Song" or counting songs from early childhood days. Murphey (1996, cited in Macias, 2008) describes this as the song stuck in my head phenomenon. It is clear without any doubt, most of people remember the English alphabet, so if we ask them to tell it in order without music, they may not do it. Children absorb as well as acquire language through song, so that after several repetitions the language begins to be internalized. In this way, children begin to make meaning of the ideas they are receiving. Romeo (2002, cited in Woolley, 2010), believes that enhanced visualization arising from the reading aloud of rich descriptive texts leads to improved comprehension. Children arrive at school and recorded music is playing. Just before the bell is due to ring, the class song of the day is played. So if the topic is about daily routines, family or seasons, teacher



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plays suitable song to the class. It can be used not just in schools however, in high education. Once singing has become an integral feature of the classroom environment, language-learning possibilities may be maximized. As with any text, each song will offer particular language features worthy of drawing attention to, such as parts of speech, vocabulary, semantics, syntax, and rhyming words. According to Anastasiades and Vitalaki (2011), teachers who are competent and professional in ICT tend to have high sensitivity and be effective in providing pedagogical guidance, promoting Internet safety, teaching students moral behaviors when navigating the Internet for educational, recreational, and interpersonal purposes. It means in the process of preparing materials to children we must attentively select appropriate style of teaching with positive effect on children. Also, teachers must bear in mind the time they need.

Traditional language teaching methods have to be reviewed, and music introduced as one means of further enhancing learning. Singing can be beneficial to adult learners to acquire a language. Fluency would be the outcome of merged methods of teaching and learning, together with motivated learners, improved vocabulary development, use of vocabulary in context and communicative confidence, as evidenced by the case study cited. There was positive impact on the four key language learning areas: listening, reading, writing and speaking. Horn suggests that music should be used to encourage learners to listen in a mentally active and analytical way, adding that 'In learning the language of music, just as in learning any language, learners need to listen to the language and its sound patterns before they are able to use it. Clearly, listening ability is basic to the teaching and learning of reading and comprehension, being therefore a central component of language acquisition, education and social development. In language learning, studies reveal a correlation between the teaching of music and reading. Learning a language through lyrics in the target language will motivate students because they define who they are through their own culture, and through the music that they enjoy. Through music as a teaching methodology, students are further exposed to foreign language and culture, making the learning experience far more integrated than perceived. Language acquisition evolves into culture and communication acquisition. Following methods are effective to teach language skills: - activities using word cards featuring favorite words of songs; - forming new sentences from words in favorite songs; - guessing first lines of songs, with the teacher giving word configuration clues, and - creating crossword puzzles in which the entries are words



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in song titles. In conclusion, a positive attitude and motivation are essential when learning a second language. Experience of success is vital to the learner's progress, providing the motivation for the next step.

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