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THE ROLE OF SONGS IN FOREIGN LANGUAGE TEACHING

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Annotation

The article studies the mechanisms of the influence of music, songs on the motivation of students, increasing the quality of assimilation of new educational material, the development of speech skills, creative and cognitive abilities, as well as to reduce emotional tension in the process of learning a foreign language. The theoretical substantiation of the method of teaching a foreign language with the help of songs is built on works of domestic and foreign linguists and teachers. Examples of use are presented by this approach in English classes.

Keywords: teaching a foreign language, songs, motivation, emotional filter.

Knowledge of foreign languages is the necessary condition for professional training of a specialist in a technical university. However teaching experience shows that the level of foreign language proficiency among a number of students is currently insufficient and requires constant attention. Basic reason for the poor performance of such students is low motivation, lack of significant incentives for learning a foreign language. On the other hand, students whose motivation to study of the subject is high, face psychological barriers in mastering foreign language, in particular, different levels of pre-university training, as well as differences in social conditions that especially pronounced in large groups.

The teaching method considered in the article of foreign language with the help of songs allows to reduce the degree of emotional tension, contributes to more efficient absorption learning material and increasing motivation to study a foreign language. Renowned translator and psycholinguist D.N. Petrov claims that the reason for the majority problems with learning a foreign language are psychological blocks. "The first thing I ask pessimists: "Where is it difficult for you when you say - show me? All show the same points: throat ("I know everything, but I can't say"), stomach ("I'm afraid they will laugh at mistakes") and forehead ("it's hard to compose a phrase, I can't put words together").

According to Stephen Krashen, the main obstacle to learn a foreign language is an "emotional filter" – triggered by emotional factors of mental block. Emotional education filter may be due to factors such as like motivation, self-confidence,



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anxiety. Thus, students with high motivation, high self-confidence and low anxiety are more successful in learning a foreign language [2]. Indeed, from personal conversations with students, we learn that some of them it is difficult to speak a foreign language in presence of stronger students and they prefer to remain silent in class because the fear make a mistake and cause the laughter of classmates. So creating emotionally comfortable atmosphere in the classroom is the main condition for successful work. N.Kh.Miftakhov notes "a state of relaxation, natural or artificial, ... allows significantly intensify the assimilation of educational material ... For foreign language learners, this issue is extremely important because language acquisition is largely related to memory problem. Consciousness must be freed from the rough work, it must be busy communication" [3].

Talking about wrong stereotypes in the methodology of teaching foreign languages, N.Kh. Miftakhova notes that "the most widespread and fundamentally unacceptable disadvantage is ignoring laws gradual formation of knowledge, teachings and skills, and the psychology of their assimilation. To study foreign language, in her opinion, should be applied the "formula of the cognitive process, obeying the dialectical law of development: from the level of familiarity to the level of the abstract understanding to the level of practical use" [3].

Benefits of using songs in the foreign language classes are well founded. For example, Daniel Kramer of Harvard University notes that "unlike divorced from reality dictations or substitution exercises, songs with their structure like a short story, contain a consistent context, more suitable for understanding words" [5]. Moreover, songs, especially folk songs, reveal students various social and historical aspects of the language being studied, introduce samples in folk wisdom.

Listening songs that performing native speakers contributes to the staging correct pronunciation and practice perception and understanding of the text by ear. Songs offer a variety mnemonic codes such as repetition, rhyme and melody that help the best memorization. Integration of songs of the studied language in fragments of the lesson devoted to grammar, greatly enhances students' ability recall certain rules.

Carefully selected songs are used not only for the introduction, training and consolidation of grammatical and lexical material, as well as for the construction of monologues speaking and debating about ideas or events covered in the song. Unlike exercise, which fly out of my head as soon as the lesson is over, songs can accompany students all their lives and become part of their culture. Possibility get acquainted in the lesson on the example of a song with a new phenomenon, to



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understand, remember it and "take it away with yourself" inspires students, improves their self-confidence, and education by success is the best way to motivate for further education.

As noted by S.D. Pivkin and N.Sh. Valeeva, "motivation of educational and professional activity when teaching a foreign language is extremely important for the construction of educational work and determines its dynamics and ability to develop and improve not only the education system, but also the language personality of the student as future specialist, because motivation is the mechanism that energy, direction and sustainability of speech behavior" [6]. Songs in a foreign language lesson turn to bimodal learning (music processed in the right hemisphere of the brain, while speech is in the left) and have a positive effect on development of cognitive abilities of students. Finally, joint performance, choral singing relieves emotional stress, helps to strengthen interpersonal relationships and group cohesion.

Consider examples of practical using songs in English classes. Since most of the time in the classroom is given to work on texts in the specialty, we use the method of learning with the help of songs as an auxiliary, and very dosed, in cases where it is necessary and appropriate. In working with songs, we follow the methodology proposed by D. Kramer, who defines three basic steps for integrating music into teaching foreign languages:

- 1) approval criteria for selecting songs;
- 2) annotation lyrics;
- 3) work with text [5]:

When choosing songs, it is important to consider students' preferences and, at the same time, expand their horizons, bring up a good musical taste. As for the criteria themselves, they are following:

- lyrics must match level of students, it should not be too difficult;
- the text should underline a certain question or topic of grammar;
- the diction of the performer must be clear, so that students can easily understand the words.

Lyrics annotation - The next step after choosing a song is text annotation, i.e. removal of possible lexical and grammatical difficulties, interfering with perception and understanding. For some songs it means the interpretation of new words; for others - literary translation of original text. This stage may include a brief biography of the composer, poet and performers, as well as events related to the history of the creation of the song. After song selection and preparation audience to its perception comes



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the stage in practical work. Some songs seem to specially written for practicing grammar, others allow you to move from linguistic phenomena to speech.

Here are some examples of working with English songs. The song "Let It Be" by The Beatles for example, we use for training verb tenses Present Simple Tense and Present Continuous Tense (real simple and present continuous tense). In particular, draw students' attention to the presence endings -s in the verbs "comes", "shines", on its absence in the verbs "find", "agree", "wake up" and we give the task to formulate the appropriate rule. Then, if it is necessary, repeat conjugation of the verb "to be" and find it in the text personal forms. Then we work on vocabulary - we enter and fix new lexical units, for example, such as "trouble" ("trouble"), "wisdom" ("wisdom"), explain the meaning of the phrase "broken hearted people" ("people with broken hearts"), figurative meanings of phrases "hour of darkness" ("hour of darkness"), "there is still a light that shines on me" ("the light still shines on me"). Draw students' attention to pronunciation of a specific English sound [ð], found in the words "mother", "they", "though", "there", "the". So just on one song we are working on all aspects of the language – grammar, vocabulary, phonetics.

In conclusion, we note the main qualitative changes that take place in activities through music. First of all, noticeable emotional background improves, the relationship between teachers and students become more trusting, open, which is favorable affects the learning process. Students who previously experienced psychological discomfort, while working with the lyrics of the song and, especially, during the performance of her chorus they forget about tension and fear, become more self-confident and switch to a more positive attitude to his comrades and subject. Songs in class help to harmonize, align the group and make learning more interesting, creative, joyful and fruitful. Students are better memorize new words and master the learning material, it is easier to perceive foreign speech in hearing, make fewer mistakes in pronunciation. Through the use of songs of various genres and information about the history of their creation, authors and performers, students expand their horizons, develop musical taste. Music and songs play a huge role in our life. They accompany us always we didn't. Singing songs is natural. Learning a foreign language through songs is natural, convenient and successful way for achieving knowledge of a new culture.



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