

learners to make connections across languages, deepen their understanding of linguistic structures, and become proficient communicators in diverse cultural contexts. Embracing the role of comparative linguistics in foreign language education enriches the language learning journey and equips students with valuable skills for global communication and intercultural understanding.

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THE USE OF SONGS FOR LEARNING ENGLISH LANGUAGE IN TEACHING ALL LANGUAGE ASPECTS

Golovachyova Polina Mixaylovna

3rd year student of Uzbekistan State World Languages University, Tashkent,
Uzbekistan

Supervisor: **Avilova Khalida** senior teacher of English Applied Subjects #1
Department

Abstract. *It is common to use music as one of the strategies in teaching English language for different ages. Teachers all over the world consider that music is really important tool in development of vocabulary, pronunciation, listening skills*

and even motivation of students to learn the language. The paper explores the various aspects of language learning that can be improved through songs, including listening comprehension, pronunciation, vocabulary acquisition, mood in the classroom and impact of it on human brain. It examines research that demonstrates how songs can enhance memory and motivation, ultimately leading to better learning outcomes.

Key words. *Song, method, learning, culture, tool.*

Introduction. The learning English language is indispensable part of people's life, because this language is a useful tool for communication between different nations and cultures, development of technology, medicine and, generally speaking, it affects every part of human life.

All students know old and traditional methods of learning this important language by using books, dictionaries and audio for listening exercises, but what new ways can people create in order to make learning process more interesting, motivated and productive? One of this magic method is learning language through the usage of songs. Using music during English learning lessons is not just for entertainment, it can significantly improve the learning process of second language. Implementation the usage of songs like a method of teaching English language can affect different learning aspects, like listening, understanding, vocabulary, pronunciation. How just listening English songs can improve so many skills of learning? This research paper aims to verify these claims and confirm the effectiveness of using songs as a means of improvement knowledge of the language. Due to the trendy of this method, it attracts bigger number of students to learn foreign language.

In Uzbekistan English learners face with the problem of lack of native interlocutors. There are not so many places for communicating with foreigners and practicing speaking or listening. Usage of songs for English learning purpose provide a chance to improve skills of learning language independently. It is the best way with the help of what learners can get used to native speech, learn new vocabulary (it can include formal and informal words) and imitate speech of native

speakers. Also applying music is a great chance of creating special atmosphere at the lesson.

Thus, the way of teaching with the usage of songs modernizes the traditional teaching method and develops skills of learners.

Literature review

Song - according to Cambridge vocabulary, is a usually short piece of music with words that are sung[1]. Commonly, it is a type of entertainment, however nowadays more and more teachers try to involve this method into their educational system. There are some reasons and aspects of learning language which can be improved by using songs during the lesson.

Listening

It is the most obvious aspect which comes first to mind when person hears expression «learning language by songs». According to Purcell, students may grow weary of hearing the same narrative or conversation over and over again as they try to understand the meaning of unfamiliar words or phrases in context. On the other hand, the rhythm and melody of a song might make listening to it again feel less monotonous. Songs give pupils practice listening to various intonations and rhythms, which can aid in the development of listening abilities. Songs can help create a mood for the stress-timed rhythm of English[2].

Phonetics, pronunciation. It is the second factor, which can be affected by using songs during the lesson. Almost every learner has heard that listening of the foreign songs can improve pronunciation skills, but not every of them understand how is it possible.

Songs are probably the best and fastest approach to teach phonetics, according to Leith[3]. This educator used the text of the song for instruction in difficult aspects of pronunciation by omitting words and word endings. The educator has observed this to be effective, resulting in less frequent errors.

Because of the rhymes in songs provide listeners with repetition of similar sounds. Songs can be used to practice a variety of difficulties and approaches to these issues. The lyrics of songs complement the music, which helps students

connect the rhythms of the songs with the amount of syllables and stresses in the phrases. Songs provide countless examples of weak syllables that help students understand how to pronounce English[4].

Vocabulary - it is all the words that exist in a particular language or subject. Every English learner faced with the problem of learning new words and song method is one of the best ways to learn new vocabulary. Songs almost always contain authentic, natural language.

This frequently stands in contrast to the stilted, forced language present in many student texts. Of course, songs can also go too far by utilizing excessively vulgar, offensive, or other unpleasant vocabulary. It is possible to assemble a sizable collection of songs that are helpful for language learning with careful curation.

According to Larry Lynch, A variety of new vocabulary can be introduced to students through songs. Songs are almost always directed to the native-speaking population so they usually contain contemporary vocabulary, idioms and expressions[5].

Songs and music are pretty remembered, whether this is because their repeating pattering enhances learning without demotivating listeners, or for other reasons. Referring to Murphey the phenomena of "the song stuck in my head" (the last song we heard reverberating in our minds) seems to support the hypothesis that song affects our short- or long-term memory[6].

Mood and atmosphere in the class.

As all people feel that music can help them to relax, keep calm, reduce stress and improve their mood, give them countenance, teachers and researches decided to use this advantage of songs during classes. This phenomenon has several explanations:

Children and teenagers' anxiety symptoms are reduced by 30% when they listen to music, one of the neuroleptic elements. In psychiatry, song is used therapeutically to treat neuroses and functional deficiencies, such as stammering, dyslexia, and dysgraphia[7].

Physiological reasons.

It is the most serious reason for using songs during English learning lesson.

As with all music, songs activate both brain hemispheres. This can be particularly helpful for language learning, as it engages areas involved in speech processing (left hemisphere) and melody/rhythm processing (right hemisphere)[8].

The ocular, oculomotor, trochlear, abducens, and spinal-accessory cranial nerves are switched on by the acoustic cranial nerve, which is the main actuator in this link. Researchers of Moreno have shown that the limbic system, one of the oldest parts of the brain, records emotional reactions to music from the viewpoint of evolution, the brain[9].

In conclusion, incorporating songs into the ESL classroom offers a multitude of benefits for students. Research has shown that songs can enhance listening comprehension, pronunciation, vocabulary acquisition, and even create a more positive learning atmosphere. The catchy melodies and rhythms of songs make them inherently engaging, motivating students to learn and retain information more effectively compared to traditional methods. Additionally, songs expose learners to authentic, natural language, including contemporary vocabulary and expressions. Furthermore, the physiological effects of music on the brain create an optimal environment for language learning by activating various areas responsible for language processing.

While traditional methods have their place, integrating songs into the curriculum provides a dynamic and enjoyable approach to learning English. By carefully selecting songs and developing engaging exercises, teachers can leverage the power of music to transform the ESL classroom into a space where students are not only motivated but also successful in their language acquisition journey.

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THE ROLE OF COMPARATIVE LINGUISTICS IN TEACHING FOREIGN LANGUAGES

Ismandiyorova Shirin Doniyor qizi

Uzbekistan state world languages university, Tashkent

Scientific supervisor: **Yuldasheva Nargiza**

Abstract. *This article conducts an extensive analysis of the pivotal role that comparative linguistics assumes in the pedagogy of foreign languages. It delves into the intricate synergy between linguistic theory and instructional practice, elucidating how comparative examination augments language acquisition, cultural comprehension, and pedagogical methodologies. Through an investigation of structural congruencies, historical correlations, and cross-linguistic paradigms, this article underscores the transformative influence of comparative linguistics on language learning and instruction. Drawing upon a broad spectrum of academic literature, it provides insights into effective pedagogical strategies and underscores the imperative of integrating comparative linguistic principles into foreign language education.*