

THE ROLE OF SONGS ON LEARNING FOREIGN LANGUAGE
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Abstract: *this article reveals the role of songs in learning language. In this article it is spoken upon the power of songs that is used not only edifying juniors but also it is used every aged of learners to learn more words and seal the vocabularies on their minds, learn how formulate sentences and primarily, learners study the pronunciation of the words. Music is a powerful tool in teaching a foreign language. The loud enthusiastic music, itself embarks on learning atmosphere for learners. Some researchers carried out inquiries upon this theme. And in this article the researches perspectives is illuminated.*

Keywords: *education, seal, formulate, embark on, carry out, inquiry, illuminate, commemorate, abundant, encounter.*

РОЛЬ ПЕСЕН В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА
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Аннотация: *эта статья раскрывает роль песен в изучении языка. В этой статье говорится о силе песен, которые используются не только для назидания юниоров, но и для каждого возраста учащихся, чтобы выучить больше слов и зафиксировать словарный запас в их сознании, научиться формулировать предложения и, в первую очередь, учащиеся изучают произношение слов. Музыка - мощный инструмент в обучении иностранному языку. Громкая восторженная музыка сама по себе создает атмосферу обучения для учащихся. Некоторые исследователи*

проводили исследования по этой теме и в этой статье освещены перспективы исследования.

Ключевые слова: *образование, запечатывать, формулировать, начинать, выполнять, исследовать, освещать, отмечать, изобилие, встречать.*

Teaching demands being creativity, too much seal and long-lasting attempt from teachers. Teaching foreign language to disciplines is complicated work. A teacher has to edify grammar as well as speaking, reading, writing, and listening. But learners do not cope with study foreign language with in vocabulary. Vocabulary, itself embrace plenty of words that learners may use it to describe his\ her felling and education on any topic. Learning vocabulary one by one demand time but this way is so commonplace, tedium and not so workable that learners may forget some words after some period of time. And an inquiry comes out that how learners may seal words on their mind and easily commemorate while they call for any word they recalled beforehand. There are plenty of interesting means to edify new words that learners encounter when they conduct any task rest on foreign language. This article is revealed the most interesting way of learning language. it is music and songs. Music is a powerful tool in teaching a foreign language. The process of learning foreign languages is connected with a number of problems. Each language has its own linearity and combinations of signs; the main and essential differences can be found especially in the pronunciation and melody of the given foreign language. Language and music are closely linked; both of them are constructed on the basis of a strictly given system of rules. Human beings then acquire this system of rules. A bigger part of the knowledge acquired in this way gets into an individual's memory through unwitting learning processes. The process of the acquisition of a foreign language is an active one and it is very closely linked with perception. This for it is essential for foreign language teaching to use such teaching methods which have an impact on the biggest possible number of senses. It is quite obvious that some people learn things better through listening, others through writing, etc. Such a way of foreign language learning when all the senses are involved is very motivating for pupils, and, moreover, the learning process becomes friendlier and more intensive. Music can be widely used in foreign language teaching because music and language share certain features. The most important one is that both of them are distinctive means of communication which use listening materials and simultaneously try to analyses and reproduce them. Both of them should also develop susceptibility to the surrounding world and simultaneously develop pupils' creativity. Music can be a source of motivation, it can have relaxing effects. It also becomes a mediator of life and institutions of the given country and supports fixing of a foreign language in a relaxed form. Before mentioned, the role of music in learning vocabularies and its merit in learning language is immense. The root of learning foreign language insight on words and vocabularies. Song in English lessons

introduce not only a moment of creativity into the learning process, but also it is a great way to relieve tension to delimit educational blacks of classes and importantly allow you to learn the rule of pronunciation, grammar, memorize words and expressions on the topic being studied in an easy and acceptable mood. Easy motive and tangible rhyme are easily commemorated, not only for the period of study but the whole long life. One of the most effective means to influence sensations and emotions of juniors is music. In simple children's song there are great opportunities for teaching a child English. There are wide range of various on internet upon any subject. "Walking, walking" song is about attempt. Children can learn words which reflect type of movement: walk, run, swim, stop, jump, wake up and scape. This simple song encompasses abundant vocabularies for juniors to learn by heart at tiny period of time. Sing with loud music while carrying out movements is grant to new leaners great enthusiasm with pleasure, delight that that they can sing on foreign language. using music on learning language is so influential both juniors and adults, middle aged learners. Overall results for the din occurrence showed a significant difference between the classes. Students in the classes that heard music reported a higher occurrence of this phenomenon than did those who heard only spoken text. Students of the melody group reported a significantly higher frequency than did students from the text group. These findings suggest that the use of songs in the foreign language classroom may aid memory of text. The results evidenced that the occurrence of the din is increased with music, and therefore may be a more efficient way to stimulate language acquisition.

On this issue some scholars carried out inquiries. This article is also highlighted their viewpoints, doctrine, controversy and summaries on this topic.

Language and music are strongly structuralized systems which human beings are every day in contact with, and they can be considered as some of the basic human communicative means firmly rooted in the brain of human beings. Language is considered to be the basic means of communication used for exchange of information among people. Music plays an essential role in our life, and it can also be labelled as a communicative means which conveys a number of important information. Music is multifunctional - besides its communicative function, it has also coordinative, concentrating and emotional one. Jentschke and Koelsch (2010) consider music and language as ancient human skills across cultures and history. Jäncke (2012) also talks about so called social skills referring to music and speech as to universal all-covering communicative means. Professional discussions are permanently held about the common roots shared by music and language. A really extraordinary position of both music and language was confirmed by scientific findings realized in the past. These findings were realized mainly by Paul Broca (1824 – 1880)[1]1, who specialized in speech production disorders, and by Carl Wernicke (1848 – 1905) [2], whose name was used for referring to the brain center of speech understanding, so called Wernicke-Areal. Since his times, such centers have been named after

their discoverers, and until now the left brain hemisphere has been perceived as the center responsible for understanding of oral speech. Parallel, music perception and production are rooted in the right brain hemisphere. In connection with this, Jäncke (2012) talks about so called dichotomy - the language functions are located in the left part of the brain, whereas the music functions are located in the right part.

New findings, however, prove that this simple dichotomy model (music on the right, speech on the left) is not as straightforward, and it is obvious that both the brain hemispheres participate in processing and producing of music. Jäncke (2012) expressed the opinion that there is not a single area in the brain which would be exclusively responsible for only processing of speech or only processing of music. A number of studies dealing with music and speech point to the fact that similar processes and mechanisms are involved in the perception of both these phenomena. This claim is based on Brown's idea (2000) referring to the fact that speech and music have one shared communicative predecessor. On the contrary, Jentschke and Koelsch (2010) refer to both speech and music as to strongly structuralized systems created from partial elements which further gather into complex and hierarchically arranged sequences. When music and speech are researched from the point of their meaning, then it can be said that music represents mainly the emotional meaning, whereas the content meaning is linked with speech. It is necessary to keep in mind the fact mentioned above - both music and speech are structuralized systems built from partial elements, i.e. speech from phonemes, music from tones. Speech can be considered as a kind of a controlling system which involves e.g. syntax or morphology of the given language. Jentschke and Koelsch (2010) can be mentioned in this context they say that the human brain is able to recognize and fix these rule-bound structures, and this implicitly gained knowledge is further developed into more complex structures. Apart from this, music provides the brain with other complex tasks in which a number of cognitive processes are involved. Jentschke and Koelsch (2010) say that the perception of music supports processing of auditory, motoric and somatosensory information, it improves the integration of this information, and also the control and correction of one's own production. It can be supposed that both the brain hemispheres participate in particular processes of perception, and numerous brain areas are equally involved in the analysis of both speech and music. This proposition can be also confirmed by the fact that processing of the sound timbre is realized in the right brain hemisphere, where also the timbre of music instruments and the timbre of human voices are processed. (compare Jäncke 2012, 361) At this point it is thus possible to formulate a hypothesis that similar functional modules are needed for perception of both music and speech. This hypothesis is supported also by Jentschke and Koelsch (2010), who have claimed that suprasegmentally qualities of speech, i.e. prosody, can be perceived as speech music. These qualities are then processed, in the same way as music, in the right hemisphere of the brain.

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