



THE EFFECT OF USING SONGS ON YOUNG LEARNERS AND THEIR MOTIVATION FOR LEARNING ENGLISH

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Annotation: This paper aims to verify these claims and confirm the effectiveness of using songs as a means to improve young learners' English language vocabulary and to determine whether songs influence young learners' motivation to learn English. The paper deals with theoretical explanations of young learners, listening skills, and different aspects of using and teaching songs.

Annotatsiya: Ushbu maqola yosh ingliz tili o'rganuvchilarining lug'at boyligini o'stirish vositasining foydasi va qo'shiqlarning yosh o'rganuvchilarni Ingliz tilini o'rganishda motivatsiyalarini ko'rsatishning foydasini aniqlashga va shunday isbotlarni ravshanlashtirishni maqsad qiladi.

Аннотация: Целью данной статьи является проверка этих утверждений и подтверждение эффективности использования песен в качестве средства улучшения словарного запаса английского языка у молодых учащихся, а также определение того, влияют ли песни на мотивацию молодых учащихся к изучению английского языка. В статье рассматриваются теоретические объяснения юных учащихся, навыки аудирования и различные аспекты использования и обучения песням.

Keywords: private schools , lesson plan , consideration, confident, analytical part , pedagogical features , teacher's instructions , positive influence, general environment.

Kalit so'zlar: xususiy maktablar , dars rejasi , mulohaza, ishonchli, tahliliy qism , pedagogik xususiyatlar , o'qituvchining ko'rsatmalari , ijobiy ta'sir, umumiy muhit.

Ключевые слова: частные школы, план урока, рассмотрение, уверенная, аналитическая часть, педагогические особенности, наставления учителя, положительное влияние, общая обстановка.

INTRODUCTION

English has become a very important language in the world since it considered to be the language of science, and people realize the importance of learning and



teaching English for their kids as well as for themselves. It has been introduced to students from kindergarten to university. Though the difference between public and private schools in presenting the language is different, but it still dominates teaching other courses such as science, math, technology and medicine. Because of this importance, children start learning English from kindergartens using different materials and games, and teachers try to imply strategies which make learning English interesting and enjoyable.

Learning English starts from this early age to encourage student, to learn the language so that when they grow up they will be confident to speak and to write.

MAIN BODY

Songs are appreciated for their linguistic, pedagogical, cultural and entertaining features and they are precious language learning materials. They can be used to teach and develop every aspect of a language. This paper aims to verify these claims and confirm the effectiveness of using songs as a means to improve young learners' English language vocabulary and to determine whether songs influence young learners' motivation to learn English. The paper deals with theoretical explanations of young learners, listening skills, and different aspects of using and teaching songs. It also discusses how songs influence motivation and the connection of songs with some language learning theories. The analytical part of the paper explains the procedure and the results obtained from the pre-tests, post-tests and delayed tests for three different children's songs as well as from the questionnaire that was done in order to collect information about motivation provided by songs. The results showed that songs have a positive influence on vocabulary retention of young learners. Whatever setting is used, aural or aural/visual, the results prove that songs are suitable for different learning styles, they encourage positive learning experience, and enhance their knowledge. Songs aid motivation and help learners develop a love for language learning. Students motivated in this way are imaginative, creative, and eager to learn and succeed.

Analysis of observation templates shows that in class with no songs some students did some activities during the class such as talking to each other, taking a look at the English book and some of them started looking at the decorations in their classroom. Some of them were not following the teacher's directions and she had to call them by names to tell them the instructions individually. On the other hand, in class with songs playing students were happy and they were following the teacher's instruction. students were happy to participate together even without being given



instructions to do so. The general environment in the class was positive and students were singing during and after the class.

CONCLUSION

The results indicate that using songs had a positive influence on student's motivation. This could be easily noticed through the results of the observation and the interview. There was a noticeable change in student's behavior and attitude to learn English between classes with no music to the classes with music. In the descriptive question "What is the most interesting thing about English classes?" the number of students who responded that they prefer music increased in the experimental group. This is because singing songs could be considered more interesting and enjoyable than other activities and the learners can find simple sentence structure and sentence pattern that can become set in his or her mind. It's also because songs can rouse students to sing and interact with action songs. In addition to, The results also indicate that there is no significant difference in motivation regarding the gender because both of them experience a positive influence with songs.

The results of the study show that using music has a great effect on student's motivation. Teachers should take such results into consideration within the lesson plan. They should use different kinds of music in classrooms to improve student's pronunciation, grammar, listening and pronunciation. Songs should be part of our syllabus and textbooks. Teachers can also use it in EFL teaching because their words can stuck in their minds. There should be further research on the type of activity that can be used songs.

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