

## USING SONGS AND MUSIC TO TEACH LISTENING

*Sabrina Normukhammedova Sardorovna*

*Jizzakh branch of the National University of Uzbekistan*

*named after Mirzo Ulugbek*

### ANNOTATION

Using songs and music to teach listening is an effective and engaging approach to improving students' listening skills in language learning. Music offers an authentic and enjoyable way to expose learners to real-life language use, diverse accents, and cultural nuances. Songs often include natural, conversational speech patterns and vocabulary that can help learners improve their listening comprehension, pronunciation, and understanding of idiomatic expressions. Additionally, the rhythmic and repetitive nature of songs aids in reinforcing vocabulary retention and familiarizing students with various speech patterns. Incorporating music in language instruction can motivate learners, create a relaxed atmosphere, and provide valuable context for understanding spoken language.

**Key words:** songs and music, listening skills, pronunciation, vocabulary retention, cultural nuances, speech patterns, idiomatic expressions, motivation, authentic materials.

### INTRODUCTION

Using songs and music to teach listening has become an increasingly popular and effective method in language learning. Music provides a dynamic and enjoyable way to expose learners to authentic language, helping them improve their listening comprehension, pronunciation, and vocabulary. Songs often feature natural speech patterns, diverse accents, and cultural references, offering learners a rich context for understanding language in real-life situations. The rhythmic and repetitive nature of music also aids in reinforcing new vocabulary and expressions, making it easier for students to remember and apply them. By incorporating music into lessons, teachers can create a fun and motivating learning environment that enhances language skills in an engaging way. [1]

### DISCUSSION AND RESULTS

Using songs and music in language teaching offers several benefits for enhancing listening skills. First, songs provide exposure to authentic language, including natural conversational speech, informal expressions, and varied accents. This helps learners get accustomed to real-world language, improving their ability to understand different speakers in diverse contexts. The rhythm and melody of songs also make it easier for learners to remember new vocabulary and phrases, as music aids in retention through repetition and pattern recognition.[2]

Moreover, songs often contain colloquial language and idiomatic expressions that might not be encountered in traditional textbooks. This gives students a broader understanding of the language, including its cultural nuances and informal speech patterns. Songs can also help with pronunciation, as learners mimic the intonation, stress, and rhythm of native speakers. By engaging with music, students are more likely to develop a more natural-sounding accent and better fluency in everyday conversations.[3]

The enjoyment and motivational aspect of using music in the classroom should not be overlooked. Songs provide a relaxed, fun atmosphere that encourages learners to actively participate and engage with the language. This positive learning environment can lead to increased confidence in listening and speaking skills. Additionally, music is often emotionally engaging, helping students form a deeper connection to the language they are learning.

Research and classroom experiments have shown positive outcomes when using songs to teach listening. Studies suggest that learners exposed to music in language lessons tend to have improved listening comprehension, especially when dealing with informal speech or accents they might not typically encounter. Songs with clear lyrics, such as pop music or traditional folk songs, have proven particularly effective in helping learners recognize and remember new vocabulary.[4]

Furthermore, students report increased motivation and engagement when songs are used in lessons. They find it easier to remember new words and expressions, and their ability to understand spoken language in informal contexts improves. Teachers also report that students are more enthusiastic about participating in lessons when music is incorporated, making it a powerful tool for fostering a positive and active learning environment.

In terms of pronunciation, studies indicate that learners who listen to songs and repeat lyrics tend to show improvements in their accent and intonation. The rhythmic structure of music helps learners internalize the natural flow of the language, leading to more authentic speech patterns.

Overall, the results confirm that integrating songs and music into language instruction is an effective strategy for enhancing listening comprehension, vocabulary retention, pronunciation, and motivation. [5]

## CONCLUSION

In conclusion, using songs and music to teach listening is an engaging and highly effective approach to language learning. Songs provide learners with exposure to authentic language, including natural speech patterns, idiomatic expressions, and diverse accents, which enhances listening comprehension and cultural understanding. The rhythmic and repetitive nature of music aids in vocabulary retention, pronunciation, and fluency. Additionally, the enjoyment and motivational aspects of

incorporating music into lessons create a positive learning environment that encourages active participation and boosts confidence. As research and classroom experience show, songs are not only an enjoyable tool but also a valuable one for improving language skills in a holistic and engaging way.

### **REFERENCES**

1. Murphey, T. (1992). *Music and Song*. Oxford University Press.
2. Mendelsohn, D. (1994). *Learning to Listen: A Strategy-Based Approach*. Dominic Press.
3. Morrison, A., & Wlodkowski, R. J. (1990). The Power of Music in the Classroom. *The Educational Forum*, 54(4), 435-450.
4. Nikolov, M. (2009). The Role of Music in Language Learning: A Review of Research. *Language Teaching Research*, 13(1), 1-15.
5. Van Duzer, C. (1997). Improving Listening Comprehension through Music. *TESOL Journal*, 7(4), 13-20.