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METHODOLOGICAL ASPECTS OF USING SONGS IN THE PROCESS OF TEACHING A FOREIGN LANGUAGE

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Annotation. *Among new methods of teaching a foreign language there is a method of teaching by using authentic materials (audio, video). This article discusses the role of songs in teaching foreign languages. The author shows that due to the use of music in teaching him, all aspects of a foreign language are used: phonetic, lexical, grammatical, syntactic. The article presents the algorithm and examples of using song material as a means of teaching grammar in an English lesson.*

The training methodology discussed in this article grammar of a foreign language with the help of authentic songs allows you to increase interest and motivation to learn the language, as well as find new forms of work in the lesson. One of the basic concepts in our work is the concept of “authenticity”. Authentic material is material that has been created by a native speaker for other native speakers. It is not intended for educational use, however, as practice and our study show, can be used. The special methodological value of this material is that it contains ready-made phonetic, lexical and grammatical speech samples, which eliminates the need for students to independently construct these forms by translating from their native language.

Keywords: *A song, a song material, method, a lesson in English, teaching of grammar*

Introduction. *Songs are widely used in classes in a foreign language, both in high school and at universities, as they “provide an atmosphere of cooperation and are an entertaining element of the lesson” [1 p.3].*

Studying songs contributes to the formation of phonetic, lexical, grammatical and auditory components of language competence, as it creates a positive emotional mood in students. Traditionally, songs are used when learning a foreign language in high school. However, in this article they will be considered as a means of forming language competence among students of a language university. Based on an analysis of the experience of school teachers using songs in their lessons, we will formulate recommendations on the use of song material in the classroom at a language university. Teachers use songs when passing a specific lexical or grammatical topic, as well as when entering information regional nature.

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The effectiveness of foreign language singing "increases dramatically if the content is somehow linked to the content of the material studied in the lesson" [2, p. 79].

In modern society, knowledge of foreign languages for the effective solution of communicative tasks and for personal communication in situations of communication in the educational environment is necessary for everyone. A foreign language is becoming a universal means of professional life. One of the most important conditions for the effective use of the process of teaching foreign languages is the motivational readiness of students. As you know, the main reason for the low academic performance of students in foreign language classes is lack of motivation. On the other hand, students with a high motivation to study this subject face psychological barriers in mastering a foreign language, due, for example, to different levels of pre-university training, which can be observed in student groups in a foreign language, where division by level of knowledge is impossible. It is difficult for students with a low language level to speak a foreign language in the presence of stronger students, and they prefer to remain silent in the classroom for fear of making a mistake in speech. One of the components of the implementation of students' motivational readiness to perceive foreign language material and, therefore, successful work, as we have noticed, is a favorable psychological climate in practical classes in a foreign language. Of course, the teacher plays an important role here. But one of the solutions to this problem, in our opinion, is the use of various teaching technologies, in particular music, in foreign language classes [9, p. 361; 5]

Methodological aspects when using music in the process of teaching a foreign language [8, p.159]:

1. Phonetic aspect. Songs help improve foreign pronunciation skills, develop musical ear. There are many works comparing different foreign languages. For example, English and Kazakh, Russian and Turkish. We noticed that the developed musical ear helps to catch the subtle differences in the pronunciation of foreign sounds. Learning and performing short and uncomplicated songs with frequent repetitions helps to consolidate the correct articulation and pronunciation of sounds, rhythm, speech tempo, phase emphasis, etc.

2. The lexical aspect. A song as one of the types of verbal communication serves as a way of more thoroughly assimilating and expanding the lexical stock, as it includes new lexical units and expressions added in a certain rhyme. The rhythmic music of poems and songs helps to quickly absorb words, phrases, sentences, correct intonation. In the lyrics, the familiar vocabulary is found in a new context. This moment helps to activate it in similar speech situations.

3. The grammatical aspect. It was noticed that when using songs, grammar constructions are also better absorbed.

4. The syntactic aspect. Songs and other musical works induce monologic and dialogical statements, contribute to the development of both prepared and spontaneous speech. In general, they serve as the basis for the development of speech and thought activity.

5. Cultural aspect. If the study texts of the regional geographic content inform the student, i.e. affect his intellect and memory, then songs as linguistic and regional material influence both the emotions of a person and his figurative and artistic memory. Song as a carrier of cultural information also forms the spiritual culture of students.

6. The aesthetic aspect. Songs contribute to the aesthetic education of the audience: the acquisition by students of a certain level of knowledge in musical art, the formation of artistic taste.



7. The psychological aspect. Music and songs create a favorable psychological climate and reduce psychological stress; contribute to the strengthening of interpersonal relations, group cohesion and a more complete disclosure of the creative abilities of each student.

The choice of a song should depend on which particular aspect of linguistic competence emphasizes a particular occupation. When learning a foreign language at school, teachers often use the song “at the stage of introduction and primary fixing of grammatical material” [3, p. 50]. Textbooks for children and adolescents often contain songs that help reinforce a specific grammatical theme. So Gritchina N.V. suggests using rhymes, poems and songs at the initial stage of language learning, for example, in the study of personal pronouns, prepositions and various grammatical constructions, such as “modal verb + infinitive” [4, p.126].

Language and music are two sign systems; each of them is based on sound. Sounds, like communicative signals, carried and carry valuable information to people. Music, songs are an effective means of teaching a foreign language [8, p.159]. Language, like music, has a certain structure and regulations. Phrases and sentences are built from words and notes; they have rhythm, size, rhyme. Language, like music, has four functions: it serves as a means of cognition, communication and expression of attitude to the world, is the guardian of national culture, acts as a tool education, development and upbringing. The combined solution of the educational, developing, practical, and educational tasks of training is possible provided that it affects not only the consciousness of the students, but also penetration into their emotional sphere.

Main body. The role of grammar in a foreign language lesson cannot be overestimated. Many researchers claim that learning the grammatical side of speech is one of the most difficult aspects of learning a foreign language. Not knowing the procedures for constructing sentences of one or another foreign language - it's impossible to build a complete proposal to express your thoughts. Most often, students have problems and blockages with this particular side of language learning, because the grammatical structure of a foreign language is fundamentally different from the structure of their native language. The reason for this is the low motivation to learn the language, i.e. the lack of interest in this subject. Sometimes, those who know a foreign language at a good level lose interest in it due to the uniformity of the forms of work in the lessons.

The training methodology discussed in this article grammar of a foreign language with the help of authentic songs allows you to increase interest and motivation to learn the language, as well as find new forms of work in the lesson. One of the basic concepts in our work is the concept of “authenticity”. Authentic material is material that has been created by a native speaker for other native speakers. It is not intended for educational use, however, as practice and our study show, can be used. The special methodological value of this material is that it contains ready-made phonetic, lexical and grammatical speech samples, which eliminates the need for students to independently construct these forms by translating from their native language. Often such forms are erroneous, due to differences in the systems of the native and foreign languages.

According to many psychologists, music is one of the most effective ways to influence the feelings and emotions of students [5, p. 288]. And here we cannot disagree with them, because a complex solution of all the tasks and goals facing the teacher in the lesson is possible only if the students get into the emotional sphere. Music is considered one of the most effective ways of memorizing material, because both hemispheres of the brain are



included in this type of activity [5, p. 294]. Researchers such as G. Blell and C. Helvig show the following functions that combine music and foreign languages:

- 1) Physiological (promotes memorization)
- 2) Cognitive (enhancing thinking)
- 3) The function of unconscious learning (complex linguistic units are memorized unconsciously) [6, p. 57-58]

From this the following methodological benefits of using authentic songs on foreign language lesson [7, p. 167]:

- 1) Songs are a way of assimilating grammatical, lexical and phonetic material
- 2) In songs, grammar phenomena of the language are better activated and assimilated
- 3) Thanks to the songs in the lesson, a component of aesthetic education is implemented
- 4) Through the use of songs, the memory capacity of students increases.

The nature of the authentic material is different and it can be used, starting from methodological benefits for various purposes. However, in this The article describes its use only for learning grammar. Most often, work with material contained in a song, is purely formal and basically only with the phonetic or lexical content of the song. According to my survey among English teachers, only a few use authentic songs on their lessons in high school. The rest is practically do not use songs in their activities Almost none of them use songs in the lessons to teach grammar. They stick the traditional method in which students get to know themselves, or with the help of a teacher, theory, and then there is a refinement of the form and its consolidation in oral speech. It is worth noting that among basic exercises to refine the construction of songs must be attended by speaking assignments, as this meets the requirements for grammar material at this stage of instruction.

Conclusion. In view of the originality of the song, the development of a special approach to the forms and methods of working with it is required. In order to successfully implement the practical goals of teaching forms and methods of working with a song, we give classes a pronounced communicative orientation; develop a system of exercises that go before and after the song; We pay attention to the use of graphic support-lyrics when listening, we are preparing a number of questions or situations on the content of the song. If works of a problematic nature are used, the teacher can provoke an interesting discussion of a particular topic. Teachers who still use songs try to diversify the forms of working with them in order to fully use the potential of the song. However, the grammatical aspect is not affected in any way.

Currently, you can use the following exercises to try to use the grammatical aspect of the language, in addition to standard perception by ear:

- 1) Before listening:
 - Conversation about the performer
 - Translation of difficult words / phrases / forms
- 2) During listening:
 - Restore row order
 - Correct the mistakes made
 - Cross out
 - Fill in the blanks (the most common)
 - Song Associations
 - Replace a word with a synonym from a song
 - Choral singing



3) After listening:

- Highlight a new grammatical form and explain her
- Insert the verb in the desired form
- Express your opinion on what you have heard (dialogue with each other / with the teacher)
- Translate words from Russian into English
- Make proposals with a new form
- Come up with an additional verse for the song

Correct the mistakes made

But before starting work with the material, it is necessary to conduct its rigorous selection. You can't take absolutely any authentic song, because not everyone has methodological value and not everyone will be interesting to students.

In this regard, I have formulated the following requirements for the selection of song material:

1) The authenticity of the material (the song must necessarily be authentic, that is, performed in English; you cannot take a song translated from another language into English);

2) Compliance with the training stage (the second leading criterion, after authenticity, because a song that is too light or too complicated will reduce the effectiveness of the exercises);

3) Consideration of the factor of age characteristics of students (if students are offered material that causes negative emotions, or which is simply uninteresting to them, then again the effectiveness of the work done will decrease significantly);

4) Methodological value (the content of grammatical material in the lyrics and the ability to work with it);

5) Correspondence of the content of the song to the grammar given in the chapter of the textbook (many methodologists argue that grammar material can be given in advance, but this remains at the discretion of the teacher).

Based on the results obtained, it can be concluded that the work done using authentic song material contributes to more effective formation of grammar skills in students. Therefore, thanks the use of various types of exercises based on the text of an authentic song, we have contributed to the fact that students have mastered the features of the grammar material worked out in practice. This is associated with repeated repetition of the speech sample and a variety of exercises that contributed to the development of more competent speech in a foreign language.

As mentioned above, in this article we understand that the use of songs in teaching English is an effective way for students to learn. Music not only brings diversity and innovation to the learning process, but also increases motivation due to its emotional nature, but also contributes to the formation of correct pronunciation. Songs play an important role in teaching a foreign language. Songs often contain grammatical phenomena. Allows to concentrate lexical and grammatical skills, to obtain a large amount of regional geographical information. Songs have thematic vocabulary; With the help of songs, students begin to perceive speech better through the ears, develop listening skills. With the correct use of songs in foreign language lessons, we can use all aspects of language: phonetic, lexical, grammatical and syntactic.

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МЕТОДИЧЕСКИЕ АСПЕКТЫ ИСПОЛЬЗОВАНИЯ ПЕСНИ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

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***Аннотация.** Среди новых методов обучения иностранному языку - метод обучения с использованием аутентичных материалов (аудио, видео). В данной статье рассматривается роль песен в обучении иностранным языкам. Автор показывает, что благодаря использованию музыки в его обучении используются все стороны иностранного языка: фонетическая, лексическая, грамматическая, синтаксическая. В статье представлен алгоритм и примеры использования песенного материала как средства обучения грамматике на уроке английского языка. Рассмотренная в данной статье методика обучения грамматике иностранного языка с помощью аутентичных песен позволяет повысить интерес и мотивацию к изучению языка, а также найти новые формы работы на уроке. Одним из базовых понятий в нашей работе является понятие «аутентичность». Аутентичный материал — это материал, созданный носителем языка для других носителей языка. Он не предназначен для использования в учебных целях, однако, как показывает практика и наше исследование, может использоваться. Особая методическая ценность данного материала заключается в том, что он со-*



держит готовые фонетические, лексические и грамматические образцы речи, что избавляет учащихся от необходимости самостоятельно конструировать эти формы путем перевода с родного языка.

Ключевые слова: *песня, песенный материал, методика, урок иностранного языка, обучение грамматике*

ШЕТ ТІЛІН ОҚЫТУ ПРОЦЕСІНДЕ ӘНДЕРДІ ҚОЛДАНУДЫҢ ӘДІСТЕМЕЛІК АСПЕКТІЛЕРІ

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Аңдатпа. *Шетел тілін оқытудың жаңа әдістерінің ішінде шынайы материалдарды (аудио, бейне) қолдану арқылы оқыту әдісі бар. Бұл мақалада шет тілдерін оқытудағы әндердің рөлі қарастырылады. Автор оны оқытуда музыканы пайдаланудың арқасында шет тілінің барлық аспектілері: фонетикалық, лексикалық, грамматикалық, синтаксистік тұрғыдан қолданылатынын көрсетеді. Мақалада ағылшын тілі сабағында грамматиканы оқыту құралы ретінде ән материалын пайдаланудың алгоритмі мен мысалдары келтірілген. Осы мақалада қарастырылатын оқыту әдістемесі шетел тілінің грамматикасы шынайы әндердің көмегімен тілді үйренуге қызығушылық пен мотивацияны арттыруға, сонымен қатар сабақта жұмыстың жаңа түрлерін табуға мүмкіндік береді. Біздің жұмысымыздағы негізгі ұғымдардың бірі – «түпнұсқалық» ұғымы. Түпнұсқалық материал – ана тілінде сөйлейтін адам басқа ана тілінде сөйлейтіндер үшін жасаған материал. Ол білім беру мақсатында арналмаған, дегенмен, тәжірибе мен зерттеу көрсеткендей, пайдалануға болады. Бұл материалдың ерекше әдістемелік құндылығы – оның құрамында дайын фонетикалық, лексикалық және грамматикалық сөйлеу үлгілері бар, бұл студенттердің ана тілінен аудару арқылы бұл формаларды өз бетінше құрастыру қажеттілігін болдырмайды.*

Түйін сөздер: *ән, ән материалы, әдістеме, шет тілі сабағы, грамматиканы оқыту*

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