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THEORETICAL BASIS OF USING SONG MATERIALS IN TEACHING ENGLISH

One of the interesting and important problems of modern methods of teaching foreign languages is the organization of teaching children of different ages with the help of songs. Integrating authentic texts into school practice is becoming more and more important. It is well known that song is an important element of any language and that is why it is the most remarkable. In addition, the song is an excellent means of increasing interest in both the country of the language being studied and the language itself, as well as a very effective method of repetition at a higher level of learning. Nowadays, if you want to learn a language, you should definitely know about the cultural and social situation or traditions of this country. For this reason, it is very important to learn the language using songs. First, students immediately get acquainted with the culture of the country of the language being studied, because according to psychologists, school-age students are very sensitive and attentive to foreign culture. Secondly, when working with such linguistic and cultural material, good conditions are created for the comprehensive development of the student's personality, because specially selected songs stimulate figurative thinking and form good taste. The song, as one of the important genres of musical creation, can accurately and figuratively reflect various aspects of the country, people, and social life of the studied language due to the presence of oral text. A song, like other works of art, has a communicative function, that is, it expresses the feelings that the singer means or wants to express. It can affect a person's memory and feelings. The songs have everything – both ready-made phrases, lively language and the same grammar. They give the ability to listen, hear and remember speech.

Communicative linguistics has had a great impact on the methodology of teaching foreign languages, on the problems of conditional teaching of oral types of speech activity depending on the situation, on the typology of texts and situations, on the development of communicatively oriented exercises, on the wide use of authentic languages, materials, including songs. Use of songs in the educational process:

- a) strengthens motives;
- b) provides a comfortable psychological environment in the classroom;
- c) provides information about the country's culture;
- d) expands linguistic and cultural horizons by educating aesthetic taste;

e) improves hearing;

f) helps to form effective speech skills.

In the work "Criteria of validity of the content of the educational text", E.V. Nosonovich and O.P. Milrud suggest that it is preferable to teach language using authentic materials.

Of particular interest is the concept of the presence of a sound range in real materials: traffic noise, conversations of passers-by, phone calls, music, etc. It helps to better understand the essence of the proposed situations, forms the skill of perceiving foreign speech against the background of various noises.

The main criterion of authenticity is the criterion of functionality. Functionality means directing the original materials to practical use, creating the illusion of familiarity with the natural language environment, which is the main factor of successful foreign language acquisition. Working on functional "authentic" material brings the student closer to the real conditions of language use, introduces him to various linguistic tools and prepares him for independent use of these tools in speech. When working with a song, the student is involved from the first minutes in the process of working on a real document with a deep cognitive approach: identification, classification, understanding of the written text, listening, thinking about the song itself (music, performer, theme).

At the same time, the student takes his position and expresses his opinion. As for the teacher, he determines the stages of work, revives joint independence, influences the formation of cultural values of students.

English youth have a unique song culture that reflects the current state of society and its concerns, world views, values of a new stage of civilization, as well as national traditions in poetry and music. Therefore, the selection of songs for educational purposes requires the teacher to have the same intercultural competence.

The tone of the song should match the interests and hobbies of students, and the content should carry a serious semantic load. In our opinion, attention should also be paid to the performer of the song, because its interpretation directly depends on the tasks of the singer and his personality. Contemporary songs reinforce the relevance of language learning. Of course, when choosing a song, the teacher should be autonomous, independent, but should also take into account the generally accepted criteria:

- the song can be proposed by one or more students;
- it often broadcasts on the radio;
- it corresponds to the fashion, the taste of students;
- the theme of the song corresponds to the theme of the lesson;
- the whole song can be performed in chorus or by the whole band.

Referring to the song as a teaching material, we introduce the readers to the main trends that exist in the English song:

- still popular English stage lights. These are lyrical songs about ancient feelings (love, bitterness, regret, loss) – ballads, literary songs based on ancient traditions;
- popularity and success of pop artists heavily influenced by American music. These are songs that are not rich in content;
- emergence of a new generation in English song, revival of literary song traditions;
- songs of workplaces and suburbs;
- multicultural, multi-social and multi-ethnic trends: rock, jazz, rap, African music.

The experience of working on a foreign song described in a number of works has shown that it is the richest resource that is still insufficiently used by foreign language teachers in the formation of communicative competence as a real material.

Singing in a foreign language goes far beyond the scope of the educational process and is a link between learning, mental development and personal education.

A song is a real educational tool that activates the mental activity of students, makes the learning process attractive and interesting, gives students aesthetic pleasure, and therefore can be recognized as a motivation for language acquisition.

According to A.A. Leontev, the aesthetic motivation created by the song material should be presented in the educational process along with communicative, cognitive and playful things. All these together form the motivation for learning.

Singing in class is fun. Among the various methods of organizing lessons, songs are of great interest to schoolchildren. An atmosphere of joy and enthusiasm, a sense of purposefulness of tasks contributes to the development of children, helps to overcome shyness that prevents the use of foreign words in speech.

Why does a song help to learn a language quickly and easily?

Scientists have discovered that the human brain has different areas for perceiving speech and music. The musical center of the brain is located in the left - creative hemisphere, and therefore works faster and remembers better than the speech center located on the right. Therefore, songs that combine the work of both hemispheres are better remembered than poems, and it is easier to sing than to pronounce the alphabet. Singing is especially important for children who are learning their mother tongue.

Schoolchildren evaluate their skills and begin to form and develop bilingual competence through a foreign language, psychological and didactic condi-

tions are created to satisfy the desire to learn English. English language acquisition is provided with language tools that work consciously, that is, the development of theoretical thinking.

Audio materials have long been used in foreign language classes in the form of professional audio recordings of dialogues, poems, texts, exercises and tasks for phonetic exercises. Songs occupy a special place among audio materials, which are used to teach foreign languages to children from preschool age.

There are different aspects and components of a song:

- music (melody, arrangement, rhythm, music genre, instruments);
- words (poetic text, content, linguistic features);
- performance (vocal data and the way the performer presents the song);
- video sequence (for video clips);
- "legend" (the history of the creation of the song, information about the performer and the authors of the music and lyrics).

In relation to the process of teaching a foreign language, it is more correct to talk not only about songs, but about song materials. The term "song materials" is more correct when a song is used as a learning material for mastering different aspects of the language and types of speech activity.

Songs perform the functions of teaching, education and development as educational material in teaching a foreign language:

- Songs have a teaching function, because they are a means of strengthening the acquisition of lexical material and expanding the potential vocabulary of students. They contribute to the improvement of foreign language pronunciation skills, grammatical constructions are better absorbed and activated in them.

- The songs often contain names and facts related to the countries of the studied language, which helps to implement the educational function in the learning process and to build the socio-cultural competence of students.

- Songs perform a developmental function, as they help the aesthetic education of students, reveal their creative abilities and develop an ear for music.

Learning communication-oriented listening involves the formation of the ability to understand speech in a foreign language in natural oral communication actions. Despite the large number of studies conducted on teaching listening in general schools, despite the existence of educational complexes that include audio recordings, slide and video films, and multimedia programs, this form of oral communication has not yet developed due to two reasons.

I.I. Gez defines the first one as follows: "listening has so far been viewed as a by-product of speech, therefore, work on it has an episodic character and is based on speech messages presented by the teacher, in a separate class and, as a rule, under natural conditions it is very far from speech perception".

Also, N.V. Elukhina believes that one of the reasons why methodologists and teachers do not pay attention

to listening is that until recently listening was considered an easy skill. There was a point of view that in teaching speaking, if the teacher focuses all his efforts on speaking and ensures that he acquires this skill, students will learn to understand speech by themselves without special purpose training.

The second reason is the teachers' poor awareness of the psychological and linguistic difficulties of listening, the levels of perception and the methods of their detection.

The development of listening skills is greatly helped by songs, poems, tongue twisters, speech and etiquette formulas, and clichés that are widely used in colloquial and literary speech. As a means of rapid integration, they improve speech perception and understanding.

Listening success:

- first of all, it depends on the subjective factors that contribute to the emergence of the attitude to cognitive activity;

- secondly, from organizing the listening process to creating internal motivation, that is, directing the student's attention to moments that can program future activities with the perceived material.

Audio materials, which are the central link of the method of teaching listening, are carefully selected, real and complete parts of vocal speech, including songs. Audio material should have semantic completeness, semantic structural integrity, compositional design.

The main requirements for the song material for listening in the middle classes of the general education school include:

- availability of language material familiar to students, which is part of the active minimum;

- existence of simple syntactic structures;
- small volume (1.5 – 2 minutes of sound);
- convenience and simplicity of content;
- extensive use of visual aids that complement each other.

An English song is an excellent methodological tool for building various skills and basic knowledge about another culture. It is used for various purposes, including: formation of phonetic, lexical and grammatical skills, improvement of pronunciation and listening skills.

We can conclude that each source of information plays a large and important role in the process of teaching a foreign language. Therefore, the use of information resources should be expressed in the gradual inclusion in the process of teaching a foreign language.

Thus, teaching listening as a communicative act is a large and multifaceted challenge. However, the most important conclusion from the above is that the task of developing the ability to understand foreign speech in natural conditions is not only to understand the meaning of a foreign text, in this case the lyrics of a song, but also to give students the opportunity to communicate in the language being studied, that is, at the intercultural level.

So, it can be seen that the material of the song is rich in information necessary for the development of socio-cultural competence, and it is possible to increase its level with the help of the song. However, it should be noted that not all songs carry the same cultural weight. Some songs can be used to learn a topic, others contain several facts that can affect the development of socio-cultural competence.

References

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TURIZM TERMINLARINING LEKSIK-SEMANTIK GURUHLARI

Keyingi yillarda tilshunoslik fanining boshqa fanlar bilan integratsiyalashuvi natijasida o'rganish obyekti ham kengayib, takomillashib bormoqda. Ayniqsa, bu jarayon tilga tizim sifatida qaralgandan so'ng yanada tezlashdi. Terminologiyada ham yangi-yangi qarashlar yuzaga keldi. O'zbek tili lug'at tarkibiga kirgan leksemalar ichida mavjud hamda boshqa tillardan o'zlashgan turizm terminlarini ma'noviy-mazmuniy jihatdan tadqiq

etish va muomalaga kiritish soha terminologiyasi uchun muhim ahamiyat kasb etadi.

Ma'lumki, tilning lug'at boyligi muntazam o'zgarib, ya'ni vaqt o'tishi bilan ayrim so'zlar eskirib nutqiy muomaladan chiqadi, yangilari esa tilning lug'at tarkibidan mustahkam joy oladi. Tilimizda shunday so'zlar ham uchraydiki, ular ma'lum bir soha vakillari nutqigagina xos bo'lganligi tufayli ular termin nomi bilan yuritiladi.