

THE USE OF SONG MATERIAL IN TEACHING A FOREIGN LANGUAGE

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The use of song material in the linguistic and didactic process contributes to the optimization of teaching a foreign language, provides deeper learning, acts as an effective way to increase motivation for learning, intercultural dialogue, and also expands the area of contact between students and the language being studied, solving the problem of organizing independent work of students, which meets modern requirements for improving their learning independence. The English-language song has become especially popular all over the world since the middle of the last century. Her lyrics and music reflect the linguistic and cultural tradition of a particular historical epoch and modernity.

Today, in the context of globalization and the strengthening of the international status of the English language, the English-language song is a relevant and attractive resource for modern youth, providing a unique, non-standard access to authentic linguistic and socio-cultural information. The concept of "song discourse" in linguistics implies a special type of communication characteristic of the song text. It combines language, music, and cultural codes that create a unique communicative act. Within the framework of foreign language communication, song discourse plays an important role in the intercultural transmission of meanings, emotions and values. Characteristics of song discourse: verbal component (lyrics, vocabulary, syntax and idioms), non-verbal component (musical accompaniment, rhythm, intonation and melody), cultural aspect (song discourse is closely related to national traditions and cultural context). The functions of song discourse are primarily aesthetic: the transmission of emotions and moods through a combination of words and music.; communicative: It promotes interaction between native speakers and their learning at the level of perception and education: songs can help to learn foreign languages through memorization of vocabulary, grammar and pronunciation. Song discourse is becoming especially important for learning a foreign language, as songs contribute to the formation of linguistic intuition, perception of language in an authentic context, and the creation of an emotional connection with linguistic culture.

The use of song material in teaching a foreign language is an effective method that helps students develop various language skills such as auditory perception, pronunciation, vocabulary, and grammar. In their research, scientists emphasize the role of musical influence on students, affecting the sphere of emotions, thinking, ethics, aesthetics, perception, creativity, communication, and general culture. Music is considered as one of the means of personality formation, its moral and aesthetic qualities, humanism, love, as well as the activation of mental activity.

Despite the recognition of the importance of authentic materials, song material is not actively used in the practice of teaching English in universities. While songs have the potential to develop listening comprehension, pronunciation, vocabulary, and cultural competence, their methodical use requires deeper scientific analysis and the development of practical recommendations.

In the era of globalization, there has been an awareness of the new role of a foreign language in human education and professional activity, which has led to a rethinking of ideas about the phenomenon of teaching a foreign language, changes in the structure and content of the linguistic

and didactic process. According to the teacher-methodologist, Professor V.F. Aitov, "... many methodologists use the concept of song material in relation to the educational process, since music (melody, arrangement, rhythm, musical genre, instruments) is singled out separately among the components of the song; words (poetic text, content, linguistic features); performance (vocal data and manner of presentation of the song by the performer); video sequence (for video clips), etc.[1].

In addition, songs in a foreign language lesson contribute to the development of long-term memory, since music is an excellent means of influencing students' emotions, and from the point of view of psychology, emotionally experienced experiences are much better remembered. As A.A. Leontiev noted, "there is a general methodological principle based on the psychological features of conscious human activity, according to which what causes a certain attitude in a person is first and foremost assimilated and especially firmly" [2].

It should be noted that when listening to songs, the language material is remembered easily and involuntarily. The listener receives information in parallel on the conscious and unconscious levels, thus increasing the volume of memory and the strength of memorization of the studied material based on the song.

N.N. Nevezhina devoted her research to the problem of integrating music as an art form and English as an educational subject. She identified the following components of the content of teaching a foreign language on a musical and rhythmic basis:

- linguistic component (musical material as the basis of teaching a foreign language);
- speech component (the text of a fairy tale, small folklore forms - rhymes, rhymes, etc., which are also one of the most important means of teaching a foreign language);
- psychological component (speech skills that ensure the use of speech material in the learning process of listening and speaking);
- methodological component (training exercises and communication tasks that ensure the formation of speech skills). The experimental training conducted by N.N. Nevezhina was based on rap-style major scale songs with a clear and pronounced rhythm corresponding to the prosodic organization of English speech. Her results showed that the use of musical rhythm in teaching a foreign language to students contributed to an increase in their proficiency in foreign language speech skills [3].

Music can have a strong emotional impact, and its use in the educational process helps to create a positive atmosphere, increase concentration, reduce stress and stimulate creative thinking. For example, calm classical music can promote relaxation and better information perception. Rhythmic music activates attention and motivation, and using songs in foreign language lessons helps you memorize new words and pronunciation faster.

N.F. Orlova investigated the possibilities of improving the oral speech of senior linguists using musical visualization and came to the conclusion that its use in the development of individual speech skills does not reveal all the potential of song as a means of learning. Phonograms of vocal music were effectively used by her in order to improve the oral speech of future foreign language teachers based on a three-stage analysis of an English-language song.:

- 1) verbal text analysis;
- 2) musical text analysis;
- 3) analysis of the manner of the song performance[4].

A.A. Ivanov also considers song material as a means of improving oral English colloquial speech in senior language courses at a university. He proposed a linguosociocultural approach to the problem of developing productive skills, implemented in a five-stage linguodidactic model. It is based on a set of exercises using the means of song musical and figurative visualization, selected on the basis of a number of principles: socio-cultural authenticity of the song; consideration of the emotional factor; linguistic and socio-cultural content; linguistic didactic value. He also notes that the regular purposeful use of song material increases the level of formation of conversational skills in a foreign language. This is manifested, firstly, in the phonetic aspect, that is, by reducing the number of errors in pronouncing consonants and vowels under stress and in unstressed position, in correcting the accent in pronunciation; secondly, in the lexico-grammatical aspect; thirdly, in

the psychological and physiological aspect, that is, the psychological climate in the the study group; Students' activity in the classroom increases, fatigue decreases, and their linguistic horizons expand[5].

The researchers note that one of the most important criteria for selecting song material is the criterion of its authenticity.

Byalous N.I. separately identifies such criteria for the selection of musical visibility as:

- 1) conformity - the correspondence of the lyrics to the learning objectives,
- 2) functionality - correspondence of texts to socio-cultural learning functions,
- 3) regional orientation and adequacy - the presence of regional information in the song texts,
- 4) adaptability - matching the lyrics to the learners' level,
- 5) stimulating importance for maintaining students' motivational readiness to carry out educational activities - songs should motivate and arouse their interest[6].

Working with song material at the university has a number of features related to the specifics of learning tasks and the level of language training of students. Song materials have a positive impact on students' learning a foreign language. In our opinion, it is the authentic song that plays a special role in the formation of socio—cultural competence, since, according to E.A.Mikhailov, a song is "a kind of oral, lively, telling chronicle of the distant historical past and at the same time the sounding voice of modernity"[7].

The following categories of songs are offered by the methodologists for use in the educational process:

- 1) Songs for special occasions (special days and holidays);
- 2) songs written to accompany gaming activities;
- 3) songs to perform accompanied by movements or dances;
- 4) songs that tell a story.;
- 5) specially created educational songs for the purpose of teaching a foreign language.

Authentic songs in a foreign language are one of the best ways to improve vocabulary and language comprehension. They help you immerse yourself in natural speech, memorize new phrases, and get a better sense of culture. Here are some examples of such songs for learning a foreign (English) language.:

**The Beatles – "Hey Jude" - simple phrases and uncomplicated text help teach basic structures.*

**Ed Sheeran – "Perfect" - useful for learning romantic vocabulary and descriptions of feelings.*

**Bob Dylan – "Blowin' in the Wind" - contains metaphors and important words for conversations about relevant topics. Listening to songs combined with reading lyrics and translating is a powerful way to learn new words, understand the context, and even practice pronunciation. This will make the process even more efficient.*

Using songs in English is a great way to develop conversational skills. There are often expressions in songs that are useful in colloquial speech: everyday phrases, idioms, grammatical constructions. Here are some ways and examples:

1. Questions and Answers (dialogue exercise)

Song: "Hello" – Adele Phrase from the song: "Hello, can you hear me?"

Dialogue:

A: Hello, can you hear me?

B: Yes, I can hear you. Where are you calling from?

A: I'm calling from... (Можно расширить диалог и продолжить обсуждение.)

2. Practicing everyday phrases

Song: "Someone Like You" – Adele Phrase: "Never mind, I'll find someone like you."

Dialogue:

A: I heard you lost the job. How do you feel?

B: It's tough, but never mind, I'll find something better. ("never mind," часто встречаются в разговорной речи.)

3. Development of interrogative constructions

Song: "Let It Be" – The Beatles Phrase: "When I find myself in times of trouble..."

Dialogue:

A: When do you usually ask for help?

B: When I find myself in times of trouble, I talk to my friends.

4. Idioms and informal phrases

Song: "Rolling in the Deep" – Adele Phrase: "We could have had it all."

Dialogue:

A: Why do you think it didn't work out?

B: I don't know... We could have had it all, but things went wrong.

Song material in English can be an excellent basis for role-playing games and dialogues, as songs often contain a rich vocabulary, expressions and themes that can easily be transformed into role-playing situations. Examples of songs and role-playing games:

Song: "Someone Like You" — Adele»

Subject: Separation, memories of love.

Role-playing game: Situation: One character tells about a meeting with an ex-partner.

Dialogue: A: "Hey, I saw someone today who reminded me of the past."

B: "Really? Who was it? Did you talk to them?"

A: "Yes, we had a brief chat. It felt strange, like going back in time..."

- Song: "Hotel California" — Eagles Theme: Mysterious setting, travel.

Role-playing game: Situation: Tourists get into a mysterious hotel and try to figure out what's going on.

Dialogue:

A: "Excuse me, can you tell me more about this place? It seems... unusual."

B: "Oh, welcome to Hotel California. You can check out any time you like, but you can never leave..."

Song: "Imagine" by John Lennon Theme: A world without war and borders.

Role-playing game: Situation: Imagine a world without conflict and discuss the future.

Dialogue:

A: "What do you think the world would be like without borders or wars?"

B: "It would be peaceful and full of harmony, just as the song suggests."

A: "Yes, imagine all the people living life in peace..." (*полезно развить диалог о мечтах и будущем мира.*)

Using the song material, students can work in pairs and come up with short dialogues based on the lyrics of the song, making up mini-dialogues. Songs with deep meaning can become a starting point for discussions, for example, about love, peace or freedom. Students can also act out scenes inspired by the events in the song. This will help you develop spontaneous speech skills and improvise. Before the game, you can highlight useful words and expressions from the song so that students can actively use them. This approach makes learning English more lively, emotional and motivating.

G.A.Kitaygorodskaya emphasizes the dual nature of the role-playing game, which is, on the one hand, an educational task for staging situations in order to solve an educational problem, and on the other hand, it is creative, since during the game there is free improvisation within the framework of a given educational situation [8].

Another way to develop speaking skills is to dramatize a song, involving all participants in the learning process in some kind of collective activity, and during the performance of songs, there are also often elements of dramatization in its performance. Dramatization of a song is an effective way to develop English speaking skills. This method helps participants immerse themselves in the language, activate vocabulary, improve pronunciation and intonation. In the process of dramatization, students interact with each other, express emotions, develop creative thinking and confidence. For example: dramatization of the song "Imagine" by John Lennon. Goal: To develop speaking skills, pronunciation, emotional expressiveness, teamwork, and text comprehension. This work is carried out in stages:

Song Introduction: The teacher introduces the students to the lyrics of the song. You can discuss keywords and phrases to understand the main meaning of the song.

1. **Role distribution:** Participants are divided into groups. Each group gets a specific piece of the song or the characters they will portray.

2. **Script creation:** The groups discuss the lyrics and figure out how to portray the content of the song through actions, facial expressions and dialogues. You can add short lines describing their feelings or reactions.

3. **Performance:** Each group presents its own dramatization. For example, during the performance of the song, some students can show a world without borders, war and division, interacting with each other as if they live in a dream world.

4. **Discussion:** Impressions are discussed after the presentation: what was easy or difficult, what emotions were evoked by the song and the performance.

The advantages of this method: Everyone actively participates, which increases interest in learning the language, trains speech through live situations, dialogues and emotional cues, the song helps to better understand English-speaking culture and its values, dramatization develops creative thinking and the ability to improvise.

During the theatrical production of songs, skills of establishing contact are developed and strategies and tactics of verbal communication are consolidated. Theatrical performance, assuming visual impact, brings a sense of joy, good mood, reduces the psychological pressure of the teacher and increases the understanding of words. Thus, during the educational game, the solution of the problem acquires a search character and activates the creative and cognitive activity of students.

E.P.Karpichenkova points out the importance of linguistic and cultural analysis of song material, which involves not only philological and conceptual research methods, but also determining the role of musical accompaniment in the perception of songs, comparative analysis of songs by different authors, including in different historical periods, comparison of national songs of native culture with similar phenomena in foreign culture[9].

Here are some ways to use songs when learning a foreign language with examples:

a/ Development of auditory perception. Songs allow students to train their hearing, distinguish between words and phrases, which helps improve hearing perception. For example: Listening to the song "Yesterday" by The Beatles. Students can listen to a song that enhances pleasant communication skills and try to understand the text, and then compare it with the written text to improve listening skills.

b/ Vocabulary expansion. The songs often use everyday vocabulary and the phrases that students use may be standard. This helps to improve not only the active, but also the passive vocabulary. The song "Shape of You". Here they can learn phrases like "club", "dance floor" and use them in their conversations.

c/ Grammar exercises. Songs often have different tenses, verb forms, and other grammatical structures that can be analyzed. For example: the song "I will Survive" by Gloria Gaynor, here you can think about using the future tense and learn how to build sentences in this tense.

d/Pronunciation development. Songs help improve pronunciation, as students often repeat phrases and words in the song, following the melody. For example: The song "Let It Go" from the cartoon "Cold Heart", it is necessary to repeat phrases, focusing on the correct pronunciation of sound and intonation.

e/ Development of processing skills. Songs can be used for translation, which helps improve translation skills and understand the text in a foreign language. For example: the translation of the song "Imagine" by John Lennon. Here you can discuss how to translate various expressions and phrases, as well as analyze which words and phrases need to be adapted to preserve meaning.

The use of song material can significantly diversify the works, making them more lively and interesting for students.

So, the use of song material in the process of learning a foreign language is an effective method that contributes to the improvement of various language skills. The songs create a positive emotional atmosphere, increase students' motivation and make classes more exciting and

memorable. Most often, musical compositions help improve listening skills due to their natural intonation, variety of accents, and rhythmic structure. By listening to song lyrics, students learn to distinguish between sounds, words and phrases, which develops their ability to understand speech in real situations. Songs often include everyday phrases, idioms, and new lexical units, which contributes to the replenishment of students' vocabulary. Contextual use of words makes the memorization process more natural. Singing in a foreign language also helps to learn the correct pronunciation, accent and rhythm of speech. The repetition of song lines allows students to fix the features of phonetics and intonation. It should be noted that the lyrics contain examples of various grammatical structures. The analysis and analysis of the song text helps them to better assimilate the grammatical rules.

Songs create a comfortable classroom environment, reduce stress levels, and help overcome fear of using a foreign language. The emotional impact of music contributes to a more active involvement in the learning process. Through songs, students get acquainted with the culture of the country of the studied language, which contributes to the development of intercultural competence. Music reflects national traditions, mentality and cultural peculiarities. Thus, song material plays an important role in teaching a foreign language. Its integration into the learning process makes learning more multifaceted, effective and exciting. This method can be used both at the initial stage of language learning and at more advanced levels to consolidate and deepen knowledge.

Undoubtedly, the use of song material in teaching a foreign language is also capable of humanizing and democratizing learning, creating conditions for students to independently determine their path and development, and most importantly, for the formation of a self-forming personality. On this basis, the student's activity, determination, independent search for information, and creativity are ensured.

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