



Teaching English to young learners and Enhancing Listening Skills through Songs and Music

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Abstract: The article explores the benefits and strategies of using songs and music to teach English to young learners and improve their listening abilities. Incorporating songs and music creates an enjoyable and captivating learning environment that motivates young learners to actively engage in listening activities. Through exposure to authentic language in songs, young learners develop listening comprehension skills, expand vocabulary, and refine pronunciation. Additionally, songs provide opportunities for the development of effective listening strategies and foster cultural awareness. By harnessing the power of songs and music, educators can create a dynamic and effective language learning experience for young learners, ultimately enhancing their listening skills in an engaging and enjoyable manner.

Key words: authentic materials, song, music, communicative competence, vocabulary expansion, cultural awareness.

It is profoundly vital for children to learn English from a young age in our modern world. The primary key to teaching kids a foreign language is the comprehension of maxims of language acquisition and applying it in a motivated way.

It is necessary to develop and use new approaches and technologies aimed at increasing the motivation of the educational activities of schoolchildren, and, accordingly, the level of language proficiency. Therefore, active teaching methods meet these requirements, since their essence is to interest learners, to make them an active participant in the educational process.

Listening skills play a crucial role in language learning as they form the foundation for effective communication. Incorporating songs and music into language instruction has been recognized as an effective approach to developing and enhancing listening skills.

Music is as an authentic material, it is a richest source, which is still insufficiently used by teachers of foreign languages in the formation of communicative competence.

A song in a foreign language goes far beyond the educational process and is a link between learning, mental development and personality education. The song is a real teaching 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 an incentive to master the language.

The use of songs in the target language is very relevant for a number of reasons. First, learners immediately become familiar with the culture of the country of the target language,



since kids of this age, according to the psychologist, are especially sensitive and susceptible to foreign culture.

Secondly, when working with this kind of linguistic and regional material, a good prerequisite is created for the comprehensive development of the student's personality, because specially selected songs stimulate imaginative thinking and form good taste. The song genre as one of the important genres of musical creativity, due to the presence of a verbal text, is able to accurately and figuratively reflect various aspects of the social life of the people of the country of the target language. [Harmer, 1994]

Communicative linguistics had a great influence on the methodology of teaching foreign languages, drawing attention to the problems of situationally conditioned teaching of oral types of speech activity, typology of texts and situations, the development of communicatively oriented exercises, the wide use of authentic materials, including songs. The use of songs in the educational process contributes to:

1. Engaging and Motivating Learning Environment:

Songs and music create a captivating and enjoyable learning environment that engages learners' attention and motivation. The rhythmic patterns, melodies, and catchy tunes in songs capture learners' interest and make listening activities more enjoyable [Murphey, 1992]. This increased engagement encourages active listening and helps learners develop a positive attitude towards language learning.

2. Exposure to Natural Language:

Songs provide learners with exposure to authentic language in a natural context. Through listening to songs, learners encounter real-life vocabulary, grammar structures, and idiomatic expressions [Graham, 2006]. The repetitive nature of song lyrics allows learners to familiarize themselves with the patterns and intonation of the language, improving their listening comprehension skills.

3. Vocabulary Expansion and Retention:

Songs offer a rich source of vocabulary and can aid in expanding learners' word knowledge. The lyrics of songs often contain a wide range of vocabulary, including synonyms, idioms, and colloquial expressions [Cameron, 2001]. The repetition and catchy melodies in songs help learners retain new words in their long-term memory [Graham, 2006]. By exposing learners to a variety of vocabulary through songs, their listening skills are strengthened.

4. Developing Listening Strategies:

Songs and music provide opportunities for learners to practice various listening strategies. They learn to identify keywords, understand context, and infer meaning from the lyrics. Additionally, songs with storytelling elements help learners follow a narrative and make predictions, enhancing their overall listening comprehension abilities. Through regular exposure to songs, learners develop effective listening strategies that they can apply to real-life listening situations.

5. Cultural Awareness and Understanding:



Songs and music reflect the culture and traditions of the language being learned. By listening to songs from different cultures, learners gain insights into the customs, values, and history of the target language community [Choksy, 1999]. This exposure enhances cultural awareness, fosters empathy, and promotes a deeper understanding of the language and its cultural context.

Incorporating songs and music into language instruction offers numerous benefits for teaching and enhancing listening skills. Songs create an engaging and motivating learning environment, psychological stress decreases, language activity is activated, emotional tone rises, and interest in learning a foreign language is maintained, expose learners to authentic language, expand vocabulary knowledge, and develop effective listening strategies. Through exposure to authentic language in songs, young learners develop listening comprehension skills, expand their vocabulary, and refine their pronunciation. Furthermore, songs provide opportunities for the development of effective listening strategies and foster cultural awareness and provide a window into the culture and traditions of the language being learned, fostering cultural awareness and understanding. By utilizing songs and music as a pedagogical tool, educators can effectively develop and enhance learners' listening skills in a dynamic and enjoyable manner.

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