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The Use Of Songs And Music As A Motivational Tool In ELT

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ABSTRACT

The practical use of songs in ELT is not a new technique, however music, songs are considered as a powerful tool in teaching a foreign language. It is known that the more sense organs are involved in the educational process, the more effective music in the lesson inspires, relaxes, captivates, and adjusts to a subtle but strong wave of perception. In addition, music develops memory and thinking as well. In this article, we will discuss the mechanisms of the influence of music, songs on the motivation of students, improving the quality of mastering new educational material, developing speech skills, creative and cognitive abilities, as well as reducing emotional tension in the process of teaching a foreign language.

KEYWORDS

Teaching a foreign language, learning English, songs, music, motivation, communication,

INTRODUCTION

Knowledge of foreign languages is a prerequisite for the professional training of a specialist in a university. A great importance is

attached to the study of the English language as English has acquired the status of a language of global communication. A person entering

the level of international and interethnic communication must fully possess the skills and abilities of expressing his thoughts in English. But, communication needs motivation. It is clear that we cannot force a person to communicate fluently in English in a formal way. It is important to create such conditions so that communication becomes necessary, so that students speak, not for a good grade, but simply because communication has become a necessity for him. In order to create positive, emotional and linguistic motivation song and music can be used in English lessons as motivational tool.

MATERIALS AND METHODS

Songs and music are effective methods of influencing students' feelings and emotions. Music and songs can be invaluable in learning English. Songs can be used for a variety of purposes: to develop auditory and pronunciation skills, replenish vocabulary, practice speech skills, to familiarize with the elements of the culture of the country of the target language, as well as to develop grammatical skills.

What are the methodological benefits of songs in teaching English?

- Grammatical structures are better absorbed and activated in songs;
- Songs are a means of more solid assimilation and expansion of vocabulary, include new words and expressions;
- In songs, familiar vocabulary is found in a new contextual environment, which helps to activate it. The songs often contain proper names, geographical names, the realities of the country of the target language, poetic words. This contributes to

the development of students' sense of the language, knowledge of its stylistic features.

- Songs improve pronunciation skills;
- Songs stimulate monologic and dialogical statements, serve as the basis for the development of students' speech-thinking activity;
- Songs contribute to the aesthetic education of students, team building;
- Songs provide an opportunity to relax, take a short break from routine learning activities in the lesson. This is a kind of relaxation in the middle or at the end of the lesson, when relief is needed, relieving stress and restoring performance, language activity is activated, and emotional tone [3]

But in order for the song to play its positive role, we need to adhere to a certain algorithm for its use. We need to start with a careful selection of the song:

- 1) The song must be authentic;
- 2) It is also necessary that the song corresponds to the level of language training of students, the methodological value of the song and some correlation with the curriculum;
- 3) It must correspond to the age and interests of the students (popular songs in most cases best reflect the interest of modern youth due to their authentic cultural content);
- 4) It is necessary to remember that not only the text of the song is of interest, but the melodies themselves should be liked by the students, the musical accompaniment should be modern and lively. The music itself can create a favorable atmosphere, stimulate the imagination of students

Listening to songs performed by native speakers contributes to the formulation of correct pronunciation and training of perception and understanding of the text by ear. Songs offer many mnemonic codes such as repetition, rhyme and melody that help you better memorize. The integration of the songs of the target language into the fragments of the lesson devoted to grammar significantly increases the ability of students to recall certain rules. Carefully selected songs are used not only for the introduction, training and consolidation of grammatical and lexical material, but also for constructing monologic statements and conducting discussions about the ideas or events raised in the song. Unlike exercises that fly out of your mind as soon as a lesson is finished, songs can accompany students throughout their lives and become part of their culture. The opportunity to get to know a new phenomenon in class using a song as an example, to understand, remember it and "take it with you" inspires students, increases their self-confidence, and education with success is the best way to motivate them for further education. "The motivation of educational and professional activities in teaching a foreign language is extremely important for the construction of educational work and determines its dynamics and the ability to develop and improve not only the learning system, but also the linguistic personality of the student as a future specialist, because it (motivation) is that mechanism, which sets the energy, direction and stability of her speech behavior"[6].

In working with songs, we follow the methodology proposed by D. Kramer, who defines three basic stages of integrating music into teaching foreign languages: 1) approval of criteria for the selection of songs; 2)

annotation of lyrics; 3) work with the text [5]: Approval of the criteria for the selection of songs

When choosing songs, it is important to take into account the preferences of students and, at the same time, expand their horizons, bring up a good musical taste. As for the criteria themselves, they are as follows:

- ✓ The lyrics of the song should correspond to the level of the students, it should not be too difficult;
- ✓ The text should underline a specific issue or topic of grammar;
- ✓ The diction of the performer should be clear so that students can easily understand the words.

The next step after choosing a song is to annotate the lyrics, i.e. removal of possible lexical and grammatical difficulties that interfere with perception and understanding. For some songs, this means interpreting new words; for others, a literary translation of the original text. This stage may include the presentation of a short biography of the composer, poet and performers, as well as events related to the history of the song's creation. After selecting a song and preparing the audience for its perception, the stage of practical work begins. Some songs seem to be specially written for practicing grammar, others allow you to move from linguistic phenomena to speech.

Here are some examples of working with English songs.

We use The Beatles' song "Let It Be," for example, to train Present Simple Tense and Present Continuous Tense verb tenses. In particular, we draw the students' attention to

the presence of the ending -s in the verbs “comes”, “shines”, to its absence in the verbs “find”, “agree”, “wake up” and give the task to formulate the appropriate rule. Further, if necessary, we repeat the conjugation of the verb “to be” and find its personal forms in the text.

Songs need to be selected so that they can be sung both in chorus and individually, so that it is easy to catch the melody and words. Best of all, in our opinion, songs from the Beatles' repertoire are suitable for this: they are always modern and popular, young people like, always in demand, words and melody are easy to remember, authentic, clearly pronounced lyrics. As for teaching the grammatical structures (and grammar is the most difficult and boring part of the language), many songs from the repertoire of the “Beatles” group will provide students with invaluable help. In these songs we can find all the grammatical phenomena of the English language: plurals of nouns, numbers, prepositions, adverbs, pronouns (“And I love her”), modal verbs, degrees of comparison, possessive, types of tenses (“Yesterday”), etc.

Yesterday, all my troubles seemed so far away.

Now it looks as though they're here to stay.

Oh I believe in yesterday.

Suddenly, There's a shadow hanging over me.

I'm not half of what I used to be.

Oh yesterday came suddenly.

Why she had to go, I don't know.

She wouldn't say. I said something wrong.

Now I long for yesterday.

Yesterday, love was such an easy game to play.

Now I need a place to hide away.

Oh I believe in yesterday.

Why she had to go, I don't know.

She wouldn't say. I said something wrong.

Now I long for yesterday.

Yesterday, love was such an easy game to play.

Now I need a place to hide away.

Oh I believe in yesterday.

Here it is necessary to develop a system of exercises for this song. After listening to a song, which should be preceded by a preparatory stage (since listening to a song is listening to a rather difficult level), the teacher conducts any assignments, depending on the goal of the task. Songs can be used for a variety of purposes:

1. Use songs to practice grammar structures (find certain grammatical phenomena, transform one tense into another, etc.).
2. Songs can be dramatized.
3. Convey the content of the song in your own words.
4. Change direct speech to indirect.
5. Write a play, based on it, create dialogues, imagine that the characters are talking to each other according to the song.
6. Song recovery:
 - a) Record a song with missing words;
 - b) Record the song line by line, listening on a tape recorder, making the necessary

pauses so that the students have time to record.

CONCLUSION

In conclusion, the main qualitative changes will take place in the classroom through using music and songs. First of all, the emotional background improves, the relationship between the teacher and students becomes more trusting, open, which has a beneficial effect on the learning process. Students who previously experienced psychological discomfort, while working with the lyrics of a song and especially while singing it in chorus, forget about tension and fear, become more self-confident and switch to a more positive attitude towards their comrades and the subject. The songs in the class help harmonize, align the group and make learning more interesting, creative, joyful and rewarding. Students better memorize new words and assimilate educational material, it is easier to perceive a foreign language by ear, and make fewer mistakes in pronunciation. Through the use of songs of various genres and information about the history of their creation, authors and performers, students expand their horizons, develop musical taste. Learning a foreign language with the help of songs is a natural, and, therefore, a convenient and successful way.

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