

# "RESEARCH-BASED TRANSFORMATION OF TEACHER EDUCATION: TRADITION AS A BASIS FOR INNOVATION"

## International Conference on Teacher Education

### THE ROLE OF SONGS AND MUSIC IN ENGLISH LANGUAGE TEACHING

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**Abstract:** *This article explores the various ways that music and song influence English language teaching approaches. It explores how incorporating music and song into language instruction improves vocabulary acquisition, grammatical comprehension, cultural awareness, and student engagement. It does this by drawing on a wide range of academic studies and practical views. This article promotes the use of music as a potent instrument for establishing dynamic, immersive, and productive learning environments in English language classrooms by examining various pedagogical techniques and empirical studies.*

**Keywords:** *Pedagogy, music, song, English language teaching, cultural understanding, grammar comprehension, vocabulary acquisition, language acquisition, and student engagement.*

#### **Introduction**

To achieve effective English language instruction, teachers are increasingly using cutting-edge ways that go beyond conventional methods. The use of song and music in language training is one such approach that is gaining popularity. Music is a powerful tool for language learning because it is a global language that appeals to students from a variety of backgrounds. This essay aims to investigate the significant effects of song and music on English language instruction, including how they might improve student engagement, vocabulary retention, and grammar comprehension.

#### **Improving the Acquisition of Vocabulary**

Singing and music are a lively and captivating way to support vocabulary learning. According to research, learners find it simpler to remember text placed to music because of the rhythmic and melodic patterns that are intrinsic to music. Songs also frequently have captivating hooks and repeating phrases, which help children strengthen linguistic patterns and facilitate vocabulary growth. By exposing kids to real songs, teachers give them access to a wealth of terminology that mimics everyday usage, which improves language ability.

#### **Enhancing Grammar Understanding**

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Apart from aiding with vocabulary learning, songs and music are essential for improving grammar comprehension. Students are exposed to grammatical structures in context through the examination of song lyrics, which helps them comprehend how these structures work within sentences. Additionally, songs frequently incorporate idiomatic phrases, colloquial language, and linguistic elements like rhythm, rhyme, and stress patterns, all of which work to fun and remember reinforce grammatical norms. Teachers can create a dynamic and participatory learning environment that promotes greater comprehension and retention of grammatical topics by introducing music into their grammar courses.

### **Promoting Intercultural Comprehension**

Music is a potent tool for promoting empathy and cross-cultural understanding. Through the study of songs from various genres, geographical areas, and cultural backgrounds, students acquire an understanding of the cultural settings in which language is utilized. Students gain exposure to cultural allusions, customs, and viewpoints through the examination of song lyrics, which helps them to gain a greater understanding of the diversity and depth of cultures found throughout the English-speaking globe. Additionally, music offers a forum for examining historical occurrences, societal concerns, and cultural themes, encouraging critical thought and discussion in the classroom.

### **Providing Student Engagement**

Including songs and music in English language instruction increases motivation and student involvement. With its special power to hold students' interest and elicit feelings, music can enhance and imbue learning experiences. Teachers may design dynamic and engaging learning experiences that accommodate various learning preferences and styles by implementing music-based activities including singing, listening, composing, and performance. Additionally, cooperative exercises like songwriting, group singing, and musical performances help students develop a feeling of community and cooperation, which helps to create a positive learning atmosphere where everyone is made to feel important and included.

To sum up, there is a great deal of pedagogical potential in incorporating song and music into English language instruction. Teachers can establish dynamic, immersive, and productive learning environments that improve vocabulary acquisition, grammatical comprehension, cultural awareness, and student engagement by utilizing music. In the future, teachers must adopt cutting-edge pedagogical strategies that capitalize on music's transformative potential in language instruction. In addition to mastering the language of English, children will gain a greater

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awareness of the connectivity of cultures and the universal language of music as the harmonic classroom becomes a reality.

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