

Modern Foreign Popular Music As a Means of Teaching An English Language to Students of A Non-Linguistic Profile

Babaeva Komila Rishatovna, Istamova Gulnoza Utkurovna,
Abidova Zilola Habibullaevna, Khudayarova Ziyoda Maratovna
and Maksudova Dilshoda Kakhramonovna

***Abstract---** The article discusses contemporary foreign popular music as a means of teaching English to students of non-linguistic profile. The author reveals its methodological potential and substantiates the effectiveness of its use in the classroom with university students.*

***Keywords---** Teaching Methods, Creativity, Pedagogical Approaches.*

I. INTRODUCTION

In the period of rethinking the goals and objectives of teaching non-linguistic students English to the side of practical and applied orientation, the problem of choosing teaching aids is very urgent. Paradoxically, precisely their huge choice in our time gives it additional complexity. Today, when there is a huge selection of textbooks and teaching aids on the shelves of bookstores, both domestic and foreign, written according to the most varied methods of teaching the language, no teaching materials can no longer seem special and nothing press on others.

Not to surprise anyone with multimedia teaching tools, as well as authentic materials in English, which with the spread of the Internet are becoming more accessible. In this regard, the first place is the choice of content and, most importantly, its quality.

Language and music are two sign systems; each of them is based on sound. Sounds, like communicative signals, carried and carry valuable information to people. Music, songs are an effective means of teaching a foreign language. Language, like music, has a certain structure and rules. Phrases and sentences are built from words and notes; they have rhythm, size, and rhyme. Language, like music, has four functions: it serves as a means of cognition, communication and expression of attitude to the world, is the guardian of national culture, acts as an instrument of education, development and upbringing.

II. MAIN PART

The combined solution of the educational, developing, practical, and educational tasks of training is possible provided that it affects not only the consciousness of the students, but also penetration into their emotional sphere. That is, music is one of the most effective ways of influencing the feelings and emotions of a person.

*Babaeva Komila Rishatovna, Senior Lecturer of the English Language, Department at TSUE. E-mail: Camilla379@mail.ru
Istamova Gulnoza Utkurovna, Senior Lecturer of the English Language, Department at TSUE. E-mail: Istamova-g@mail.ru
Abidova Zilola Habibullaevna, Senior Lecturer of the English Language, Department at TSUE. E-mail: zilola.abidova@mail.ru
Khudayarova Ziyoda Maratovna, Senior Lecturer of the English Language, Department at TSUE. E-mail: Zolushka_0708@mail.ru
Maksudova Dilshoda Kakhramonovna, Senior Lecturer of Tashkent State Institute of Oriental Studies, Department of Western-European Languages. E-mail: maksudovadilshoda75@gmail.com*

We noticed that the music in the lesson relaxes, introduces an element of festivity, originality into the process of language learning, which has a significant impact on the emotional sphere of students, contributes to both memorizing material and reducing fatigue in the learning process, and develops memory and thinking. Music and songs in the lesson can be a good help in the successful development of foreign languages, subject to competent, thorough selection of material, and, importantly, its systematic use.

III. ANALYSES

Positive learning outcomes in multilevel language groups in French and English languages of the Kazan National Research Technological University and the Kazan State Conservatory show that the use of a foreign language song in the process of teaching foreign languages contributes to:

- Improving pronunciation skills;
- Achieving the highest possible accuracy in articulation, rhythm and intonation;
- Expansion of vocabulary;
- Development of reading and listening skills;
- The incitement to monological and dialogical statements;
- The development of prepared and spontaneous speech;
- Training and consolidation of lexical and grammatical material.

Consider this type of authentic material, as a modern foreign popular song in English as a means of teaching students. Pop music is available nowadays and is easy to use technically. To work with it, additional devices are not required, but only a mobile phone is needed, which is available for each teacher and student.

The idea of using music in English classes is not at all new; in the Russian school, musical material is used when working with children, especially younger children. At the same time, in the pedagogy of higher education, its linguo-didactic potential is not sufficiently revealed.

Analyses

In the classroom, children turn to music, taking into account the age characteristics of the students. In this case, the learning tool determines the form of the lesson. Children have the opportunity to sing, spend physical time in English with music, have round dances, and perform dramatization; Thus, in the classroom with students, music is used not only for didactic, but also for educational purposes.

As noted by N. A. Rybakova, for the implementation of one of the leading principles of pedagogy of art, the activities of the teacher and students in the lesson should be a full-fledged artistic and creative activity, and a personal way of communicating with music should be educated in children.

However, adults love music no less than children, it's another matter that in classes with university students, songs act directly as authentic linguistic material undergoing analysis.

English must be now sung not only in English-speaking countries, but throughout the world. Songs are written and performed in this language, in particular, for international festivals, including by Russian performers. At the

same time, even though the source of the language is the text of the songs, it cannot be considered in isolation from the music, therefore the song as a piece of music as a whole should be considered as a means of teaching the English language. There are several reasons:

1. A text without music is “dry”; it does not affect the emotional sphere of a person in this way;
2. A text without music is not so recognizable because there is no rhythm and motive in it;
3. A song as a musical work is a work of art of a certain country and culture and also carries linguistic and regional material.

It is known that many even fairly good English people listen to songs on it, not paying attention to the words and not listening to what is being sung. The melody and rhythm itself is remembered first of all. That is why, if a familiar motive, as it were, acquires verbal and semantic frames in the lesson, the words are remembered especially effectively, since if a student has heard a song many times, but has not paid attention to the words, then his lesson is updated in his experience. From a linguistic point of view, modern popular songs are characterized by the fact that the texts mainly contain only the most modern and most common vocabulary, they contain a large number of colloquial words and expressions, use simplified syntactic structures and grammatical constructions characteristic of the English language at this stage of its development, there are truncated grammatical forms (gonna, wanna, gotta, etc.), they contain a large number of synonyms and emotionally colored vocabulary, their subjects and obsession, usually close to the problems of today's youth. A popular song is the most neutral of lexical filling. In the majority of musical styles present musical jargon, this is not relevant to people, who are not professional musicians.

The article by E.V. Aleshinskaya notes that for heterogeneous genres there cannot be and should not be a universal differentiating criterion. On the contrary, different characteristics may be relevant for different genres, and in this regard, the model for studying genres should take into account the maximum number of genre-forming features.

All this allows us to say that the modern popular song in English is an excellent example of its use, on the one hand, in all its wealth, and on the other, in all its simplicity, as the main means of intercultural communication of the 21st century. The problem of an insufficiently high level of motivation for learning English is one of the main problems when working with non-linguistic students. Part of its nature is that in the classes they just lack just such examples, since the grammar-translation method prevails when teaching a language, in which the language is considered as a system somewhat divorced from real communicative situations.

The advantage of modern popular songs in English over books, newspapers and magazines is also that they are familiar even to those who are not interested in music. Their people constantly hear on the radio, at cultural events, etc.

IV. DISCUSSIONS

The main difficulty of a teacher's work with popular foreign music is the difficulty of selecting material. When choosing songs, the teacher should carefully and carefully re-read the text himself. There are the following reasons for this:

- Some texts of popular songs contain colloquial vocabulary bordering on non-literary ones. Such words and phrases should not be present in class with students;
- You should not choose works whose content touches on issues that could cause controversy, misunderstanding or rejection among students. It is advisable to choose the most neutral texts in content.

Because of this, the issue of preparing a teacher for classes, which is part of his pedagogical culture, is also relevant. A good preparation of a teacher for a lesson for the quality of the educational process means no less than the professionalism demonstrated during the lesson.

From a methodological point of view, songs are most effectively used for listening. Of course, in order to catch every word in them, one needs to have excellent hearing and rich experience in perceiving foreign language speech. Most students of a non-linguistic profile cannot do this, but you can perform tasks aimed at catching certain language units in a song: in which verse / chorus a particular word is present, catching a line with which a given line rhymes, an idiom that is stable expression etc.

Lines of songs serve as an excellent example of the use of a particular lexical unit in modern speech. In textbooks for students of linguistic specialties, such examples are given from classical works of English literature. However, for non-linguists this is not very relevant, since many classical works that go beyond the school curriculum are not well known to them.

The grammatical constructions and syntactic structures used in modern songs are also of interest for the English language at the present stage of its development, especially this concerns its American version with a tendency to simplify grammar as much as possible.

V. RESULTS

The didactic potential of modern foreign popular music for higher education is very high. Teachers should often use it in the learning process. In addition to purely linguistic, it as an element of art carries linguistic and regional studies, cultural and social material, which is significant, given the importance of interdisciplinary relations in the block of general humanitarian disciplines, which for non-linguists refers to a foreign language.

Here are the selection criteria that song material must meet:

- Relevance criterion;
- Criterion of linguistic value;
- Criterion of linguistic and regional value;
- Criteria for taking into account the interests of students of a suitable age group;
- Criterion of information content of the text;
- The diction of the performer should be clear so that students can easily understand the words;
- The song should be pleasant, rhythmic, not too long, have a chorus.

The main formula: exercises before the song - song - exercises after the song. We distinguish several successive stages in working with the main types of songs. We use these stages with our students in French and English classes.

- 1) As before studying any text, entering unfamiliar students words and phrases before the song;

- 2) A preliminary conversation related to the content of the song;
- 3) Listening to a song;
- 4) Understanding the contents of the song (translation of the text by the common efforts of the students under the guidance of a teacher);
- 5) Performance of tasks and exercises for the song, contributing to better assimilation of new material;
- 6) Reading the lyrics with intonation;
- 7) Learning a song in the process of its joint performance;
- 8) Performance of a song by students with and without a teacher.

VI. CONCLUSION

Music not only brings diversity and novelty to the learning process and enhances motivation due to its emotional nature, but also contributes to the formation of the correct pronunciation. The role of songs in teaching a foreign language is great. The songs contain the most commonly used grammatical phenomena; Lyrics allow you to consolidate lexical and grammatical skills, contain a large amount of regional geographic information. The songs contain thematic vocabulary; with the help of songs, students begin to better perceive speech by ear, and they develop listening skills. Using and correctly applying songs in foreign language classes, we use all aspects of the language: from phonetic, lexical, grammatical to syntactic.

REFERENCES

- [1] Xolmurod, D. (2019). Cooperation in higher education in the Republic of Uzbekistan and the Russian Federation is made to be head today. *International Journal on Integrated Education*, 2(6), 63-66.
- [2] Muyassar Ziyaviddinova, M. (2019). Development of human capital in Uzbekistan by reducing inequality. *American Journal of Economics and Business Management*, 2(4), 88-106.
- [3] Dilrabo Kadirjanovna, A., Dildora Maxammadjonovna, S., & Xushnoza Muxtorali daughter, A. (2019). Features of
- [4] Amriddinova, R., & Tursunqulov, I. (2019). THE GEOGRAPHY OF SPECIFIC TOURISM TYPES AND THE WAYS OF THE DEVELOPMENT IN THE REPUBLIC OF UZBEKISTAN. *American Journal of Economics and Business Management*, 1(3), 97-105.
- [5] Sayyora, E., Vaziraxon, M., & Yulduz, Q. (2019). Comparative characteristics of teaching English. *International Journal on Integrated Education*, 2(6), 84-86.
- [6] Sevara Abdinazarovna, B. (2019). Contents of improvement of educational education and problems of education. *American Journal of Economics and Business Management*, 2(4), 74-87.
- [7] Saydaliyeva, M., Atamirzayeva, E., & Dadaboyeva, F. (2019). Methodological recommendations for using the method of work in small groups. *International Journal on Integrated Education*, 2(6), 87-89.
- [8] Mamashayeva, M., Turdiyev, A., & Uzokov, B. (2019). Development of meta-subject skills in english language lessons in the context of case technology. *International Journal on Integrated Education*, 2(6), 90-91.
- [9] Majumdar, A. (2019). Thirty years after the fall of the Berlin wall in Germany and celebration. *American Journal of Economics and Business Management*, 2(4), 61-73.
- [10] Umida Baxromqizi, N., Umida Inomovna, Y., & Muhayyo Nasillayevna, Z. (2019). Transliteration - as translation methods. *International Journal on Integrated Education*, 2(6), 92-93.
- [11] Sidorkova, L. R., & Aripova, K. A. (2019). Features of actualization of stylistic marking of nouns in artistic speech. *International Journal on Integrated Education*, 2(6), 106-109.