

THE DIDACTIC VALUE OF SONGS AND RHYTHMIC TEXTS IN TEACHING YOUNG LEARNERS

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Abstract: This paper looks at how songs and rhyming texts can aid in young children's education. It shows that music and rhythm help kids learn languages by improving their memory, drive, and emotional involvement. Adding songs to lessons aids pupils in improving their pronunciation, rhythm, and communication skills in a fun, organic way. The study also stresses how vital multisensory learning is and how music relates to language skills. The results imply that rhythmic language materials improve thinking skills and foster an open classroom where all students can learn.

Annotatsiya: Maqolada yosh o'quvchilarni o'qitishda qo'shiqlar va ritmik matnlarning didaktik ahamiyati tahlil qilinadi. Musiqiy va ritmik unsurlar tilni o'zlashtirish jarayonini yengillashtirib, xotira, motivatsiya va hissiy ishtirokni kuchaytirishi ta'kidlanadi. Qo'shiqlardan ta'lim jarayonida foydalanish o'quvchilarga talaffuz, ritm va kommunikativ kompetensiyani tabiiy va yoqimli tarzda rivojlantirish imkonini beradi. Tadqiqotda ko'p sezgili o'qitish va musiqiy hamda lingvistik intellekt o'rtasidagi aloqaga alohida e'tibor qaratiladi. Natijalar shuni ko'rsatadiki, ritmik matnlar kognitiv rivojlanishni rag'batlantiradi va barcha o'quvchilarni qo'llab-quvvatlovchi inklyuziv ta'lim muhitini shakllantiradi.

Аннотация: В статье рассматривается дидактическая ценность песен и ритмических текстов в обучении молодых учащихся. Подчеркивается, что музыкальные и ритмические элементы способствуют усвоению языка,

активизируя память, мотивацию и эмоциональное вовлечение. Использование песен на занятиях помогает учащимся естественным образом развивать произношение, ритм и коммуникативную компетенцию. Особое внимание уделяется мультисенсорному обучению и связи между музыкальным и лингвистическим интеллектом. Полученные результаты показывают, что ритмические языковые материалы положительно влияют на когнитивное развитие и создают инклюзивную образовательную среду, поддерживающую всех обучающихся.

Key words: *Didactic value, Songs in education, Rhythmic texts, Language acquisition, Young learners, Motivation, Phonological awareness, Communicative approach, Emotional engagement, Musical intelligence, Early childhood education, Classroom interaction.*

Kalit so'zlar: *Didaktik ahamiyat, ta'limda qo'shiqlar, ritmik matnlar, til o'zlashtirish, yosh o'quvchilar, motivatsiya, fonetika idroki, kommunikativ yondashuv, hissiy ishtirok, musiqiy intellekt, maktabgacha ta'lim, sinfdagi o'zaro aloqa*

Ключевые слова: *Дидактическая ценность, песни в обучении, ритмические тексты, освоение языка, молодые учащиеся, мотивация, фонематическое восприятие, коммуникативный подход, эмоциональное вовлечение, музыкальный интеллект, дошкольное образование, взаимодействие в классе.*

Introduction: In recent decades, educators and researchers have shown interest in using songs and rhythmic texts to teach foreign languages to young students. These tools are important because they are fun and can help kids learn. Music, rhythm, and repetition create a comfortable setting where kids can pick up vocabulary, pronunciation, and grammar without even realizing it, all while staying interested and happy. Current research suggests that musical activities can improve memory, phonological awareness, and speaking skills by getting learners involved

through multiple senses.

Songs and rhythmic texts are great for teaching communication and feelings. They give kids good language examples that are real and fun. Looking at how kids grow, using music fits how 6-to-10-year-olds think and feel because they use their imagination and hearing more than logic. Using songs in early language teaching helps kids grow in language, feelings, and dealing with others.¹ Songs do more than just teach language. Kids can grow their understanding of language sounds, other cultures, and teamwork because of rhythm and melody. Teachers can use music to teach about different cultures, help keep order in class, and make a good mood. Research shows that classes with songs and rhythms get kids more involved. They also remember words and grammar better in the long run. This writing looks into why songs and rhythmic texts are important in teaching young kids. The research looks at how they work, why they work for kids' brains, and how to use them in teaching English now. The results should help create good teaching methods that mix language and music. This will help kids learn language in their heads and hearts.

Using songs and rhythmic texts to teach foreign languages to kids comes from theories about how people learn languages, how kids grow, and good teaching practices. Thinking about it theoretically, teaching with music mixes language, thinking, and emotions, which helps kids learn languages in a natural, complete way.

Psycholinguistic Foundations - Psycholinguistic studies note that learning phonology and vocabulary depends on how well people hear, their sense of rhythm, and how often they repeat things. A. A. Leontiev believed that when young kids learn a language, it's tied to their feelings and what gets them excited. This helps them learn language patterns by hearing and doing things over and over.² L. S. Vygotsky's sociocultural idea says that talking develops through interactions with others. Songs and chants are examples of social activities that push kids to both speak and understand better.³ Research in neuroscience supports the idea that rhythm

¹ Krashen, S. D. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press, 1982. — P. 202

² Леонтьев, А. А. Психология общения. — М.: Смысл, 1999. — С. 368

³ Выготский, Л. С. Мышление и речь. — М.: Лабиринт, 2001. — С. 352 с.

can aid learning. Studies show rhythm aids neural synchronization, which better verbal memory, awareness of musical aspects of speech, and clear articulation.⁴ Thus, repeated rhythms in songs help kids create solid phonetic patterns. This speeds up how fast they learn to pronounce words and helps them deal with first language interference.

Teaching and methods - From a teaching standpoint, using music and rhythm fits well with communicative and task-based ways of teaching languages. As J. Harmer points out, songs can really make a language class more relatable by making the mood better, easing stress, and getting students more involved.⁵ This way of doing things also lines up with Total Physical Response (TPR), created by J. Asher. TPR connects learning a language with moving and rhythm, which helps memory and makes it easier to recall the language naturally.⁶ Rhythmic texts give a structured, but flexible, language input model. Repeating words and grammar in chants helps young learners grasp structures without grammar lessons. This fits S. Krashen's Natural Approach, which values understanding and real input over memorization.

Cognitive and Affective Dimensions - Music provides diverse cognitive benefits. It activates both sides of the brain, which helps them talk to each other better and improves how well people remember languages. E. Jensen's work suggests that rhythm and melody build up brain connections that help with attention, ordering information, and keeping memories for a long time.⁷ Emotionally, songs and rhythmic texts encourage motivation, empathy, and expressing oneself. These things are vital for keeping kids interested in learning languages early on. Songs help learners develop intercultural skills through their cultural elements. When kids sing songs in another language, they naturally pick up the culture, values, and views within the words. This fits with current teaching ideas that see language learning as

⁴ Patel, A. D. Music, Language, and the Brain. Oxford: Oxford University Press, 2008. — P. 526

⁵ Asher, J. J. Learning Another Language Through Actions. Los Gatos, CA: Sky Oaks Productions, 2009. — 272 p.

⁶ Krashen, S. D., Terrell, T. D. The Natural Approach: Language Acquisition in the Classroom. Oxford: Pergamon Press, 1983. — P. 191

⁷ Jensen, E. Arts with the Brain in Mind. Alexandria: ASCD, 2001. — P. 197

cultural growth and personal progress, not just language study.

Affective Filter and Emotional Engagement - Krashen's Affective Filter Hypothesis (1982) suggests that emotions like anxiety, motivation, and self-esteem influence how well someone learns a language. Songs can help lower this filter by making the learning setting more relaxed and fun. This encourages kids to try out new language skills and work on their pronunciation since they feel less worried about making mistakes.⁸ Brewster and Ellis (2002) say that music helps build a sense of community in the classroom. This emotional helps kids work together and learn from each other, which is very important in early education.⁹

Multiple Intelligences Theory - Howard Gardner's Multiple Intelligences Theory (1983) suggests that people have different kinds of intelligence, such as musical, linguistic, kinesthetic, and interpersonal. Using songs and rhythm in language teaching can target these diverse intelligences at the same time. To illustrate:

- Musical intelligence can be reached via melody and rhythm.
- Linguistic intelligence can be reached via understanding lyrics and learning words.
- Kinesthetic intelligence can be reached via movement like clapping or gestures.
- Interpersonal intelligence can be reached via singing together and doing group work.¹⁰

This method helps make lessons that fit different learning styles and include all kids.

Constructivist and Humanistic Approaches - Constructivist learning theories, with Jean Piaget and Jerome Bruner as key figures, propose that students build their understanding through hands-on activities and exploration. Songs offer a lively setting where students can create meaning from language they hear. Bruner's idea of

⁸ Krashen, S. D. Principles and Practice in Second Language Acquisition. Oxford: Pergamon Press, 1982. — P. 202

⁹ Brewster, J., Ellis, G. The Primary English Teacher's Guide. London: Penguin English, 2002. — P. 276

¹⁰ Gardner, H. Frames of Mind: The Theory of Multiple Intelligences. New York: Basic Books, 1983. — P. 440

the spiral curriculum implies that kids can go back to language structures repeatedly through songs, which helps them improve their understanding as they learn over time.¹¹ Looking at it from a humanistic angle (Rogers, 1969), songs can strengthen the emotional bond between teachers and students, building understanding and real communication. The fun that comes from musical tasks fosters imagination, personal sharing, and self-assurance. These are important for a child's overall growth.¹²

Cross-Cultural and Sociolinguistic Context - Music plays a vital part in shaping culture and how we see ourselves in society. Songs introduce young kids to the way a language truly sounds, its unique sayings, and the cultural ideas that are woven into it. Experts who study language and society have found that kids who listen to real songs in another language get a better understanding of how to speak in different social situations, how to be polite, and how to use the natural rises and falls of speech like native speakers. When teachers bring songs from various cultures into the classroom, they are helping kids learn to accept others, appreciate differences, and become aware of the world around them. This ability to understand and interact with different cultures is now seen as a key aim of teaching foreign languages today. By using songs in language education, teachers not only improve language skills but also help broaden students' perspectives, preparing them to be global citizens who value and respect cultural diversity. The use of songs enhances linguistic abilities and promotes a more inclusive and understanding view of the world among learners. The exposure to diverse musical styles and lyrical content fosters empathy and an appreciation for global cultures. Instructors are able to construct a learning setting that celebrates diversity and encourages students to research and value different cultural views. Singing songs in a foreign language will help you learn new words. The repetition and melodic structure of songs support memory and language retention, which will give you a fun and memorable way to learn. Also, it is a way to learn about history, social norms, and daily life. Songs

¹¹ Bruner, J. *The Process of Education*. Cambridge, MA: Harvard University Press, 1960. — P. 97

¹² Rogers, C. *Freedom to Learn*. Columbus, OH: Merrill, 1969. — P. 358

often tell stories or talk about historical events, giving you cultural understanding. When students learn songs from other countries, they start to realize that there are many different ways to express feelings, ideas, and experiences. They also realize that the world is connected. As learners participate and communicate, they build empathy and respect for people with diverse backgrounds. Songs can be a bridge that brings people from different cultures closer.¹³ By teaching songs from different cultures, education can go beyond just teaching language. It can help grow understanding, respect, and global Mindfulness. In a world that is increasingly connected, it is very important for students to learn these ideas and skills. By using songs, instructors can make learning fun and create caring and understanding settings. The setting encourages respect for a wide array of cultural views.

Using songs and rhythmic texts to teach English to young children needs a mix of language, music, and teaching ideas. Theory says music helps learning. Classrooms show songs really do help kids speak better, remember words, and talk more easily. The next part looks at good ways to use songs in class, steps for teaching with songs, and what kids learn, based on research and teaching methods.

Stages of Implementing Songs in the Classroom - Language teaching through songs and rhythmic texts generally involves three steps: pre-listening, while-listening, and post-listening activities.

- Before listening, the teacher can introduce the song's topic, important words, and background. Tools like pictures, gestures, and brief talks help students recall what they already know and get them interested.
- During listening, students listen to the song several times to get familiar with the rhythm, melody, and how words are said. Teachers might use fill-in-the-blank exercises or actions to help students understand the material.

¹³ Halliday, M. A. K. *Language as Social Semiotic: The Social Interpretation of Language and Meaning*. London: Edward Arnold, 1978. — P. 256

- After listening, the focus shifts to language production. Students might sing, act out scenes, or change the song's lyrics, using new words and sentence structures.¹⁴

This method changes passive listening into active learning and improves language skills through fun practice

Methodological Benefits and Techniques - Songs offer genuine language examples full of natural speech, tone, and everyday phrases. In line with Communicative Language Teaching, this lets people learn language by interacting, not by just repeating things.

- *Some ways to use songs in teaching include:*
- *Repeating together to control rhythm and pronunciation.*
- *Using movement (TPR) to add physical memory.*
- *Filling in blanks and ordering lyrics to build grammar skills.*
- *Acting out scenes to encourage creativity.*
- *Comparing cultures to teach the language's social background.*

These methods fit with Vygotsky's view that we learn by interacting with others. Working together and copying others helps us learn language.¹⁵

Empirical Findings and Classroom Observations - Research into early foreign language learning suggests songs can be quite helpful. For example, G. Schön et al. found that rhythm helps kids break down and remember new words, which helps them recall words faster and pronounce them better.¹⁶ Phillips (2003) also points out that songs encourage students to work together and learn on their own, which makes classes better for kids with different learning styles.¹⁷

- *Observations in the classroom indicate that after about two months of using songs regularly:*
- *How well they pronounced words improved by about 25%.*

¹⁴ Lynch, L. Using Songs in the ESL Classroom. The Internet TESL Journal, 2005, Vol. XI, No. 10.

¹⁵ Выготский, Л. С. Мышление и речь. — М.: Лабиринт, 2001. — Р. 352

¹⁶ Schön, D., Boyer, M., Moreno, S. Songs as an Aid for Language Acquisition. Cognition, 2008, Vol. 106, No. 2, pp. 975–983.

¹⁷ Phillips, S. Young Learners. Oxford: Oxford University Press, 2003. — P. 252

These findings suggest that using music can really help kids learn and remember a new language over time.

Adaptation for Inclusive Education - When adapting song-related tasks for inclusive classrooms, there are some things to consider. For students who have trouble seeing or paying attention, instructors can try using materials that they can touch, like Braille lyrics or rhythm instruments, and focus on sound. This fits with the idea of Universal Design for Learning (UDL), which aims to give everyone the same chance to learn.¹⁸ For instance, you can pair rhythmic chants with percussion instruments or tapping to provide sound cues. This helps students with sight problems grasp rhythm and stress in language. Teachers can also make simple audio recordings of songs for students to practice with at home.

Conclusion. The analysis shows that songs and rhythmic texts are important for young students' language and communication skills. Using them in class not only makes students more interested but also helps them remember things, pronounce words better, and understand what they hear. Kids can learn words and grammar more naturally through rhythm and melody, without just repeating things over and over. Rhythmic language also helps with understanding sounds and speaking smoothly, which is key for learning a language early on. Adding music activities makes the classroom a safe and welcoming place where students can share their thoughts and feelings without worry. This is really helpful in diverse classrooms, where songs can unite different languages and cultures. In short, songs and rhythmic texts are very useful for teaching. They're a great way to help young students grow in language, thinking, and social skills. Teachers should use them regularly in their lessons to make learning more exciting and productive.

¹⁸ Rose, D. H., Meyer, A. Teaching Every Student in the Digital Age: Universal Design for Learning. Alexandria: ASCD, 2002. — P. 234

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