

**PSUCHOLOGICAL AND AESTHETIC ASPECTS OF EDUCATING
SCHOOLCHILDREN USING SONG MATERIALS IN THE PROCESS OF TEACHING ENGLISH
IN SECONDARY SCHOOL**

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Absrakts:*The article presents current issues of using song material in classes of English as a foreign language. The main advantages of using song material, which help to reveal the main competencies in teaching a foreign language are highlighted. The criteria for selecting songs, presented for complex work on the use of song material in the lessons of English as a foreign language, are considered. Examples of using various songs in accordance with the language level of foreign pupils are given.*

Keyword:*English as a foreign language, song material, competence based, funny lines, historical songs, The Beatles*

In the strategic development of the Republic of Uzbekistan, oriented for 2022-2026 years out of seven strategic directions the formation of a civil society, the creation of a truly democratic, people-powered state, is in first place [1]. In the context, the educational process and upbringing of the young generation acquires special significance.

Song art occupies a special place in the spiritual life of people. Especially historical songs reflect the historical events of a particular people. For example, the tribes of the Anglo-Saxons and Britons captured the British isles, many Celts were forced

to leave the Kent region. The historical song of the Celts describes how they ended up in Armorica, the current Brittany region of France (5th century A.C.) [2]. In general, a song is a product that embodies human thought, ideas and worldviews.

In the process of studying the song art of various peoples, researchers divided song art into the following types:

- 1) songs that have great educational value-patriotic
- 2) family and mourning songs
- 3) labor songs

4) songs, that reflect social injustice

5) historical songs and melodies

Among the variety of tools used in teaching English one of the most effective is use of song material. Lessons with the use of a song are usually need in a special form, different from ordinary lessons. For example, pupils can sit in a circle it also possible to conduct similar rooms, assembly halls. Songs same principle texts for extracurricular reading, they must be authentic, accessible in terms of information and language plans, problematic relevant and also melodies, ut most importantly, they must correspond to the age characteristics of pupils [3]. Properly selected song material, taking into account the positive emotional impact on children affects their motivational tone and emotional sphere. The texts of the selected songs must correspond to the topic of the lessons. Among with the studied vocabulary they should contain new lexical units.

According to researchers there are various advantages in learning a foreign language:

1. Songs, as one of the types of verbal communication, are a means of stronger assimilation and expansion of vocabulary since it includes new expressions. In songs already familiar vocabulary there are proper names, geographical names. The realities of the country of the language being studied poetic words. This contributes to the development of a sense of language in schoolchildren knowledge of its stylistic features.

2. In songs grammatical instructions are better absorbed and activated. In some countries, grammatical constructions are being studied and activated. They are written in a modern rhythm, accompanied by a text with explanatory comments as well as tasks the purpose of which is to check the understanding and discussion of the content [4]. Songs contribute to the improvement of foreign language pronunciation skills, the development of musical ear. It has been established that musical ear, auditory attention and auditory control are in a dark relationship with the development of the articulatory apparatus, learning and performing short songs that are simple in terms of melodic pattern with frequent repetitions help to fix the correct articulation of the pronunciation of sounds the rules of phrasal stress, rhythm features, etc [5].

3. Songs contribute to the aesthetic education of pupils, inclusion of the team, a more complete of the creative abilities of each. Thanks for music, a favorable psychological climate is created in the lesson, the psychological load decreases, language activity is activated, emotional tone increases and interest in a learning a foreign language is maintained [6].

4. Songs and other musical works stimulate monologue and dialogic statements, serve as the basis for the development of the speech-cognitive activity of schoolchildren, contribute to the development of stress, rhythm features, etc.

But the question arises is any song material suitable for learning a language? Obviously, this is not true at all. It should be noted that when selecting song material, it is extremely important to take into account the age characteristics and interests of pupils. Consider as an example an excerpt from the song of the Beatles - "Yesterday".

All my troubles seemed
so far away,
No it looks as though
they're here to stay.
Oh, I believe in yesterday
Suddenly,
I'm not half the man
I used to be.
There's a shadow hanging over me,
Oh, yesterday came suddenly [7].

As you can see, the text is simple and easy to understand. There are no complicated

constitutive and unusable words. Indeed the songs of the Beatles are considered to

be good material for teaching English. Songs and music with texts in English increase the

motivation to learn a foreign language, contribute to the formation of the cultural competence.

Special attention should be paid to the selection of songs. Schoolchildren should like the melodies the musical accompaniments should be modern and lively.

And yet we should not forget about one feature of the song, pupils will sing songs not only in the classroom, but also when the lesson is far behind and they will sing them

for their own pleasure. Songs are not forgotten unlike grammatical structures that disappear from the head at the end of the lesson songs can live long and become

part of someone's culture [8].

Songs in the lessons can be used for various purposes:

1. Some songs we can use to practice grammar structures;
2. You can dramatize the song;
3. Change direct speech to indirect;
4. Convey the content of the song in your own words;

5. Write a play, create dialogues on a basis, imagine the characters are talking to each other according to the song;

6. "Funny lines". These exercises are possible already at the elementary level. After the pupils have worked out the song, write the lines from the song in a different order.

7. Create a research project, dedicated to the song being studied [9]

In our methodological study, some aspects of the use of song material in English lessons were touched upon. In our opinion, the use of song material in English classes not only enriches pupils' grammatical knowledge and vocabulary, but influences the formation of the aesthetic taste of pupils.

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