

EFFECTIVE TEACHING METHODS OF FOREIGN LANGUAGES THROUGH CULTURAL MEANS

¹**Shakhnoza Nurmuradova Ibragimovna**

***Abstract---**This article deals with the effective usage of poetry and songs during practical lessons of teaching foreign languages, particularly Russian. Different ways of using authentic poems and music as a means of learning the original second language are worked out. Besides, it is given a number of suggestions how to create various tasks and activities while learning any foreign language through lyrics and music for arising intercultural awareness.*

***Keywords---**poetry, song, activity, suggestopedia, means, practical approach, development, pronunciation, consistency, principle, communicative function, speech, student's personality, creative thinking, universality*

I. Introduction

In the 21st century, one of the main goals set by our state is to raise a comprehensively advanced young generation while maintaining and strengthening economic, political, cultural and scientific ties with many developed and developing countries. Teaching foreign languages is of particular importance in achieving this goal. After all, knowing the language is exploring the world.

At present, all students fully realize that learning a foreign language opens up great opportunities. As Bernard Show states out, “the only way to get to know is the activity.” After graduating from high school, young people are now starting to take part in multi-faceted activities. Their real lives and activities are based on particular systems. These systems are, of course, unique to each age group.

Each activity has its own specifics, and the actions that make them are more important than their motivations. For example, when a person is forced to engage in some activity only because of a need, then he/she feels what he or she needs, and other motivations come from one’s understanding of the world. [1.44]A clear view of the activity is done on purpose.

In today's global information exchange, it has become a requirement for people to read, process, and extract information that is too tremendous for them. To do this, you need to learn how to minimize text. It provides complete and profound information for communicative purposes. Text compression is an intellectual process, and students become active in a process that addresses a number of challenges. It is precisely this process that improves motivation for learning, that is, motivation for further study. The use of modern pedagogical technologies to improve student activity and to teach them independent creative work can be very difficult. In receptive forms of

¹Senior teacher of Bukhara engineering technological institute,
“Uzbek language and literature” department
nurmurodova_sh@umail.uz

speech it serves as a control device. Teaching in a contemporary setting gives the group an opportunity to learn together.

Linguistic principles, that is systematic, concentration, functionality, methodological differentiation, minimization, situational-thematic principle of presentation of materials, limitation of phenomena at language and speech level (these principles are not yet clearly reflected in the methodology) “are not to rely on ready knowledge; they are consciousness and automation; situational presentation of the material; acquisition of theoretical knowledge through communication and practice; understanding of teaching methods by students” [2:59]. While there is an active language proficiency in secondary schools, there are three types - active, passive and mixed types in higher education.

II. Materials and experiments

Former school graduates often do not have the ability to switch from language to speech, often indicating their language proficiency. Therefore, a student who has a good knowledge of the language rules and who is a well-educated high school student may be surprised and dissatisfied with his or her academic performance.

When speaking in a foreign language (including a second language), the student should use linguistic, emotional and spiritual support in making speech. This facilitates a very complex and multifaceted process of learning a foreign language and encourages students. In this case, the teacher should present a new language in communicative form through text, dialogue and creative tasks, that is, direct the language material to a particular communicative task without the need for a dry, ready presentation.

The same principle applies to the study of text. In this context, assignments are defined based on the nature of education. In addition, communication provides language phenomena (systematic principle) based on the needs and requirements, systematic separation of active and passive material providing consistency, continuous review, control and self-organization (consistency principle). Providing language material as models is a combination of all levels of language and speech activity (pronunciation, hearing and visual perception, practical grammatical development of forms and patterns, written literacy).

It's known that it is impossible to grow a person as a true fighter and citizen without planting a seed of knowledge and enlightenment. Poetry and songs are the means for this purpose. Using poems and songs in classrooms can help students master new, more sophisticated and more comprehensive aspects of speech. In this case, it helps to form student speech, to achieve proper pace, breathing, and good diction.

The use of music and songs in learning Russian or any other language is a very unusual method, but not a very new one. Many teachers are conscious of the usefulness of music in teaching foreign language. There is a lack of theoretical and practical knowledge to use it effectively. Research is being conducted on such areas as anthropology, cognitive linguistics, sociolinguistics, psycholinguistics, and the relationship between language and music. Scholars such as Bartl (1962), Richards (1969) or Jolly (1975) have argued for the use of music for both linguistic and student interest.

As an audiolinguistic method music was developed as a way to prevent boredom in the classroom of language teaching groups from the 1950s to 1970s, later it was developed as a suggestopedia methodology by Lozanov (1978) and Beknroft (1978) for improving the brain activity.

As suggested by the linguistic scholar Griffey in 2010, songs and poems are used as pedagogical material in the methods of Communicative Language Teaching (CLT) and Task Based Learning (TBL).

Methodological principles for developing speech in a foreign language using poetry and song are:

- The principle of the relationship between intellectual and speech development;
- The principle of speech development as a whole;
- The principle of taking into account individual features of speech development;
- The principle of providing students' active speech practice;
- The principle of an approachable and practical approach to speech development;
- The principle of providing a positive and emotional atmosphere of communication.

Using poems and songs in teaching Russian or any other language is a great way for students to gain access to "true language". This is especially true when using poems. Studying language using poetry and songs enables students to think creatively and freely, and "to see and understand original Russian".

Poems and songs can be used to teach a foreign language in a variety of ways. The more songs and poetry are used in the classroom, the more effective the lesson becomes. It is impossible to master external speech as a means of communication without understanding the socio-cultural features of the language being studied today. The communicative approach to learning foreign languages is inextricably linked. In Russian lessons, the song can be used for a variety of purposes: developing listening skills, pronunciation, grammar skills, vocabulary, speaking skills, and familiarizing yourself with the elements of the country culture.

The songs can be used in the language for a number of reasons. First, the language that the students are learning has a direct connection to the culture of the country, because the students of this age, according to the psychologist, are more sensitive to foreign culture. Second, working with these unique original language materials provides a good basis for a comprehensive development of the student's personality, as well as the songs chosen to stimulate creative thinking and to create good taste. Due to the presence of oral text, the song type, which is one of the most important genres of musical creativity, accurately and logically reflects various aspects of the social life of the nation in the language studied in the genre.

Words are a part of any visual or practical method. As students develop word-of-mouth thinking, collecting ideas about what is happening around them and events, word-of-mouth ways of developing speech become independent methods. This includes reading fiction, memorizing poems and songs, and telling stories. They are easy to find and easy to use at any level of learning English.

The song, like any other piece of art, has a communicative function; it affects the mind and memory of the student, the person's feelings as a regional material, and his or her artistic memory. The songs contain everything - ready sentences, live language and grammar. That is why it gives the ability to hear, understand and remember the speech.

III. Discussion and results

Language teachers should use songs as part of a group teaching repertoire. The songs contain real language, are easily captured, provide words, grammar and cultural aspects, and are fun for students. This will enable them to use valuable speech, listening and language in the classroom and beyond. The songs almost always contain real and

natural language. Of course, not all songs are perfect, and they are not appropriate for national mentality. Therefore, a careful selection of songs should be made and a comprehensive set of songs used for language learning:

1. Finding suitable poems and songs for a group is easy to find on the Internet. There are websites devoted to lyrics and songs. You can find many poems by writing the name of any author and the first line or title. If you are preparing a handout using a poem, be sure to acknowledge the author's name and source.

2. The first thing to consider when choosing a poem for a group is the language level. If you try to explain every word in a song you make a mistake. In that case, the poem may lose its charm. On the other hand, most students do not have to comprehend each word in order to understand the general idea of the poems, so the language level may be higher than usual. If students are fully supported and some vocabulary is pre-taught or given some visual aids to help them, they will be able to comprehend more difficult texts than previously used.

3. To find the right poem or song, it is necessary to consider the language and comprehension level of the students in the group. On the other hand, most students can understand any poem or song they want in their vocabulary; therefore, you should not be afraid to choose what seems difficult to them. Visual aids that help you understand selected poems and songs can be created and used, or you need to be taught certain words before presenting the poem or song to the group.

4. There are a lot of things you can do with songs and poetry in a group. Some of the following activities can be implemented in your lesson:

a.) Acquaintance with a topic

Songs and poems usually follow a particular theme. If you are introducing a theme to a group for the first time, a poem or song can be a great way to make the theme more memorable. For example, if you want to make Revolution in Russia a historical lesson, you can use one of the many interesting poems or songs about that era. It might be a better way to make the subject more “real” than reading it in history books. You can also provide information about the season or the weather using poems representing these topics. Visual aids for low-level or young students can also be used to support language learning.

b.) Pronunciation and diction improvement

Songs and poems are great tools for learning about pronunciation. They can teach sounds, words, and speech units to speak the correct pronunciation. This enhances the ability to speak, and students learn grammatical forms at the same time.

c.) Organizing role-play

Songs and poems often tell stories. These stories in songs and poems can be used to play a role. You can ask students what story is displayed in a song or poem. It encourages students to read and gain a deeper understanding of a song or poem and allows them to demonstrate their creative abilities.

d.) Record students' voices

Recording students' own poetry reading can be a good way to help them improve their pronunciation. You can place students in pairs or small groups and get each student to read one of the poems aloud. Then listen to this record in the group. Work with the group on gaps and errors in pronunciation and tone.

So we have to be very creative in the techniques we use often. What makes music a great learning tool is the universality that unites all cultures and languages. In addition to “creating a friendly and collaborative environment where the song is an important factor in language learning in the group, it lets you enter the rich and unfamiliar culture of the stories and myths embodied in the poems and songs.” (Kendlin, 1992)

5. The language level of the group not only determines which songs can be used, but also other games (such as games or writing exercises) - you use them to develop the lesson.

6. If you are a young student teacher, you probably want to use repetitive and easy-to-understand songs. Use pop and rock songs for teenagers now or in the past. Alternatively, use fun songs for their age group so that they can have a more open approach to the classroom, perhaps for older students.

7. What things are not usually acceptable in the culture you teach? Whatever it is, use music based on your own cultural norms.

Listen carefully when working with a song or poem; ask some questions about their title, the purpose of the readers in order to check students' observations, and guide them is the teacher's task. Qualitative control of the listening skills of students in song or poetry is of special importance. The most common methods for this control are:

- highlighting the semantic parts of the song based on listening;
- conduct the main content of the song;
- conveying the full meaning of the song;
- answers to questions;
- process independently and change the content of the song;
- performing other types of tests, etc.

The main requirements of the song for listening in groups of higher education are:

- 1) availability of language materials that are familiar to students with an active minimum;
- 2) the presence of simple syntactic structures;
- 3) small volume (1.5 - 2 minutes of voice);
- 4) availability and convenience;
- 5) wide use of additional visual clarification tools.

The conditions for providing audio materials are also important for a successful listening process. These conditions create the number of songs and the tempo of the song provided. Obviously, repeating a song can help the students to grasp the meaning of the concept. However, the number of audiances should depend on the teacher's stated goals when working with audio materials. If listening to a song and doing the following tasks is intended to develop the goal by listening, then listening is the goal of education, followed by several presentations. As N.I.

Gussel points out, the rate of speed determines the speed and accuracy of comprehension as well as the effectiveness of memory.

In addition, the poem provides creative and emotional wealth. Poems, like stories, stimulate and delight imagination. They help students understand the world of other people's feelings and thoughts; they see the world from a different perspective. Introducing students to a variety of literary works provides them with greater understanding and appreciation, as well as enhances their sensitivity and stimulates emotional growth. The songs can be used in every part of the lesson and can be useful in the areas of language development, language awareness, promotion and benefits for the audience.

One of the basic principles in language learning is repetition.

The song can be used in many different ways. All skills - listening, reading, writing and speaking can be used in a linguistic style (words, grammatical structures, rhythmending, emphasis, fluency and pronunciation). The rhythm of the verse helps the reader to put the accents in the right place, creates the natural flow of the language and promotes fluency. There are several challenges that a student may face while working with poetry and songwriting. First, each foreign word has its own style; second, even if both languages have the same words, their pronunciation is not always the same.

8. What can we do with singing in class?

- 1) Listen
- 2) Play a song while listening (active listening), whistle, and flick your fingers
- 3) Sing a song without listening to it
- 4) Speak music
- 5) Talk about words
- 6) Talk about the singer/group
- 7) Use songs and music to customize or change your environment or mood
- 8) Use songs and music to create a social atmosphere and create a sense of community (dance, friendship)
- 9) Write songs
- 10) Play songs
- 11) Talk
- 12) Write articles
- 13) Do research, make a hit list
- 14) Learn Song Grammar
- 15) Listen to and understand the selected song
- 16) Read songs, articles, books for linguistic purposes
- 17) Create songs, letters to singers and questionnaires
- 18) Translate songs
- 19) Record the conversation using the lyrics
- 20) Make the most of video clips
- 21) Play a role

- 22) Teach the culture
- 23) Use the song to speak
- 24) Use music for other activities in the background
- 25) Include songs in project work
- 26) Teach pronunciation, tone and emphasis

If we look carefully at this list and put it into practice, the four skills (speech, reading, listening and writing) can be very good and equally applicable. Students also know that songs improve the pronunciation of the language. So, with only two grammar questions, we can see that most students focus on sentence structure when working with a song but not on how to write words. Do not use native language in presentation of language material, because comparison can lead to confusion and difficulty in understanding. Grammars of various languages are radically different. For a student a comparison of the language material with another language may be a misunderstanding.

IV. Conclusion

When the problem of education classification is solved on a scientific and pedagogical basis, it is possible to individualize the teaching. “The individualization of teaching a complex problem and is directly addressed by a specific methodological and pedagogical approach.”[7:14] Speech development is important for developing students' vocabulary, grammar structure of speech, the formation of sound culture, and the development of technology for the effective use of poems and songs in the development of dialogical and monologist speech. If this technology, that is, certain work to shape the process of developing fluent speech, is designed to create certain conditions on the basis of purposeful, well-planned and well-established methods, then the goal can be achieved.

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