

The Role of Poems and Songs in Teaching English Vocabulary

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Abstract

the use of poems and songs in an English lesson promotes vocabulary learning, allow you to determine the level of formation of students' communicative competencies develops creative abilities, instills interest in learning English independently.

Keywords: poems, songs, teaching, English, listening, vocabulary, speaking.

INTRODUCTION

Research in the field of psychology and linguodidactics shows that methods of poetic and musical presentation contribute to the study of language. Scientists have also found that when using poems and songs, students' emotional background improves, motivation and interest in learning English increases, and with respect to foreign language skills, there is a significant improvement in the division of the speech flow into syntagmas and speech segments [1].

The use of poetic and song material allows you to diversify the types of work in English lessons and establish interdisciplinary connections with other subjects (geography, history, country studies, etc.), suitable for working at all stages of the lesson, i.e. it is a universal means of forming students' communicative competence. The use of these materials makes it possible to determine the level of formation of communicative competencies, the development of creative abilities of students, instill interest in independent study of English, expand linguistic horizons and remove psychological barriers in English lessons [2].

You can start the lesson with passive listening to a song (verses) and discuss only the emotions caused by the melody, versification, for phonetic charging at the initial stage of the training session. At the goal-setting stage, students can be invited to listen to an excerpt of a song (verse) and guess what the topic of the lesson is. At the stage of the relaxation pause, students are happy to sing, read poetry. As a result, it turns out not only a musical pause, but an effective methodological technique for expanding the linguistic horizons of students and forming their socio-cultural competence. Song (poetic) material is also successfully used at the stage of introduction, primary consolidation of lexical and grammatical material, reflection, at the end of the lesson [3].

Using poems and songs performed by native speakers, students more easily assimilate the material; practice the skills of perception and understanding of speech by ear, pronunciation and construction of a competent and logical statement on the topic [4].

Next, we will present a set of exercises for the formation of lexical skills in students with the help of poems and songs. This complex can be used in the formation and improvement of lexical skills through the use of songs and poems. This complex has three tasks:

1. Educational tasks:



- formation and consolidation of lexical skills;

- vocabulary expansion.

2. Developing tasks:

- through the use of the English language, the development of thinking, attention, memory, imagination;

- development of linguistic and cultural knowledge.

3. Educational tasks:

- development of moral qualities of a person;

- formation of musical taste.

When using poetic and song material, students' vocabulary increases motivation to learn English increases. Next, let's look at the main stages of the lesson:

1. Organizational moment.

The organizational moment is the beginning of the lesson, it can last two or three minutes. At this stage of the lesson, personal contact is established with each student:

Hello, hello, my Tashkent!

Hello, hello, the capital of my own,

Hello, hello, the people and the country,

Hello, hello, my Uzbekistan!

Hello, hello, my dear teacher!

Hello, hello, the captain of my lesson,

Hello, hello, my dear friends,

Hello, hello, my lovely school!

2. Stage of physical education.

Physical training sessions are useful for relieving tension and a little rest. Students like to perform various movements, play exercises, pronounce words in English. It is advisable to use small poems, repeating them many times. It develops the skills of memorization and pronunciation.

I can swim, I can jump,

I can speak English,

I have learning English,

And what about you?!

3. The final stage.

At this stage, you can use rhymes to summarize and end the lesson.

Good morning, good day,

Good evening, good night.

The lesson is over,

It's time to say «Goodbye».

Thus, it can be said that lessons using poems and songs attract the attention of students, since these lessons have a positive psychological impact, students gradually get used to the listed stages of lessons. Students' motivation to learn a foreign language increases, a positive attitude appears. Spiritual and ethical development of schoolchildren is possible only if certain rules and requirements are met when selecting poems and songs: their age-appropriate, melodic, and rhythmic. It is also important to take into account that the performer has a clear voice; there



must be a linguistic component. The use of songs and poems when learning a foreign language contributes to the formation of lexical skills among students and increases the interest of students in the language being studied, increases the effectiveness of its teaching.

List of Literature

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