

жоопкерчиликке, эң негизгиси ойлоно билүүгө үйрө- нөт, асылдыкты, аруулукту сезүүнү, жамандыкка келишпес мамиле кылууну жан дүйнө- сүнөн өткөрөт, эл, жер, мекен, эмгек, ата-эне, сүйүү, достук, ынтымак ж.б.у.с. баалуулук түшүнүктөрүн кеңейтет. «Балким, өз алдынча жакшы, оригиналдуу дилбаян жазуу айрым таланттуулардын, адабиятты кесип кылууну көздөгөндөрдүн гана колуна келет дегендер бардыр. Бул туура эмес. Дайыма окуган, тырышчаактык менен аракет кылган, ойлоно билүүгө үйрөнгөн ар бир адам «эң жакшы» деген баага дилбаян жаза алат», - деп белгилейт окумуштуу А.А.Крундышев. [1.]. Демек, дилбаянды адабий билимдерди баалоонун формасы катары гана эмес, студенттерде руханий баалуулуктарды калыптандыруунун жолу катары карап, дилбаян жаздырууга өзгөчө маани бергенибизде гана улуттук маанилүү дагы бир маселени чечүүгө аракет кылган болобуз.

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ЧЕТ ТИЛДЕРДИ ЫРЛАР АРКЫЛУУ ОКУТУУ

Бул макалада чет тилин ырлар аркылуу үйрөтүүнүн ээлеген маанилүүлүгү жана аны окутуунун оз иш-тажрыйбада колдонулган тез натыйжалуу ыкмалары камтылды.

Негизги сөздөр: түрткү берүү, маданият, музыка, ырлар, угуу жана окуу.

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ОБУЧЕНИЕ ИНОСТРАННЫМ ЯЗЫКАМ С ПОМОЩЬЮ ПЕСЕН

Эта статья посвящена преимущественной роли обучения иностранным языкам через песни и эффективных методов обучения, которые используются в собственной практике

Ключевые слова: мотивация, культура, музыка, песни, слушать и преподавательскую деятельность.

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TRAINING FOREIGN LANGUAGES WITH HELP OF SONGS

This paper is about the benefit role of teaching foreign languages through songs and its effective teaching methods which used in own practice.

Keywords: Motivation, culture, music, songs, listening and teaching activity

Yes, how can we imagine our life without music! Music is omnipresent in modern life. You can hear it everywhere: on TV, radio, on the phone, at home, supermarket, restaurant and even when you are on the road. Listening to music is also one of the most popular leisure opportunities for young people and is therefore an undisputedly important motivation thrust in the classroom. Listening to songs constantly can be an alternative way to start a new habit to get new vocabulary.

This method not only fun but also authentic, it is one of the best ways to introduce new vocabulary. Music is a great tool to use in the classroom for young learners developing language skills. Use of music and song in the classroom can stimulate very positive associations to the study of a language. With a bit of practice FL songs will save you a whole lot of stress and time!

Music and songs also provide a lot of information about the life in the narrower sense or on land-related aspects in a broader sense. As a part of the national and cultural studies, lyrics of the genre inform about both current and past topics as well as about emotions such as love, hatred, fears and like. And not least about the time in which they were written. In this way, they also solve different emotional expectations among the learners and are ideally suited to an active, lively discussion. Songs also promote learning across multiple channels and contribute to a better anchoring of words and phrases. As authentic, living lyrics full of shading, songs in the Foreign Language class are a good way to avoid the strict grammatical progression of a curriculum and to give the learners the opportunity to use the language naturally and to be "real" readers or listeners. With the help of songs, their interest can be included in the classroom and overcome the gap between their intellectual demands and their lack of language skills - especially among adult learners. Songs and music thus help with foreign language acquisition. Song lyrics are mostly memorized, so that the learners can remember that they can sing a whole song in Foreign Language. In addition, they relax the lessons and at the same time offer learning progress, because singing is fun to most learners.

Music, especially pop music is close to young learners and therefore seems to be a very suitable medium for deepening their interest by learning the foreign language. The songs offer the possibility to perform different activities in one lesson. They offer not only suggestions for the conversation in the classroom, but are also suitable for long-term written assignments or even for internet research or project work. This means that lyrics can be used for different learning goals: listening and reading comprehension, speaking, pronunciation, creative writing, teaching of vocabulary and grammar structures as well as country-specific information.

Foreign language teachers can use songs as part of their classroom teaching repertoire. So they should consider using songs as a regular part of their classroom activities. The songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They provide enjoyable speaking, listening, vocabulary and language practice both in and out of the classroom.

One of the big problems we all face, whether teaching English to children or adults, is maintaining learners' interest throughout our lessons. Consequently, we often have to be very creative in the techniques we use. What makes music such a great teaching tool is its universal appeal, connecting all cultures and languages. This makes it one of the best and most motivating resources in the classroom, regardless of the age or background of the learner.

The Incredible Benefits of Teaching with Songs

1. Songs help learn vocabulary, grammar and syntax
2. They can use meaningful language in context
3. Songs can be catchy and re-usable
4. Songs enhance listening skills
5. They improve speaking fluency with the natural rhythms of language
6. Integrating music and actions makes your lesson appeal to wider learning styles
7. Songs are fun and motivate pupils
8. Songs can be confidence building
9. Songs are memory aids
10. Songs help with classroom management

More mundane but absolutely crucial to a teacher is that putting on a song immediately attracts the attention of the class. All pupils join in with the actions and/or start to sing along. The teacher now has their attention if he/she did not before!

In summary songs allow students to hear English in context, naturally, to listen repeatedly, to enjoy learning, to be more involved with TPR (total physical response), to be focused and motivated and remember language more easily and for longer.

Selection criteria of the song

The learning goal determines the selection of the songs and is subject to certain characteristics, which must be considered. The following selection criteria can help teachers in their search.

The selected songs should:

- Do not be too long;
- Fun and motivation;
- Have a suitable rhythm;
- Have repetitions (e.g., a refrain);
- Have topics that appeal to the learner;
- Correspond to the music taste, age and language of the learners;
- Understandable and clear pronunciation of the performer;
- Take account of country-specific aspects;
- Have concrete learning objectives, which are followed with the use of the song.

As mentioned above, songs are authentic listening texts, which can be used within the context of listening comprehension training. In the following, didactic suggestions for songs are dealt with.

Songs as listening texts: linking with other skills.

There are a variety of different ways to use music in the classroom. Some teachers prefer to use background music and others use music lyrics as the basis of a lesson. Music can be used to:

- introduce a new theme or topic (Birthday/colours /feelings)
- break the ice in a class where students don't know each other or are having difficulty communicating
- change the mood (liven things up or calm things down)
- teach and build vocabulary and idioms
- review material (background music improves memory)
- teach pronunciation and intonation
- teach songs and rhymes about difficult grammar and spelling rules that need to be memorized ("i before e", irregular verbs, phrasal verbs)
- teach reading comprehension
- inspire a class discussion
- teach listening for details and gist

The successful use of songs and music in the classroom is subject to the usual subdivision into phases for listening comprehension: entrance phase (pre- listening), development phase (during listening) and strengthening phase (post-listening) . Such procedures are to be found in various works dealing with the use of songs in the language teaching. The following work step proposals give the teachers the opportunity to combine different skills. This combination also contributes to the fact that working with songs in the classroom is varied and interesting.

Pre-listening: At this stage, learners have the opportunity to activate pre and global issues, collect keywords and expressions, and build certain expectations about the song. All this can be accomplished through various exercises:

- Associograms (word identifiers);
- Discussion of the song title or song fragments;
- pre-teaching with keywords and expressions;
- Block card work with key sets;
- Assignment exercises (picture - text, picture - image, text - text);
- Introduction to the topic through photos or images;
- Make the correct order of the song;
- Listen to and read the excerpt from the song and speculate about its content;
- Find rhymes

During listening: During the encapsulation phase, lyrics and listening comprehension are the focus. Understanding the song does not have to be complete. The following tasks can help learners understand the song as a listening text:

- True-False exercises;
- Multiple choice tasks;
- Make notes, or rather, write down what you understand;
- supplement the lyric (which the teacher previously wrote as a gap text);
- Arrange rows or sections;
- List how often a word or sentence occurs;
- Correct the lyric (which the teacher has previously manipulated);
- assignments of images to the individual strophes or lines;
- Read text (especially when the text is too long, like hip-hop or rap);
- (instrumental) listening to music and

drawing its rhythm; • (instrumental) describe music (with adjectives, verbs, etc.); • identify musical instruments; • talk about the music, the rhythm and the voices;

For reading:

• Reconstruct song (puzzle / lines); • Formulate a glossary with vocabulary

For written expression:

• Parallel text / member; • Create, write down and play dialogues; • History on the subject of the song; • Letter to the singer; • Criticism / commentary; • semantic fields; • Share the song

You can also use games to enhance the fun of listening to music and bring a bit of movement into the classroom:

• Write lyrics on a large paper. To omit words that could be replaced with an image, so that the learners put in the gaps; • Write lyrics on a large paper. Words / sentences omit. The learners get this and must use it as soon as they hear it; • Play lyrics with mimicry or gesture.

Post-listening: In the final phase, learners should use the newly learned material (words, expressions, grammatical structures, etc.) reproductively. They should also have the possibility to communicate their own opinions on the song.

The following tasks can be used in this phase:

• assignments; • answer questions on the text; • fill a grid; • formulate the glossary with the vocabulary; • write parallel; • Rewriting the song into other texts; • invent, write down and play dialogues with the theme of the song; • write a story about the theme of the song; • write a letter to the singer; • Write a review or comment about the song; • Distribute the song; • Compose a collage about the song.

In this phase you can also create exercises for oral expression, which further have the theme as a theme:

• design and conduct a survey on the song; • summarize the song content; • invent another title for the song; • Minidialogue, Role plays with the lyrics; • Discuss the theme, people and plot of the song.

Grammar and Vocabulary exercises is another opportunity to work with songs in class. These exercises can be used in different phases. This possibility, however, is not undisputed among various authors, since in their opinion this didactic work "breaks the song". In my opinion, the teacher should take this approach into consideration in the planning of lessons and use it with caution.

Grammar and vocabulary exercises:

- Change all tenses;
- Change or delete personal pronouns;
- Change adjectives (by means of antonyms or synonyms);
- Search and define difficult words in the dictionary;
- Write down keywords;
- Add punctuation;
- Practice or supplement adjective declension.

If you don't know a song or the words to it, try searching YouTube. There are usually several versions to choose from, and many of them have closed captioning, so you can see the words (click on the CC button on the bottom right of the screen to see if captions are available). Now, get ready to sing together. You can even make up your own actions or dance.

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