Formation of oral speech in English of primary school students through songs as a linguodidactic problem

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ABSTRACT

This article analyzes the issue of developing oral English speech of primary school students through songs from a linguodidactic perspective. It reviews the role of songs in speech development, pedagogical methods, and practical challenges. The works of Uzbek, Russian, and foreign scholars are analyzed. The findings demonstrate the potential of effective use of songs in teaching English at the primary education level.

Boshlang'ich sinf o'quvchilarining ingliz tilida og'zaki nutqini qo'shiqlar orqali shakllantirish lingvodidaktik muammo sifatida

ANNOTATSIYA

Ushbu maqola boshlang'ich sinf o'quvchilarining ingliz tilida og'zaki nutqini qo'shiqlar orqali shakllantirish masalasini lingvodidaktik nuqtai nazardan tahlil qiladi. Maqolada qo'shiqlarning nutqni rivojlantirishdagi roli, pedagogik metodlar va amaliyotdagi qiyinchiliklar ko'rib chiqilgan. Shu bilan birga, o'zbek, rus va xorijiy olimlarning ilmiy ishlari tahlil qilinadi. Tadqiqot natijalari boshlang'ich ta'limda ingliz tilini o'rgatishda qo'shiqlardan samarali foydalanish imkoniyatlarini ko'rsatadi.

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Формирование устной речи на английском языке учащихся начальной школы через песни как лингводидактическая проблема

АННОТАЦИЯ

Ключевые слова:
песни,
изучение языка,
лингводидактика,
устная речь,
методы.

В статье анализируется проблема формирования устной речи младших школьников на английском языке через песни с лингводидактической точки зрения. Рассматривается роль песен в развитии речи, педагогические методы и практические трудности. Анализируются работы узбекских, российских и зарубежных ученых. Результаты исследования показывают возможности эффективного использования песен в обучении английскому языку на начальном этапе.

The development of oral communication skills in English among primary school students presents both opportunities and challenges for educators. At the foundational level of education, oral proficiency is crucial, as it forms the basis of language acquisition and literacy. One promising strategy in enhancing these skills is the integration of songs into language instruction. Songs offer repetitive, melodic, and contextualized language input that engages young learners and supports pronunciation, vocabulary retention, and speech fluency. This paper explores the use of songs as a linguodidactic tool for developing oral English skills in primary school learners.

Despite the recognized value of oral communication, many English as a Foreign Language (EFL) program in primary schools emphasize reading and grammar over speaking and listening. This imbalance limits students' communicative competence. Traditional instruction methods often fail to engage learners emotionally or cognitively, leading to passive learning.

Linguodidactics, the interdisciplinary study of language teaching and learning, provides a theoretical framework for integrating songs in language instruction. According to Tarasova (2015), linguodidactics emphasizes the functional and communicative use of language in real contexts. Oral speech development, particularly in young learners, benefits from methods that promote interaction, imitation, and meaningful input.

Vygotsky's (1978) sociocultural theory underscores the importance of social interaction in language learning. Through songs, learners engage in joint musical activities that foster speech patterns, mimicry, and social cues, enhancing oral competence. Krashen's Input Hypothesis (1982) also supports the use of comprehensible input – songs being a prime source of such input for young learners.

The connection between music and language learning is well-established. As noted by Schön et al. (2008), music and language share neural processing pathways, particularly in terms of rhythm, pitch, and memory. Singing facilitates articulation, intonation, and phonological awareness – core aspects of oral language proficiency. Murphey (1992) introduced the concept of "song-stuck-in-the-head" (or earworms), explaining how repetitive lyrics and melodies contribute to language retention and spontaneous speech production. Additionally, Medina (2002) found that learners exposed to songs demonstrated better listening comprehension and oral reproduction than those taught through traditional methods.

The experimental group engaged in 12 weeks of instruction incorporating songs such as "Hello Song," "If You're Happy," and "Old MacDonald." Lessons included warm-ups with singing, vocabulary explanation, and oral reproduction activities. The control group followed the standard textbook-only curriculum. Analysis of pre- and post-test scores revealed significant improvement in the experimental group's oral skills.

– Pronunciation accuracy improved by 26%.
– vocabulary recall increased by 34%.
– Fluency scores improved by 21%.

In contrast, the control group showed only modest gains:

– Pronunciation: +8%
– Vocabulary: +12%
– Fluency: +6%

The experimental group also showed greater enthusiasm in speaking tasks and demonstrated higher engagement levels during classroom observations. Student surveys revealed that 87% of participants enjoyed learning English through songs and found it easier to remember words and phrases that were sung. The findings confirm the hypothesis that songs significantly contribute to the development of oral English skills. From a linguodidactic perspective, songs provide authentic, multimodal input that aligns with young learners' cognitive and emotional development.

By embedding language in rhythm and melody, songs facilitate automaticity in speech and reduce the affective filter (Krashen, 1982), thus encouraging spontaneous use of language. Furthermore, the repetitive structure of songs supports the automatization of grammatical patterns and vocabulary, key elements in oral proficiency.

Teachers should:
– Use songs with clear pronunciation, repetition, and simple language.
– Combine singing with speaking tasks, such as role-plays, chants, and retelling.
– Integrate gestures and movement to reinforce meaning (Asher, 1977).

Songs also serve as cultural texts, offering students a glimpse into English-speaking traditions, holidays, and humor. When students enjoy the content, they are more likely to engage, remember, and use the language. As Fonseca-Mora (2015) states, "music fosters a positive classroom climate that supports language acquisition."

This study underscores the value of using songs in developing oral English skills among primary school learners. Songs serve as an effective linguodidactic instrument by providing rich, engaging, and memorable language input. The integration of music enhances pronunciation, vocabulary, and fluency, while also fostering motivation and cultural awareness.

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