



**FEATURES OF THE USING OF POETIC AND SONG MATERIAL
AS A MEANS OF IMPROVING THE EFFECTIVENESS OF THE
LESSON FOREIGN LANGUAGE**

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ABSTRACT	KEYWORDS
It should be noted that recently there has been a noticeable increase in the share of video courses and computer programs used in the course of teaching a foreign language, which negatively affected the use of poetry during classes.	a poem and a song, motivation, communicative-oriented tasks

INTRODUCTION

Motivation is the most important spring of the process of mastering a foreign language. In a rather non-standard way, it is possible to solve the problem of motivation to learn foreign languages: training should go in parallel with the comprehension of culture -the study of songs, legends, and customs of the people.

Meanwhile, a poem and a song, as didactic material, have a number of advantages:

- a) accessibility – thanks to the development of the Internet;
- b) abundance of language material;
- c) variety of language material;
- d) constant updating of the material;
- e) belonging to the culture of the country – additional linguistic and cultural information;
- f) the presence of numerous and diverse registers of the language.

All this allows you to use songs and poems in a foreign language class with a large utility coefficient. For many teachers, all work with a song (verse) is reduced to "listening" and "memorizing", so the guys often do not even understand the meaning of the verse they have memorized.

It is important to determine the sequence of actions when working on a poem with the condition of its memorization. For example:

1. Intonation-phonetic presentation of a poetic text by a teacher. Clearly, expressively read the poem.
2. Removal of lexical and grammatical difficulties. Vocabulary that is difficult to understand should be written down on the blackboard beforehand. By explaining the meanings of words with illustrations or translation. Do it in the order in which they follow.
3. Checking the understanding of the text through questions. Make sure that the difficult words written on the blackboard sound in the answers of the children.
4. Intonation - phonetic elaboration of the poem:

The first line is read by the teacher, the second by the students, then vice versa.

The poem is read by students in a chain.

5. Choral working out of the text in compliance with the poetic rhythm.

6. Memorizing a poem with a written support, which changes in the process of work? If the poem is written on the blackboard, one word in each line is erased, but all the lines are completely spoken together with the students. This process is repeated 3 times. Each time a new word is erased, and the entire line is reproduced based on the remaining words, first with the teacher, and then independently by the students.

7. Reproduction of poetic text. 3-4 students read a poem by heart in turn. At home, the task is given to learn a poem, prepare its translation, and also illustrate its content. The drawing will help the children to recite both a foreign and their own version of the poem in Russian.

The use of communicative-oriented tasks with poetic texts in foreign language lessons makes it possible to firmly assimilate sentence structures of various communicative types, tense forms of the verb and successfully use them in everyday practice, because their fear of grammar disappears, they learn it better through rhyming structures.

Unlimited opportunities when working with rhymed verses to work out grammatical rules allow, firstly, not only to interest students in creative activity, but also to attract them to active participation in the exercises - the internal motivation of the children is formed, which in the future may turn into a deep interest in learning the language as a whole.

Secondly, a creative approach to grammar eliminates boring, useless memorization of rules and instructions and, conversely, develops memory, thinking, and creative abilities. After all, in order to improve the mind, you need to think more than memorize [1, p. 53]. The grammatical structures repeated in the poem create a sense of rhythm, thanks to which they are absorbed much easier and more firmly. New grammatical material is stored in memory and remembered for a long time.

Of course, listening is one of the most difficult types of teaching a foreign language. It is extremely important to choose the material for listening, which directly depends on the interests of the children. So, high school students in school educational institutions and university students, as studies have shown, are interested in texts related to politics, technology, detective stories, as well as modern song works.

The effectiveness of listening increases if modern popular song material is used as musical clarity.

The use of video clips can also be effective as a musical visualization, since they are a specific educational material.

The video clip must meet the following requirements:

- the video track should illustrate the content of the song;
- the video sequence should be clear and understandable for students;
- the video clip must match the age of the students;
- in the video clip, it is desirable to have an image of a singing artist, because his articulation will make it easier for students to understand the song;
- "the video series should demonstrate the realities of the culture of the country being studied language";
- "there should be no frames depicting antisocial behavior in the video clip"

Work on the song is carried out in several stages:

- preparation for work with the song;

- listening to a song;
- work on the lexical and grammatical material contained in this song text;
- encouragement to creative work (interpretation of the song)[2].

Preparation for work with the song includes the activation of students' knowledge for understanding individual words and the entire lyrics of the song. So, you can discuss the problem raised in the song. After listening to the song, the translation of the text is clarified. Next, exercises are given to work out lexical and grammatical material. Then skits are staged, games based on the song are held, creative tasks are offered (students compose new stanzas, retell the lyrics of the song, come up with a sequel, arrange discussions).

It is also worth noting that the work on grammar and vocabulary should not take a lot of time in the lesson, so that interest in listening to songs does not disappear.

Songs contribute to the expansion of the active vocabulary; provide training in the use of grammatical phenomena, mechanical memory. The performance of songs to the soundtrack has a positive effect on pronunciation, as well as develops listening skills. Songs are a source of passive vocabulary; they make it possible to repeat the rules of the language being studied.

According to V. Levi «music is one of the most effective ways to influence the feelings and emotions of schoolchildren, representing the strongest a psychological motivator that penetrates into the hidden depths of consciousness" [3, p. 37].

The work of every teacher and teacher should turn into a creative search. And this is largely facilitated by poems and songs.

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