

THE IMPORTANCE OF ENGLISH CHILDREN'S SONGS IN TEACHING FOREIGN LANGUAGES IN PRIMARY EDUCATION

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Abstract: This article highlights the importance of teaching English to school-age and primary school children through English nursery rhymes. Research and observations have shown that the use of nursery rhymes as a pedagogical tool in education has a positive influence on young learners' ability to acquire a second language easily and effectively.

Annotatsiya: Ushbu maqola maktab yoshidagi va boshlang'ich sinf o'quvchilariga ingliz tilini inglizcha bolalar qo'shiqlari orqali o'qitishning ahamiyatini yoritadi. Tadqiqotlar va kuzatuvlar shuni ko'rsatadiki, inglizcha bolalar qo'shiqlaridan ta'lim jarayonida pedagogik vosita sifatida foydalanish yosh o'quvchilarning ikkinchi tilni oson va samarali o'zlashtirishiga ijobiy ta'sir ko'rsatadi.

Аннотация: В данной статье подчеркивается важность обучения английскому языку детей школьного и младшего школьного возраста через английские детские песни. Исследования и наблюдения показали, что использование английских детских песен как педагогического инструмента в образовательном процессе положительно влияет на способность младших учащихся легко и эффективно усваивать второй язык.

INTRODUCTION

Teaching English in primary schools or preschools differs significantly from teaching it in secondary schools, as English lessons for young learners must be both interesting and enjoyable. At this age, children have a very short attention span, which means they can easily get bored and lose interest if the learning tasks are too difficult—especially when English is a second language rather than their mother tongue. Therefore, teachers should make the classroom environment lively and natural in order to achieve learning objectives.

Lessons should be organized creatively, giving children opportunities to move, interact, and communicate with their peers. Young learners are naturally curious and love asking questions. Their attention can be effectively captured through activities that match their age and interests. In this process, English children's songs can play a vital role. Most young learners are kinesthetic by nature—they find it difficult to stay in one place for long and need varied, playful activities during lessons. Therefore, they are more attracted to animated tasks such as singing and dancing. When learning a foreign language, children show greater enthusiasm for singing songs, as these activities are dynamic and enjoyable. Using songs in English lessons serves as an effective tool for teaching pronunciation, vocabulary, grammar, and all four language skills.

Teaching English through songs can function as a real learning material for both native English-speaking children and non-native learners. Songs make learning interesting and fun, allowing children to enjoy the process while unconsciously acquiring language structures. Learning foreign languages through songs is more effective because the process is simple, engaging, and natural for young learners. Children acquire their first and second languages through meaningful and repeated exposure; hence, teachers should create a natural and authentic English atmosphere in the classroom. Songs are considered genuine language resources suitable for a variety of learning purposes. According to many researchers, the more authentic materials are used in teaching young children, the greater their enthusiasm and motivation become. Such materials also help increase the participation of passive students and improve their concentration. Krashen and Terrell believe that the best way to learn a language is by using children's songs in natural and communicative situations, especially when interacting with peers, as this helps develop their overall language competence. Similarly, Griffey argues that songs help create a friendly and cooperative learning environment, which is essential for effective language acquisition. To achieve better educational outcomes, foreign language teachers should therefore create a natural and welcoming atmosphere so that English lessons remain engaging and encourage a love for the language. The most successful lessons are those that bring enjoyment and foster a genuine interest in learning. Interesting and rhythmic singing activities help children easily learn and remember the structure of words and sentences

during the process of language acquisition. The most important reason for this approach is that songs play a key role in teaching English in primary education. English children's songs can be used as classroom activities to enrich students' vocabulary, improve their grammar, and expose them to various English accents. According to researcher Phillips, "Children's songs are taught to practice the sounds, rhymes, and stress patterns of the English language." Indeed, they assist learners in mastering the correct pronunciation of English words. Tony Stead emphasizes that "When children sing songs out loud, they memorize the pronunciation of the words in the song. Consonants and vowels are formed through the words they sing. They can hear the pitch and pronunciation repeatedly. By hearing these favorite songs over and over again, they develop phonological awareness." Similarly, Isabel Maria analyzes that "The benefits of songs can be summarized under two main factors: linguistic and affective." From a linguistic perspective, English children's songs have been shown to expand young learners' vocabulary, develop listening and speaking skills, introduce them to the culture of the foreign language, and teach various language functions. From an affective perspective, songs make learning enjoyable for children, motivate them to participate actively, strengthen the emotional connection between teacher and students, arouse children's interest in learning a foreign language, and create a lively classroom atmosphere.

To gain deeper insight into this phenomenon, several classroom observations were conducted in primary schools. The observations revealed that children's songs contain frequent repetition of words and expressions, which makes them easy to remember and helps learners use these words in everyday communication. For instance, the popular song "Head, Shoulders, Knees and Toes" is used to teach vocabulary related to body parts. This activity not only introduces relevant vocabulary but also encourages physical movement, keeping students actively engaged during the lesson. Similarly, the song "Old MacDonald Had a Farm" familiarizes children with the sounds of animals and reinforces vowel pronunciation through its repetitive pattern of "E-I-E-I-O."

How to choose songs?

According to many foreign language teachers, the effectiveness of songs lies in their repetitive and rhythmic nature. After listening to songs, students often create their own lyrics to the same melody, which fosters creativity and supports the development of spoken language. Furthermore, most English songs are originally designed for native speakers, and therefore contain authentic linguistic features, including modern vocabulary, idiomatic expressions, and natural phrases. Exposure to such authentic materials enables learners to acquire real-life language use in an enjoyable and memorable way. Children's songs can be selected according to the needs and interests of learners, especially those who are learning English. Since there are many songs available, it is not difficult to choose ones with appropriate themes and rich vocabulary. They should correspond to the lesson objectives, help to teach the intended material, be suitable for the age and proficiency level of the students, stimulate students' interest, encourage them to think, and be supported by relevant pictures and materials.

There are several good songs for teaching English to children, which were reviewed during lesson observations. The first one is "Good Morning Song for Children," which serves as a main part of the morning routine for young learners. Another example is "Days of the Week," which was found to be useful for helping students learn and practice the names of the days in English. As mentioned above, young learners easily learn new words through songs. This part of the article discusses the use of songs in teaching English to young learners. First, the teacher needs to ensure that the meaning of the words in the song is clear and understandable for the students. The teacher should also find interesting and varied ways to check their comprehension. This article suggests some effective activities that can be used in English as a Second Language classrooms. The "Boost Your Mind" activity is very useful for expanding students' horizons and improving their memorization skills. In this activity, a group of students selects and evaluates pictures related to the theme of the song. Another effective method is "Guess Who or What?", which can be used to teach family members or animals. The teacher can ask students several questions about the song, such as "What is the theme of the song?" or "Is the fruit red or yellow?" This also helps them learn how to form and answer questions in English. The "Listen and Draw" activity is suitable for students who are interested in visual arts. They listen to the song

several times, interpret its meaning, and create drawings based on their understanding. During this process, they learn and reinforce English vocabulary.

CONCLUSION

The main purpose of this article is to study and analyze the use of English children's songs in English lessons as effective pedagogical resources for teaching young learners. Using songs in teaching beginners is one of the most effective didactic approaches that allows teachers to create classroom activities which encourage children to learn a foreign language. According to the results of the study, several conclusions can be drawn. First, it is recommended to use songs in English lessons as a useful pedagogical tool for learning and retaining new vocabulary. Second, the use of songs increases motivation and enjoyment, improving relationships between preschool and primary school students and their teachers. Third, a stimulating classroom environment helps reduce tension and stress among students. It can be concluded that children's songs are an effective teaching tool in English language instruction for young learners. Through songs, children acquire vocabulary faster and more effectively, while also stimulating their imagination and creativity.

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