



ACADEMIC AND PSYCHOLOGICAL IMPACT OF SONGS AND POEMS ON TEACHING FOREIGN LANGUAGES TO CHILDREN

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Abstract: *This thesis is a succinct summary of the scholarly and psychological consequences of integrating songs and poems into foreign language education for children. This thesis elucidates the diverse advantages of including musical and poetic components in language learning contexts, drawing upon previous research and established educational approaches.*

Key words: *academic and psychological impact, vocabulary acquisition, pronunciation, phonetics, cultural understanding, motivation, engagement, memory, cognitive skills.*

Introduction: From an academic standpoint, it can be observed that songs and poems play a role in aiding the learning of vocabulary by employing repeating and memorable phrases. Additionally, they contribute to the development of pronunciation and phonetic abilities by utilizing melodic patterns. Furthermore, they serve to strengthen understanding of grammar and syntax by including linguistic structures that are inherent in the lyrics. Additionally, these resources function as conduits for fostering cultural comprehension, providing students with exposure to the traditions, customs, and festivities linked to the specific language being learned.

Songs and poetry exert a significant influence on the motivation and engagement of youngsters from a psychological standpoint. The pleasurable and engaging qualities of music and rhythm contribute to the creation of a favorable educational setting, hence augmenting students' inclination to actively engage in language learning endeavors. Furthermore, the inherent melodic qualities found in songs and the repeated structures commonly seen in poetry have a significant role in enhancing memory retention, hence promoting the development of cognitive abilities and facilitating the recall of linguistic components.

Moreover, the utilization of songs and poems enhances children's linguistic self-assurance, as they actively participate in vocalizing or reciting in the desired language. The utilization of repeated and rhythmic patterns within language learning activities facilitates the establishment of a structured and familiar environment. This, in turn, empowers children to confidently express themselves, ultimately fostering heightened self-assurance and a heightened inclination to engage in communication within the foreign language.



In addition to the scholastic and psychological advantages, the integration of songs and poems fosters the development of cultural appreciation, hence fostering open-mindedness and intercultural competency in young individuals. Through active participation in cultural expressions found in songs and poetry, children acquire knowledge and understanding of the practices, traditions, and values associated with the target language. This engagement facilitates the development of a more profound comprehension and appreciation for diverse cultures.

MAIN DISCUSSIONS: The utilization of songs and poetry can yield noteworthy scholastic and psychological effects when employed as instructional tools for teaching foreign languages to children. The following are many salient points pertaining to their influence:

The Academic Impact refers to the influence or effect that academic institutions and activities have on society, particularly in terms of knowledge creation, dissemination a. **Vocabulary Acquisition:** Songs and poetry frequently employ repeating and memorable words, so facilitating the acquisition and retention of new vocabulary among children. The melodic and rhythmic qualities inherent in songs have the potential to augment the memory of vocabulary.

Pronunciation and Phonetics: Engaging in musical activities such as singing songs and reciting poems can facilitate children's enhancement of pronunciation skills and foster a deeper comprehension of the phonetic components inherent in the language being learned. The incorporation of musical elements, such as rhythm and melody, can contribute to the improvement of accurate pronunciation and intonation patterns.

Grammar and Syntax: Songs and poems frequently adhere to particular grammatical and syntactic frameworks. Through active engagement with auditory input and active participation in vocalization, young individuals have the capacity to assimilate grammatical principles and phrase formations in a more organic manner.

Cultural Understanding: Songs and poems frequently integrate cultural components, encompassing traditions, customs, and festivities. By means of being exposed to various cultural facets, children acquire a more profound comprehension of the target language and its corresponding culture.

Psychological Impact: a. **Motivation and Engagement:** The incorporation of songs and poetry in language learning activities has been found to enhance children's motivation and engagement levels, hence contributing positively to their language acquisition process. The incorporation of music and rhythm fosters a favorable and engaging educational setting, hence enhancing the appeal of language acquisition for young learners.



"PROBLEMS AND PROSPECTS FOR THE IMPLEMENTATION OF INTERDISCIPLINARY RESEARCH"



The utilization of melodies and rhythms in songs and poetry has been found to boost the retention of memory and cognitive skills. The association of verbal elements with musical rhythms has been found to enhance children's ability to recall information, hence resulting in increased cognitive skills.

Confidence building can be achieved by the practice of singing songs and reciting poems in a foreign language, since it enhances children's self-assurance in utilizing the language. The iterative characteristics of musical compositions provide youngsters the opportunity to engage in repetitive language practice, so enhancing their linguistic abilities and fostering a greater sense of self-assurance and receptiveness to communication in the desired language.

Cultural appreciation is facilitated by the exploration of songs and poems, as they offer valuable insights into the target language's culture. Through active participation in cultural manifestations, children cultivate an enhanced sense of regard and reverence for diverse cultural practices, so nurturing a mindset characterized by open-mindedness and the ability to effectively navigate intercultural interactions.

CONCLUSION: Songs and poems provide a multifaceted and pleasurable method for instructing young learners in other languages. Language learning apps have the potential to facilitate the acquisition of vocabulary, boost pronunciation and grammar proficiency, and cultivate motivation, engagement, and cultural comprehension. The integration of songs and poems into language learning endeavors can yield beneficial outcomes for children's scholastic advancement and psychological welfare. The incorporation of songs and poems into foreign language education for youngsters results in notable academic and psychological advantages. These educational resources facilitate the process of acquiring vocabulary, enhancing pronunciation and grammar abilities, cultivating motivation and engagement, and fostering a deeper awareness of different cultures. Educators can enhance children's language proficiency and general development by acknowledging the educational value of songs and poems, therefore fostering dynamic and effective learning environments.

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