



USING SONGS AND POEMS AS TOOLS FOR DEVELOPING INNER ABILITIES IN CHILDREN

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Abstract: *This thesis explores the efficacy of utilizing songs and poems as pedagogical tools to foster the development of inner abilities in children, thereby facilitating improvements in multiple facets of their overall growth and maturation. The utilization of music and poetry has been widely acknowledged as potent means of self-expression and fostering emotional resonance. When integrated into the educational and nurturing processes for children, these tools have the potential to cultivate fundamental internal capacities, including creativity, self-assurance, emotional acumen, and effective communication aptitude.*

Key words: *cognitive skills, confidence building, creative expression, emotional connection, self-expression, social interaction, cognitive development, language learning, linguistic proficiency, cultural appreciation.*

Introduction: Songs and poetry offer children a means of self-expression, enabling them to delve into their thoughts, emotions, and concepts in a creative and captivating fashion. The process of composing and analyzing songs and verses might facilitate the enhancement of children's imaginative and artistic aptitudes. In addition, engaging in collective singing or reciting endeavors can enhance individuals' self-assurance as they express their vocal abilities and viewpoints alongside others.

The act of actively participating in songs and poems can help foster the development of emotional intelligence in children. The amalgamation of melodic and rhythmic components in music, together the literary substance found in poems, serves to elicit emotional responses and enable the articulation of emotions. Children have the capacity to acquire the skills of recognizing and expressing their emotions in connection to the underlying concepts conveyed in musical compositions and poetic works. This process facilitates the cultivation of empathy, self-awareness, and the capacity to proficiently navigate and manage one's emotions.

Furthermore, songs and poems are valuable avenues for fostering communication skills and facilitating language acquisition. The participation of children in rhymes, rhythms, and wordplay activities contributes to the development of their phonological awareness and acquisition of language. Engaging in the activities of singing and reading poems has been found to enhance linguistic fluency, intonation, and articulation skills. Additionally, engaging in collaborative



singing or reciting activities promotes social connection, teamwork, and the development of listening skills. This is because children acquire the ability to synchronize their voices and motions with their peers.

MAIN DISCUSSIONS: Songs and poetry serve as valuable tools for exposing youngsters to genuine spoken language, so facilitating the development of their listening comprehension abilities. The utilization of repetition and rhythmic patterns within songs facilitates the cognitive process for youngsters to discern and comprehend particular lexical units, phrases, and syntactic structures.

The process of acquiring knowledge of songs and poems frequently entails the engagement with written lyrics or textual materials. This activity facilitates the enhancement of children's reading abilities in the specific language by engaging them in synchronized reading with musical accompaniment. The integration of auditory and visual stimuli has been found to improve both reading fluency and word recognition abilities.

Songs and poems frequently serve as reflections of cultural nuances and customs. Through the process of examining and engaging in discourse surrounding the cultural backdrop of these linguistic manifestations, young individuals acquire a more profound comprehension of the intended language and its cultural implications. The acquisition of cultural information enhances their total linguistic competence.

Songs and poems give children with possibilities to actively participate in the realm of creative expression. Individuals have the ability to independently generate original lyrics, compose tunes, or produce their own poems in the desired language. This practice promotes the development of linguistic creativity and provides children with opportunities to utilize their language abilities in a purposeful and individualized manner.

The influence of music on emotions is significant. The utilization of songs and poems has the potential to elicit pleasant emotions, so enhancing the process of language acquisition for youngsters by rendering it a more pleasurable and enduring endeavor. The establishment of an emotional connection serves to augment individuals' motivation, passion, and overall involvement within the context of the learning process.

Engaging in the practice of singing songs and reading poems in a foreign language has the potential to enhance children's self-assurance. The iterative characteristics of musical compositions and the metrical arrangements found in poetic works give a sense of organization and recognition, so empowering young individuals to articulate their thoughts and emotions with assurance. This phenomenon fosters self-confidence and a propensity for embracing challenges when utilizing the language being studied.



Songs and poems have the potential to serve as collaborative activities, fostering a sense of collective participation among youngsters as they engage in singing or reciting together. This facilitates social engagement and collaboration, fostering a nurturing and all-encompassing educational setting. Collaborative singing or reciting facilitates the development of linguistic abilities among children within a collective context, so augmenting their aptitude for communication and interpersonal interactions.

There exists a correlation between musical experiences, encompassing the acquisition of songs and poems, and the cognitive growth observed in youngsters. These stimuli elicit a range of cognitive processes, such as memory retrieval, attentional allocation, and pattern identification. The amalgamation of language and music fosters cognitive capabilities and can have beneficial effects on holistic intellectual development.

CONCLUSION: To summarize, songs and poems offer a valuable and captivating medium for instructing foreign languages to young learners. Academic advantages are provided through the enhancement of listening comprehension, reading proficiency, and cultural comprehension. From a psychological standpoint, stuffed animals have a significant role in establishing emotional connections, enhancing self-assurance, promoting social engagement, and facilitating cognitive growth. The convergence of academic and psychological influences renders songs and poetry as important instruments for facilitating effective and joyful language learning encounters among children. The use of songs and poems as instruments for fostering internal capacities in youngsters presents a comprehensive methodology for their overall maturation and advancement. Children have the ability to foster creativity, enhance self-confidence, develop emotional intelligence, and acquire effective communication skills through the processes of self-expression, emotional exploration, and language development. Through the incorporation of songs and poetry into educational and recreational contexts, caregivers and educators have the capacity to establish a loving milieu that fosters the holistic well-being and internal development of children.

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