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РЕСПУБЛИКИ УЗБЕКИСТАН**

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In my interview guideline, I had five questions which centered around one topic described in the English Curricula. There were several sub-questions grouped within each topic, as I wanted the participants to have an idea of which topics would be discussed. I based this decision on the fact that I would be there myself as a moderator, and the questions could easily be portioned out one by one as I met the participants face to face, and any misunderstandings could be dealt with immediately. I sent the questions to the schools one week in advance of the interviews, in order to give the participants enough time to prepare for the session.

The group interviews were recorded on an MP3recorder, and once the interviews were done, they were transcribed into simple orthographic transcription, as the main focus in the interviews was content related, and there was no focus on linguistic or para-linguistic features such as restarts, overlapping talk or pauses. For the same reason, the questions and discussions were written in a clear and precise manner in the participant's mother tongue, Norwegian, as I did not want the participants to feel that their own English language competence was being tested.

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#### THE ROLE OF SONG IN LANGUAGE LEARNING PROCESS

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Language is the ability to acquire and use complex systems of communication, particularly the human ability to do so, and a language is any specific example of

such a system. The scientific study of language is called linguistics. A song is a single (and often standalone) work of music intended to be sung by the human voice with distinct and fixed pitches and patterns using sound and silence and a variety of forms that often include the repetition of sections. Written words created special for music or for which music is specifically created, are called lyrics. If a pre-existing poem is set to composed music in classical music it is called as an art song. Songs that are sung on repeated pitches without distinct contours and patterns that rise and fall are chants. Songs in a simple style that are learned informally are often referred to as folk songs. Songs that are composed for professional singers are called popular songs or in other words pop songs. These songs, which have broad appeal, are often composed by professional songwriters, composers and lyricists which always needs professionalism. Art songs are composed by trained classical composers for concert performances. Songs can be performed live and recorded.

Songs may be also sung in plays, musical theatre, stage shows of any form, and within operas. Songs are one of the main part of daily life for most people. Who doesn't enjoy music at home, while travelling or studying, or even while working? Language teachers can use songs to open or close their lessons, to illustrate themes and topics, to add variety or a change of pace, present new vocabulary or make revision of known language. But how do songs actually benefit your students? There is strong practical evidence supporting the use of music in the English language classroom; there is also a growing body of research confirming that songs are a workable tool in language acquisition. In fact musical and language processing occur in the same sphere of the brain. There are many types of songs which can be used in the classroom, ranging from nursery rhymes to contemporary pop music and so on.

There is also a lot of music written specifically for English language teaching. A criticism of the latter is that they often lack originality and musical appeal but there are good examples to be found of stimulating, modern, 'cool' music, appealing to the real tastes of language learners. 'Real' music that the children listen and play every day can be extremely motivating in the classroom, too. However, the lyrics may not always be relevant or proper: they may, for instance, contain slang or offensive

words, there may be grammatical mistakes and they may only marginally teach the language points you want to focus on. We can't generalize, but research has found that pop songs have characteristics that help learning a second language successfully: they often contain common, short words; they are written at about 5<sup>th</sup> grade level (US); the language is conversational, time and place are usually imprecise; the lyrics are often sung at a slower rate than spoken words and there is repetition of words and grammar. In addition, songs are also known to lower the "affective filter" or, in other words, to motivate learners to learn. So, what positive contributions to language learning can songs make? We have a lot of factors which show the songs use in learning process: 1) *socio-emotional growth*; 2) *physical development*; 3) *cognitive training*; 4) *cultural literacy*; 5) *language learning*.

**Socio-emotional growth.** You'll often find learners of any age singing together socially – when they are visiting friends, at a party or in karaoke bars. Teenagers and young adults seem to know an endless number of songs by heart and share them continuously through the Internet and portable music players. Even though it's not always easy to copy this spontaneous love of music in the classroom, but singing songs in and with a class is a social act which allows learners to participate in a group and express their feelings, ideas no matter what their English is like.

**Physical development** Songs provide a great opportunity for young learners to move around. Clapping, dancing and playing instruments stimulate memory, which makes it possible for learners to hear chunks of language as they sing and use them in different situations later as a ready made forms. Older learners can also benefit from clapping, dancing, rocking, tapping, and snapping their fingers to music and songs.

**Cognitive training.** We all know the phenomenon of the song-that-is-stuck-in-my-head which always stays in your mind. With the right kind of song it is easy to simulate that in the classroom. Interacting with songs again and again, repeatedly is as important to language learners as repeatedly practicing a tennis technique is for a tennis player. The skill which develops from this is called 'automaticity'.

Learners get to know what to say and to produce language rapidly without pausing as they have proper forms in their minds.

**Cultural literacy.** Now that most music is accessible to almost anyone anywhere, either through radio, CDs, DVDs and downloads from the Internet, learners can enjoy songs from all corners of the Earth. Songs used in English classes can, in that way, shed light on interesting musical traditions in countries, but can also teach teens, young adults and adults to appreciate and respect other cultures. For adult learners they can be "a rich mine of information about human relations, ethics, customs, history, humor, and regional and cultural differences" and so on.

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#### BY USING THE DIRECT METHOD TO IMPROVE THE ENGLISH LANGUAGE

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Education is the main cause to development of each country. In most countries governments are paying attention to improve the condition and quality of educational establishments and to teaching. As our President I. Karimov said, Foreign languages should be taught in Uzbekistan from first class! In this aim, nowadays in our country educational opportunities and chances are being enlarged. President approved a programme on measures one expanding studying foreign language at all levels of education system in Uzbekistan. Formal education occurs in a structured environment whose explicit purpose is teaching students. According to resolution, foreign languages predominantly English language is being taught from the first classes as game plays. At the next degrees of education it is learning deeply by heart step by