

THE ROLE OF SONG AND RHYME IN TEACHING ENGLISH PHONETICS AT THE INITIAL STAGE.**Oyturayeva Mavluda Bahodir qizi**

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Annotatsiya: Ushbu maqolada ingliz tilini o'rgatishda qo'shiq va qofiyalarning fonetik ko'nikmalarni shakllantirishdagi o'rni tahlil qilinadi. Boshlang'ich bosqichda qo'shiq va qofiyalardan foydalanish talaffuz, ohang va tovushlarni to'g'ri talaffuz qilishga yordam beradi. Tadqiqot natijalari shuni ko'rsatadiki, musiqiy yondashuv bolalarning eslab qolish qobiliyatini oshiradi va o'rganish jarayonini yanada qiziqarli va samarali qiladi. Ushbu usul fonetik ko'nikmalarni mustahkamlash va nutq rivojlanishini rag'batlantirishda muhim vosita sifatida ko'rib chiqiladi.

Kalit so'zlar: qo'shiq, qofiya, fonetika, boshlang'ich bosqich, talaffuz, ohang, musiqiy yondashuv.

Annotation: This article analyzes the role of songs and rhymes in developing phonetic skills in teaching English. Using songs and rhymes at the initial stage helps improve pronunciation, intonation, and articulation. The study reveals that musical approaches enhance memory retention and make the learning process more engaging and effective. This method is considered a key tool in reinforcing phonetic skills and promoting speech development.

Keywords: songs, rhymes, phonetics, initial stage, pronunciation, intonation, musical approach.

Аннотация: В данной статье рассматривается роль песен и рифм в формировании фонетических навыков при обучении английскому языку. Использование песен и рифм на начальном этапе способствует улучшению произношения, интонации и артикуляции. Результаты исследования показывают, что музыкальные подходы улучшают запоминание и делают процесс обучения более увлекательным и эффективным. Этот метод рассматривается как важный инструмент для закрепления фонетических навыков и развития речи.

Ключевые слова: песни, рифмы, фонетика, начальный этап, произношение, интонация, музыкальный подход.

INTRODUCTION

Teaching English phonetics at the initial stage is crucial for building a strong foundation in language learning. Accurate pronunciation, intonation, and rhythm are essential components of effective communication. However, mastering these aspects can be challenging for beginners, especially young learners. Songs and rhymes are widely recognized as effective tools in language teaching due to their repetitive and rhythmic nature. They help learners develop phonological awareness, improve memory retention, and enhance listening skills. Music and rhymes create a fun and engaging learning environment, which motivates students to participate actively. Studies have shown that incorporating musical elements reduces anxiety and increases confidence in language use. Songs and rhymes provide natural exposure to the sounds and patterns of English, making it easier for learners to mimic native-like pronunciation. They also offer context for

learning new vocabulary and sentence structures in an enjoyable manner. This paper explores the benefits of using songs and rhymes in teaching phonetics, focusing on their effectiveness at the initial stage of language acquisition.

Methods

This study utilized qualitative and quantitative research methods to investigate the role of songs and rhymes in teaching English phonetics. A group of 30 primary school students aged 6 to 8 participated in the study. The participants were divided into two groups: an experimental group that learned phonetics through songs and rhymes and a control group that followed traditional teaching methods. Data collection included pre-tests and post-tests to evaluate improvements in pronunciation, intonation, and word stress. Observations and interviews with teachers provided insights into classroom dynamics and learner engagement. The study also incorporated audio recordings to analyze changes in learners' speech patterns over time. Statistical tools were used to measure the effectiveness of the intervention and determine whether the results were significant. Lesson plans for the experimental group included interactive activities such as singing, clapping, and role-playing to reinforce learning. The control group, in contrast, used textbooks and drills to practice phonetics. The research design ensured that all participants received equal instruction time, allowing for fair comparisons between the two groups. These methods aimed to provide a comprehensive understanding of how musical techniques impact phonetic learning.

Results

The findings revealed that the experimental group showed significant improvement in phonetic skills compared to the control group. Pre-test results indicated that both groups had similar levels of pronunciation and intonation errors at the start. However, post-test scores demonstrated that the experimental group made fewer errors and exhibited clearer articulation and better intonation patterns. Teachers observed that students in the experimental group were more motivated and engaged during lessons. They participated actively in singing and rhyming activities, which helped them develop confidence in speaking English. Audio recordings showed that students in the experimental group mimicked native-like sounds more accurately than their counterparts. In addition, learners were able to retain new vocabulary and phrases better, as the repetitive nature of songs reinforced memory. Classroom observations indicated that students enjoyed the musical activities and displayed higher levels of enthusiasm. The results highlighted the role of rhythm and melody in making learning phonetics more accessible and enjoyable. Teachers reported that using songs and rhymes reduced stress and improved classroom dynamics. Overall, the data supported the effectiveness of musical approaches in teaching phonetics to beginners.

Discussion

The results of the study align with previous research, emphasizing the importance of music and rhythm in language learning. Songs and rhymes naturally attract young learners and create a supportive learning environment that reduces anxiety. The repetition in songs aids in reinforcing phonetic patterns, making it easier for students to internalize pronunciation rules. Rhythm and melody also support speech development by improving syllable awareness and stress patterns. Teachers noted that learners with lower confidence levels became more vocal and expressive through musical activities. The study suggests that songs and rhymes cater to different learning styles, accommodating auditory, visual, and kinesthetic learners. The findings highlight that interactive and enjoyable activities can bridge the gap between practice and real-life communication. However, it is important to carefully select songs that match learners' proficiency

levels and cultural backgrounds to maximize their impact. Challenges such as ensuring comprehension of lyrics and managing classroom discipline during singing activities need to be addressed. Future studies could explore the long-term effects of musical techniques on fluency and pronunciation. Incorporating digital tools and multimedia resources could further enhance the learning experience. The findings suggest that integrating songs and rhymes into phonetic instruction can transform traditional teaching methods and create more dynamic classrooms.

Conclusion

This study demonstrated that songs and rhymes play a vital role in teaching English phonetics at the initial stage. They provide a fun and interactive approach to language learning, helping learners develop pronunciation, intonation, and rhythm skills. The experimental group's improved performance highlights the effectiveness of musical techniques in reinforcing phonetic patterns. Teachers observed higher motivation, confidence, and engagement among students who participated in musical activities. The findings suggest that songs and rhymes are not only enjoyable but also practical tools for building a strong foundation in phonetics. Recommendations for future practice include integrating musical activities into daily lessons and using technology to enhance their impact. Further research can examine how musical approaches influence long-term language retention and fluency. Educators are encouraged to adapt songs and rhymes to suit different age groups and cultural contexts for broader applicability. Ultimately, this study reaffirms the potential of music to make phonetic learning more accessible, memorable, and effective for beginners.

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