USING SONGS IN TEACHING YOUNG LEARNERS AT 4TH FORM PUPILS

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A R T I C L E I N F O.	**Abstract**
Keywords: Teaching process, foreign languages, learning skills, methods, learning strategies.	This study investigates using songs in teaching A2 level classes. The main purpose of the study is to find effective methods and techniques of using songs and arising effectiveness. For the writing of this article, the researcher got acquainted with the works of scientists such as Matt Richelson, Charles Vilina, Nihada Delibegovic Dzanic, and others. And based on these observations and findings, some suggestions and recommendations have been made. The research was done in six major steps: preliminary preparations, planning, acting, observing, reflecting, and evaluating of the results of the teaching listening process.

INTRODUCTION. Currently, in our globalized world, it is not secret that the demand for learning foreign languages is increasing dramatically day by day and it is even a lot more important than ever to communicate and develop. Learning a foreign language increases global understanding, employment potential, develops life skills, and strengthens relations with all around us. As an international language English is not an exception. One fact must be taken into the account that the number of people who are learning English is rocketing remarkably because of its popularity as well as learning it is easier compared to other languages. From my personal experience, when I started learning Spanish I noticed that verb should be conjugated according to each pronoun. For example, the infinitive form of the verb ' '' go'' in Spanish means ''ir'' and it is conjugated as the verb to be. For the present tense : I-voy, you-vas, he, she, it- va, we-vamos, you- vais, they-van. Another example is that, French has 52 different tenses and if we compare it to English we can see the huge difference. So , English is the easiest language to learn and for this reason it is the most common and popular international language. Lots of effective methods and strategies have been created relating to teaching English to make it even easier to learn over these last few decades

LITARETURE REVIEW. Listening involves the identification of the differences among sounds. This identification and discrimination leads children to the understanding that sounds are grouped together to form words**.** Listening makes up a great percentage of a student's day, both in and out of school. Expanding their views of listening and the benefits of using good listening skills can impact how they use listening. For instance, listening precisely to verbal instructions has a direct impact on student's success in the classroom. They know exactly what they are to do as a result of being able to perform this type of listening.

Listening fluency is a fundamental component to understand aural language and to become successful speakers, particularly, in English as a foreign language (EFL) education where exposure and practice is

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limited to academic or self-study practice. In this regard, Iwanaka (2014), Chang and Millett (2014), and Andrade (2006) express that this ability encouraged learners to acquire not only the language but also the opportunity to expand their thoughts, culture, and communicative competences. Rost (1991) and Kim and Maeng (2012) suggest that listening fluency was a decisive competence to promote learners with capabilities such as becoming better listeners, improving oral interaction, and creating opportunities to be more analytical, synthetic, and keen on what other people say. According to Richards (2008) "listening fluency has become a goal for speaking courses because learners attempt real communication despite limited proficiency in English" (p. 2). In practice, listening fluency helps EFL learners to effectively interact with the content and context of a spoken message, either face-two-face conversations or audio-visual recordings. My research is carried on the importance of listening, effective ways of teaching it to young learners and also the role of songs in teaching listening

This literature review is divided into three sections. Each section contributes to the rationale for the research by illustrating the importance of addressing the research problem and by verifying the lack of information on the topic. The first section examines the literature on listening competence, its importance in learning second or foreign language and the importance of active listening. The second section looks at effective methods for teaching it . The third section focuses on the third conceptual framework, but in the sphere of methodology, that is to say teaching listening through songs to young children. The literature review concludes with a discussion on how this study may be able to work out and give better results.

METHODOLOGY. In the process of the study the researcher used various strategies which the main aim of research was in teaching process using assorted and effective strategies. In this period researcher tried to establish and choose most attractive ways of teaching if learners had difficulty with understanding and communicating with teacher, the investigator had supported. The strategies involved teaching EFL in beginner level children, so, activities prepared according to this aim.

As a result, the norm-referenced post-test was designed at the end of the month. The test designed as similar to the pre-test, which is very important in getting the valid results. 15 subjects took the test in the first group from Class 6a. In the second group from Class 6b, the same amount of learners took the test. The researcher then compared the results of pre-test and post-test in order to see if strategies for teaching EFL helped beginner level pupils to develop their Language2 and can use in their social life.

Table 5 **Post-test Results of the first group.**

Name	Score
Ashurov Ravshan	80
Azimova Nigora	80
Ergasheva Dildora	90
Misirov Rasul	90
Mavlonov Zamir	80
Mansurova Setora	70
Hakimova Zilola	100
Hudoyberdieva Dilnora	70
Ne'matbekov Asadbek	60
Rustamov Davron	90

Saidmurodova Nasiba	80
Saidova Manzura	70
Sharipova Ra'no	100
Sobirov Aziz	70
Xamzaeva Zarina	80

Table 6 **Post-test Frequency Distribution**

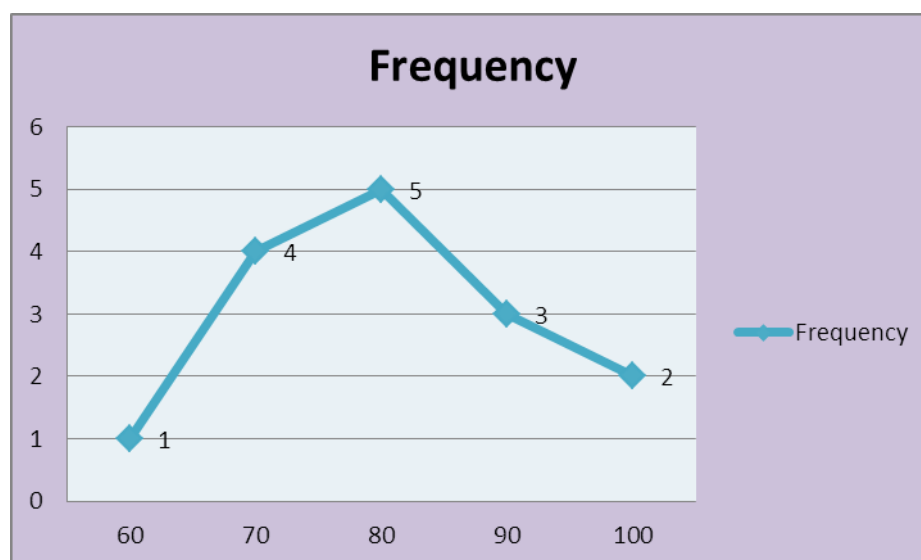| Frequency Distribution	Score (Percentage)
2	100
3	90
5	80
4	70
1	60

Figure 5

Figure 5 demonstrates only one peak and it's much higher score then the pretest score which means that group results improved greatly. The score for the group as a whole are higher, which may point out that the subjects made a significant progress during the course. The distribution in post-test is skewed as there are also more high scores than normal.

Essential propensity of the group: a mean – 80, a mode – 78, and a median – 83.

Table 7 Post-test Results of the second group

Name	Score
Ashurova Dilnoza	90
Abdullayeva Zebo	80
Komilov Ravshan	90
Kozimov Ra'no	70
Gaziyeva Zarina	100
Marasulov Askar	60
Oripova Lobar	70

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Rahimova Nargiza	80
Sobirov Abdulaziz	80
Soipov Feruz	70
Umurzoqov Jamshid	100
Usmonova Madina	80
Valixo'jayev Oybek	90
Xamraeva Guzal	60
Xolbadalova Aziza	80

Table 8 **Frequency Distribution**

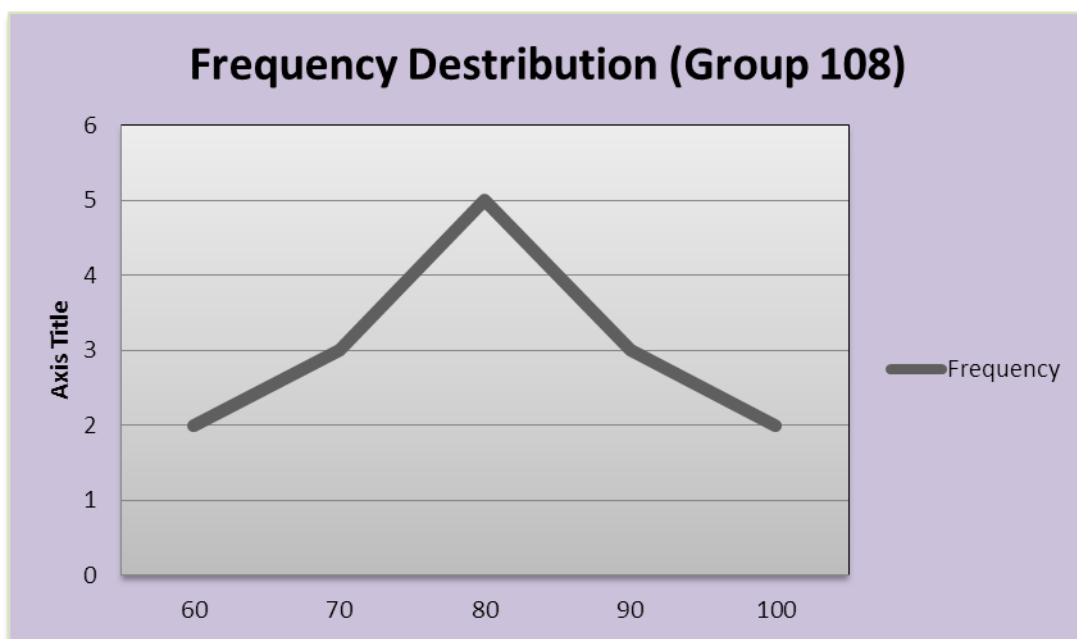| Frequency Distribution	Score (Percentage)
2	60
3	70
5	80
3	90
2	100

Figure 6

Figure 6 also shows only one peak and it's much higher score then the pretest score which means that group results improved greatly. The score for the group as a whole are higher, which may indicate that the subjects made a significant progress during the course. The distribution in post-test is skewed as there are also more high scores than normal.

Essential propensity of the group: a mean – 85, a mode – 80, and a median – 88.

V. The next step in the discussion of data is to compare the scores and results. Therefore:

Table 9. Interval Scale of the First group

№	Name	Pre-test results (out of 100)	Post-test results (out of 100)	Distance between points
1	Ashurov Ravshan	40	80	40
2	Azimova Nigora	40	80	40

№	Name			
3	Ergasheva Dildora	50	90	40
4	Misirov Rasul	40	90	50
5	Mavlonov Zamir	40	80	40
6	Mansurova Setora	30	70	40
7	Hakimova Zilola	50	100	50
8	Hudoyberdieva Dilnora	40	70	30
9	Ne'matbekov Asadbek	30	60	30
10	Rustamov Davron	40	90	50
11	Saidmurodova Nasiba	40	80	40
12	Saidova Manzura	30	70	40
13	Sharipova Ra'no	60	100	40
14	Sobirov Aziz	40	70	30
15	Xamzaeva Zarina	40	80	40

Interval scale ranks data, but also provides information on the distance between the points. Analyzing this scale, it is noticed that only 1 subject had got inadequate changes in score, but the rest made noticeable changes.

Table 10. Interval Scale of the Second group

№	Name	Pre-test results (out of 100)	Post-test results (out of 100)	Distance between points
1	Ashurova Dilnoza	40	90	50
2	Abdullayeva Zebo	40	80	40
3	Komilov Ravshan	50	90	40
4	Kozimov Ra'no	30	70	40
5	Gaziyeva Zarina	50	100	50
6	Marasulov Askar	30	60	30
7	Oripova Lobar	30	70	40
8	Rahimova Nargiza	40	80	40
9	Sobirov Abdulaziz	50	80	30
10	Soipov Feruz	30	70	40
11	Umurzoqov Jamshid	60	100	40
12	Usmonova Madina	40	80	40
13	Valixo'jayev Oybek	60	90	30
14	Xamraeva Guzal	30	60	30
15	Xolbadalova Aziza	40	80	40

Interval scale ranks data, but also provides information on the distance between the points. Analyzing this scale, it is seen that only 2 subjects had got inadequate changes in scores, but the rest made noticeable changes.

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Table 11. Ordinal Scale of the First Group

№	Name	Pre-test results (out of 100)	Post-test results (out of 100)
1	Ashurov Ravshan	40	80
2	Azimova Nigora	40	80
3	Ergasheva Dildora	50	90
4	Misirov Rasul	40	90
5	Mavlonov Zamir	40	80
6	Mansurova Setora	30	70
7	Hakimova Zilola	50	100
8	Hudoyberdieva Dilnora	40	70
9	Ne'matbekov Asadbek	30	60
10	Rustamov Davron	40	90
11	Saidmurodova Nasiba	40	80
12	Saidova Manzura	30	70
13	Sharipova Ra'no	60	100
14	Sobirov Aziz	40	70
15	Xamzaeva Zarina	40	80

Table 12. Ordinal Scale of the Second Group

#	Name	Pre-test results (out of 100)	Post-test results (out of 100)
1	Ashurova Dilnoza	40	90
2	Abdullayeva Zebo	40	80
3	Komilov Ravshan	50	90
4	Kozimov Ra'no	30	70
5	Gaziyeva Zarina	50	100
6	Marasulov Askar	30	60
7	Oripova Lobar	30	70
8	Rahimova Nargiza	40	80
9	Sobirov Abdulaziz	50	80
10	Soipov Feruz	30	70
11	Umurzoqov Jamshid	60	100
12	Usmonova Madina	40	80
13	Valixo'jayev Oybek	60	90
14	Xamraeva Guzal	30	60
15	Xolbadalova Aziza	40	80

Ordinal scale lines learners according to their performance - that is 1st, 2nd, and 3rd etc. While, observing the scores the researcher noticed that the most subjects got high scores, and Learners 7 and 13 in the first group in post-test got the highest score.

Figure 3, 5 and *Figure 4, 6* are not similar to each other as one of them has got 2 peaks and the other one has got only one peak.

In mathematical study, there tends to be a central numerical point around which most of the "scores" are bunched. In order to know the researcher needs to find out the mean (average numerical value in a set of numeral values), mode (numerical value that occurs mostly frequently in a set of numeral value), and median (the value at the center of the range of the set). They are followings:

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Table 13: Mean, Mode and Median of the Pre-test of the First Group

Mean	40
Median	45
Mode	42

Table 14: Mean. Mode and Median of the Post-test of the First Group

Mean	80
Median	83
Mode	78

Table 15: Mean, Mode and Median of the Pre-test of the Second Group

Mean	42
Median	45
Mode	40

Table 16: Mean. Mode and Median of the Post-test of the Second Group

Mean	85
Median	88
Mode	80

As it is visible from the Table 13, 14, 15 and 16, there is difference between essential propensity of Pre-test and Post-test results. Mean, mode and median of Post-test are noticeable higher from the mean, mode and median of Pre-test, which points to the successfulness of the research.

CONCLUSION

During practicing we applied various activities as their requirement and we find out that the most effective and attractive way of teaching using video resources games, strategies and actions. In teaching process pupils themselves worked in order to learn foreign language and each of them participated in activities. All three types of working were used during lessons:

➢ individual work;

➢ pair work;

➢ Group work.

We study the research question has been answered; using effective strategies influence on children's learning and behavior too. The research data analysis can demonstrate this statement. However, after the research we came up to certain ending in choosing activities for learners without using mother tongue.

They are as follows:

➢ teaching them in a natural way

➢ being visual

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➢ teaching through songs, and chants

➢ showing them different things

➢ using body gesture

➢ keeping them busy

➢ listening their ideas

➢ have them draw and create

➢ have them move

➢ lastly, repetition, repetition and again repetition

With using such kind of effective strategies and ways of teaching the teacher can achieve high results and young learners may study not only English but other languages also with pleasure.

In conclusion, we want to note that it was a very precious practice for me. From this investigation we found out and understood that in school life teachers can adapt effective strategies of teaching in English using video resources. It is more effectual and useful way of teaching and learning new language for pupils too. As an unknown author affirms, "If a child cannot learn in the way we teach, we must teach in a way the child can learn". I am glad that the research I have practiced can be a syllabus for other teachers and learners.

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