



# USING OF MUSIC ACTIVITIES IN ENGLISH LESSONS

Zhainash D. Nurzhanova<sup>1</sup> | Moldir Baglanova<sup>2</sup>

<sup>1</sup> Ph.D in candidates degree, associated professor at L.N.Gumilyov Eurasian National University. Astana City. The Republic of Kazakhstan. Munaitpassov Street – 5.

<sup>2</sup> A Master Student of L.N.Gumilyov Eurasian National University. Astana City. The Republic of Kazakhstan. Munaitpassov Street – 5.

## ABSTRACT

This article is devoted to the theme of Using of music activities in English lessons.

The need for the formation of student's ability to communication studies led to the relevance of the process of mastering the laws of any age nonnative language in the language environment, as well as analysis of the factors that determine the success / failure of this process.

In recent years it has become apparent that the communication is a transmission from the addressee is not sent to the specific information. Communication flows more successfully than wider area of intersection of these spaces. Communicants important to have core knowledge and understanding, which is shared by all members of the linguaethnocultural community. Consequently, the student and the teacher should have a thorough understanding of the opportunities enjoyed by the study group, school, and region to create conditions for the formation of communication, using of music activities in English lessons

**KEY WORDS:** Communication; foreign language learning; communicative competence; using of music; music activities.

Currently, there is a need of the idea of teaching foreign languages as a communication in collective activities based on personal and interpersonal relations as teacher -class, teacher - student, student -class, student - student. The communicative methods of teaching foreign languages are developed in the last decade, due to the fact that in memorizing of individual words, phrases and whole sentences huge role is played by the personal experience of the student, which is associated with emotional perception and experience.

The loss of personal content makes learning material easy forgettable, for this reason, in the teaching of a foreign language is introduced different kinds of role-playing games. One way of forming of personal experience through emotional perception of texts in foreign languages, is the learning of songs by students, because the songs do not only contribute to the development of artistic and musical quality of the student, but also it increase the interest of students to language in general and to specific lexical material, in particular [1].

Singing in a foreign language allows you to make the learning process fun and productive. In the process of singing songs, the child involuntarily absorbs a considerable amount of vocabulary and solves grammar difficulties. The organization of games based on the songs, during which the children are able to dance, to form theater mime, to use different situations of human and animal life are an effective way of communicative approach, especially at the initial stage. If are there the grate educational opportunities in this technique? Undoubtedly, the game is feasible, even for weak students. The sense of equality, the atmosphere of passion and joy, the feeling of job affordability - all this gives the opportunity to students to express themselves freely in a foreign language [2].

The game which is based on the song is an active way to reach many educational objectives: to consolidate the new material; revitalize the disciples when they have to deal with less pleasant things; to change activity after the hard exercise or tedious; to relax and relieve stiffness. During the learning a foreign language at an early stage, teachers who want to help a child are faced a number of problems.

The fact that the age of eight years, is sensitive to the development of speech, but at the same time, this is the age when the training activities of the child is just beginning to be formed, and therefore, the using of teaching methods of older ages which has formed "a habit of the study" is ineffective [3]. How to solve this problem? There is a way where teachers use a game as the dearest child activity that helps child to quickly memorize the rhyme and melody. In other words, with the initial group of pupils teachers have to sing and play. Songs are an integral part of a child's life. A lot of happy memories of childhood relay on the songs. Using Songs in teaching of a foreign language helps to improve pronunciation skills, to allow for precision in articulation, rhythm and intonation, enrich vocabulary, to develop reading and listening skills. Moreover, the song brings to the process of learning the language the element of conviviality, alternative that has a significant effect on the emotional sphere of the child. The use of songs per-

formed by children, speakers, making it simple for learning and improves the efficiency of foreign language activities, relaxing them during training. According to psychologists, motivation created by game must be submitted along with the communicative, cognitive and aesthetic motivation.

Positive excitation of interest of each student has a group activity using the communicative method. The lesson of a foreign language is seen as a social phenomenon, where the classrooms - a certain social environment, and the learning process - the interaction of all those present. The lesson of a foreign language is seen as a social phenomenon, where the classroom is a certain social environment, and the learning process is the interaction of all those present.

The main difficulty of students at foreign language lessons are language difficulties. Since the overcoming of difficulties during the game is enjoyable, then the use of the game on the basis of the song turns boring work into an interesting activity. At the first, a student becomes interested in the game, and then in the language. Without the language it is impossible to participate in this game. Feeling interest in the learning of foreign language, the students will continue to enthusiastically engage them in the subsequent lessons without games [4].

In our experience in the application of the song-based game, teacher should to gradually introduce more and more new types and kinds of games, modify and complicate the content and material. Students' interest in the game should be regularly maintained. Otherwise, as experience shows, the interest in language can gradually start to fade again, especially in at-risk.

Of great importance for the child at the initial stage of training, along with the game, give teacher's personality, his ability to make the lesson became event or holiday. To do this, teachers must have a big visual material, audio material and a variety of games.

The game promotes the development of all types of child's memory: visual, auditory and motor. Communicative orientation of games makes children more socially adaptable, trained to work in teams, with each other. However, artificially constructed communicative situations do not lead to an emotional response of the students, so the teacher requires a concerted effort to create the emotional involvement of students.

In Primary School (till 11 years) children is well developed long-term memory. Students of primary school do well and quickly remember the interesting things, and give them an emotional response. During the exciting interaction in class it forms good conditions of involuntary assimilation of the material by students. Learning by heart the songs in conjunction with games make the students have fun, that's why after many years, they are well remembered speech patterns and lexical items learned in elementary school [5].

Our teaching experience shows that for educational purposes, it is desirable to use the songs with the winning text. Lyrics may contain:

- A large stock of information about the culture and history of the country, the people;
- Interesting themes for debate and dialogue;
- Good combined to music and easy memorized lyrics;
- Self-sufficient linguistic and musical composition full of interesting vocabulary and with variety of grammatical structures, figurative expression, stylistic devices, and so on.

The song must have a certain rhythm, a good "sing away". There are songs for listening, but there are songs designed to move at a certain pace. Playing song is intended to create a certain atmosphere, the effect of belonging to a single action. As the first assistant to the teacher in the classroom, the game allows you to: quickly increase attention; to revive and improve the perception; correct student errors quickly, along the way, not letting them deeply rooted in the memory; enhances student motivation.

Games on the basis of the song can be used at the beginning or end of the lesson, in order to divide the lesson into two parts, to relieve tension. This is solved by the teacher's discretion. It is important that the work brings positive emotions and good, and also served as a powerful incentive in a situation where the interest and motivation of children to learn a foreign language begins to weaken.

In their lessons, we actively use the song collections of educational applications to CMD «Enjoy English» MZ Biboletova; Cambridge English course for Russian schools (Andrew Littlejohn, Diana Hicks); Songs for Children in English (edited by NA Naumova); Songs for Teaching English (Edited by V. Voronin). Here are examples of games with songs in English:

• **Musical game «There's an animal in my pocket».**

**The goal:** memorizing sustainable grammatical phrases after the study, the repetition of vocabulary in school subjects.

**Props:** recording a song «There's an animal in my pocket»

**Action:** the song sounds. When the disciples heard the phrase sustainable «There is», they have to stand up, and the next time they hear it in the song, sit down, and so on.

*«There's an animal in my pocket»  
There's an animal in my pocket.  
There are books on the tables.  
There are children on the chairs.  
There are pencils in our hands.  
And there is a teacher over there.  
There are words on the blackboard.  
There are pictures on the walls.  
There is an animal in my pocket,  
It is a mouse.  
He eats my sweets and sandwiches,  
And lives in my house.*

The game can be more difficult./ changing the phrase or word to which should respond to children (There is- There are, possessive pronouns, words beginning with certain letters).

• **Musical game «The ballet school».**

**The goal:** total relaxation, development of additive perception skills instruction at the hearing.

**Props:** Recording a song «The ballet school».

**Action:** Children sing a song and imitated ballet movements, feeling, the ballet dancers, the choreographers.

*One, two, three on the tip-toes.  
One, two, three on the tip-toes.  
One, two, three turn around.  
Clap, clap, step aside.*

The game can be made more interesting, if you repeat the song several times with acceleration and adding teams.

• **Musical game «Domestic and wild animals»**

**The goal:** Introduction with new and repeat studied animal and bird names.

**Props:** audio voices of animals, animal image

(Cards, video screen). The song «Old McDonald had a farm!»

**Action:** Children sing the song, substituting the names of animals, on the basis of the teacher assigned task. (Pets, sea animals, birds, reptiles, etc.)

*«Old McDonald had a farm!»  
Old MacDonald had a farm, ee-i-ee-i-o.  
And on his farm he had a [animal name], ee-i-ee-i-o,  
With a [animal noise twice] here and a [animal noise twice] there  
Here a [animal noise], there a [animal noise], everywhere a [animal noise twice]  
Old MacDonald had a farm, ee-i-ee-i-o  
Old MacDonald had a farm, ee-i-ee-i-o,  
And on his farm he had a cow, ee-i-ee-i-o.  
With a moo moo here and a moo moo there,  
Here a moo, there a moo, everywhere a moo moo.  
Old MacDonald had a farm, ee-i-ee-i-o.*

To add a moment of relaxation children imitate the movements of animals, which sing.

• **Musical game «Fingers»**

**Objective:** Repetition and consolidation of the direct and reverse accounts 1-10. Props: audio recording of a song «Ten little Indians»

**Action:** This sounds song, the teacher suddenly tells the «Five little fingers», and pupils show a hand with the mentioned number of fingers.

*«Five little fingers»  
One little, two little, three little Indians  
Four little, five little, six little Indians  
Seven little, eight little, nine little Indians  
Ten little Indian boys.*

It can be changed the number of fingers several times during the game. While the music plays, children walk in a circle, the teacher stops the music and calls the number of children should be broken into groups according to the number, called a teacher. [6]

Communicative situations and grammatical training material easy to "fall" on the song lyrics. The nature of music allows for variation application in the lesson, and topic. Rhythm and dynamics of charge activity and operability. Rich lexical material, saturation idiomatic foreign language easily hearing students and remembered for a long time.

**REFERENCES:**

1. Pligin AA Personality-oriented education: history and practice. - M., 2007.
2. Solovova EN Methods of teaching foreign languages: advanced course. - M., 2010.
3. Khokhlov SI Psychology of effective interaction of the teacher and the student. - M., 2008.
4. Derkleeve NI Motor sports, training and health lessons. - M., 2004.
5. Pukin TV Entertaining English Grades 5-11. - Volgograd 2009.
6. Sovetova EV "Improving technology in the school." - Rostov n\ D. 2006.