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

The loss of personal content makes learning material easy forgettable, for this rea-
son, 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 musi-
cal quality of the student, but also it increase the interest of students to language 
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 con-
siderable amount of vocabulary and solves grammar difficulties. The organiza-
tion 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 disciplines 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 deadeast 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 rely 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 vocab-
ulary, 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 effi-
ciency 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 com-
municative method. The lesson of a foreign language is seen as a social phenom-
emon, where the classrooms - a certain social environment, and the learning pro-
cess - 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 difficul-
ties. 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 lan-
guage. Without the language it is impossible to participate in this game. Feeling 
interest in the learning of foreign language, the students will continue to enthusi-
sastically 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 regu-
larly 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 become 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, audi-
tory and motor. Communicative orientation of games makes children more 
socially adaptable, trained to work in teams, with each other. However, artifi-
cially 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 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 animals in my 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 the 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 MacDonald had a farm!»