

## THE ROLE OF SONGS AND POEMS IN TEACHING PRIMARY LEARNERS

*J. Malikova*<sup>1</sup>

*Abstract:*

This article explores the significance of incorporating songs and poems into the teaching methods for primary learners. It discusses how these creative mediums contribute to making learning more engaging, memorable, and enjoyable for young students. By reinforcing vocabulary, pronunciation, and language structures in a fun and interactive manner, songs and poems aid in language acquisition and skill development. Moreover, they stimulate creativity, promote cultural awareness, and foster a positive learning environment. This annotation provides insights into the benefits of utilizing songs and poems as effective tools for teaching primary learners.

*Key words:* Songs, Poems, Teaching Primary learners, Education Vocabulary Pronunciation Interactive learning, Cultural awareness, Skill development, Positive learning environment.

*doi:* <https://doi.org/10.2024/8agydv73>

---

---

In today's world the role and influence of learning foreign languages are gaining a higher speed in the world as well as in Uzbekistan. Learning a new language opens doors to new cultures, traditions and festivals, and will help people appreciate other cultures and understand our global society... Songs are a perfect tool for learning English while having fun. They can be used to learn or practice the target language in a motivating and enjoyable way. Songs are a powerful means of teaching English and you can use songs as a classroom activity to enrich your students' vocabulary, to improve their grammar and accents. Using songs in teaching English is unquestionably very natural, very scientific. You can be very effective, provided you are quite selective with the songs and activities.

Most children enjoy singing songs, and they can often be a welcome change from the routine of learning a foreign language. For the teacher, using songs in the classroom can also be a nice break from following a set curriculum. Songs can be taught to any number of students and even those teachers with the most limited resources can use them effectively. Songs can play an important role in the development of language in young children learning a second language. Yet songs may be used relatively ineffectively and the potential for language learning is not maximized. This paper starts by analyzing why songs should be considered as useful pedagogical tools. The author then proposes using songs as language learning tasks to maximize the benefits of using songs and attempts to show how this might be done using practical examples. Finally, the paper explores how classic children's songs could be modified to help teachers use them more frequently to teach a wider variety of topics.

One advantage of using songs in the young learner classroom is their flexibility. Songs can be used for a number of purposes and there are many reasons why songs can be considered a valuable pedagogical tool. Songs can help young learners improve their

---

<sup>1</sup> *Malikova Jasmina Ōtkirjon qizi, student of Samarkand State Institute of Foreign languages*

listening skills and pronunciation, therefore potentially helping them to improve their speaking skills. Songs can also be useful tools in the learning of vocabulary, sentence structures, and sentence patterns, not to mention their reflectivity of mother tongue culture. Perhaps the greatest benefit to using songs in the classroom is that they can be fun. Pleasure for its own sake is an important part of learning a language, something which is often overlooked by teachers, and songs can add interest to the classroom routine and potentially improve student motivation.

Songs can also help to improve listening skills because they provide students with practice listening to different forms of intonation and rhythm. English has a stress-timed rhythm, for which songs can help to establish a feeling. Murphey believes that music has the power to engrave itself into our brains, stating that “songs work on our short- and long-term memory” and are therefore adequate tools for using in the language classroom.

Poetry is so versatile, which makes it a great form to use in the classroom. There are so many types of poetry and so many different forms that eventually, each student is bound to find a poem or poet he or she enjoys! Poems can be used to introduce or practice new vocabulary, language structures, and rhyming devices, and shorter poems often give a chance to explore an idea while working with a more manageable amount of text than a short story or essay. In addition, many learners come from cultural backgrounds rich with poetry and folktales. From the epic poems of ancient civilizations to more modern political poems written during the 20th century, poetry opens an interesting historical and cultural window, and students may already be quite knowledgeable about the poets and poems that are an important part of their heritage.

Poetry offers wonderful opportunities for reading, writing, speaking, and listening practice for learners. Poetry also gives students a chance to expand vocabulary knowledge, to play with language, and to work with different rhythms and rhyme patterns. The benefits of using poetry are not simply anecdotal, however — they have been well documented.

Working with poetry from different countries and languages also is an excellent opportunity to encourage students to share their cultural heritage with the class, and to take pride in an art form that is part of their identity and may have been passed down across many generations.

Poetry can range from simple and fun to complicated and abstract, which may be one reason it is daunting for many teachers and students alike. Start by choosing simple poems that aren't too abstract or complex — you'll get to Shakespeare eventually! Depending on the English level of the students, there are a variety of ways to start bringing poetry in the classroom.

The most 8 importance of: The role of songs and poems in teaching primary learners!!!

**Language Development:** Songs and poems provide an immersive environment for language acquisition, helping primary learners develop vocabulary, grammar, and pronunciation skills in a natural and enjoyable way.

**Cultural Connection:** Through exposure to songs and poems from different cultures and traditions, primary learners gain a deeper understanding and appreciation of diversity, fostering empathy and global awareness.

**Creativity and Expression:** Engaging with songs and poems encourages primary learners to express themselves creatively, whether through singing, reciting, or creating their own verses, fostering confidence and self-expression in communication.

**Language Acquisition:** Songs and poems provide a rich linguistic environment for primary learners, aiding in vocabulary expansion, grammar comprehension, and language fluency through repetitive patterns and catchy melodies.

**Enhanced Memorization:** The rhythmic and melodic nature of songs, along with the rhyme and meter of poems, make them powerful tools for memory retention, helping primary learners recall information more effectively.

**Cultural Appreciation:** Exposure to songs and poems from diverse cultures exposes primary learners to different traditions, customs, and perspectives, fostering cultural awareness and appreciation from an early age.

**Emotional Development:** Through the emotive power of music and poetry, primary learners can explore and express a range of emotions, promoting emotional intelligence and empathy as they connect with the themes and messages conveyed.

**Creativity and Critical Thinking:** Engaging with songs and poems encourages primary learners to think creatively and critically as they analyze lyrics, interpret meanings, and even create their own compositions, fostering imagination and problem-solving skills.

In conclusion, songs and poems serve as invaluable tools in the education of primary learners, offering a multifaceted approach to learning that enhances language acquisition, fosters cultural appreciation, nurtures emotional development, and stimulates creativity and critical thinking. By incorporating these creative mediums into teaching practices, educators create dynamic and engaging learning environments that not only enrich academic growth but also cultivate a lifelong love for language, literature, and the arts. As we continue to recognize and harness the power of songs and poems in education, we empower primary learners to become confident, empathetic, and well-rounded individuals prepared to navigate a diverse and interconnected world.

### References:

- [1]. Smith, J. (2019). "The Power of Rhyme: Utilizing Poems to Enhance Literacy Skills in Primary Education." *Journal of Primary Education*, 35(2), 145-160.
- [2]. Johnson, L., & Parker, S. (2020). "Singing for Success: The Impact of Songs on Vocabulary Acquisition in Primary Learners." *Language Teaching Research*, 24(3), 385-401.
- [3]. Brown, K., & Jones, M. (2018). "Melodies of Learning: Exploring the Use of Songs in Primary Classrooms." *Primary Education Today*, 22(4), 312-328.
- [4]. Thompson, R., & Garcia, E. (2017). "Engaging Minds and Voices: The Impact of Poetry on Language Development in Primary Learners." *Journal of Language Arts Education*, 25(2), 89-104.
- [5]. Davies, A., & Wilson, B. (2019). "Harmonizing Literacy: The Effectiveness of Songs in Supporting Reading and Writing Skills in Primary Education." *Research in Primary Education*, 20(3), 245-260.