



Song - As A Key To Awakening Interest In The Russian Language

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Abstract: In the article, the author describes an idea that can solve teaching and educational goals at the same time. The article is devoted to the study of modern popular songs and songs from films for the possibility of their use in Russian as a foreign language (RFL) lessons as educational material. The material is interesting and useful to those who are looking for something new and want to make their contribution to spiritual development. The author calls for joining forces, hoping that the proposed experience will be taken up by colleagues from other cities.

Key words: development of memory, creation of language didactic material, interest in learning, song as small genre of verbal creativity with huge possibilities, music and grammar, aesthetic development.

Singing and music were used in the educational process back in the days of Antiquity [Asafiev 1973]. According to the conclusion of authoritative domestic historians of philosophy (V.F. Asmus, F.H. Kessidi, A.F. Loseva, V.P. Shestakova), "the entire system of public education of the ancient Greeks was built on music and musical education. "Educated" man in Greek means "music," that is, the one who received musical education "[Ancient musical aesthetics 1960:6]. It is known that the works of all ancient Greek poets, called "melic" ("chant"), are sung.

These are the works of Alcaeus, Sappho, Stesichorus, Anacreon, Ibycus and many others. Outside of singing, their poetry did not exist, and without music they could not be perceived by their contemporaries, whose thinking was tuned to the artistic combination of arts [Gertzman 1995: 121]. Pythagoras and his students began and ended each day with singing: in the morning this awakened their consciousness, and in the evening it helped them to relax and promoted healthy sleep. The ancient Greek scientist believed that music has a therapeutic



value (he called it music treatment): it heals the soul and body, thanks to music, the initial harmony of mental forces is established and “virtues awaken.” Pythagoras also introduced the doctrine of harmony of the spheres, according to which the structure of the cosmos corresponds to the structure of a musical work. . In connection with the above, let us cite the famous saying of Plato: “Music inspires the whole world, supplies the soul with wings, promotes the flight of the imagination; music gives life and joy to everything that exists... It can be called the embodiment of everything beautiful and everything sublime.” According to Plato, rhythm, singing and music permeate all life - private, public, and cosmic [Plato 1994: 734]. The world has changed, but the lesson system remains the same as it was hundreds of years ago. For many students and parents, attending class is a difficult, joyless duty, a source of stress and negative emotions. With this attitude, you can forget about motivation to study, successful development, mental and physical health. Filling the lesson, the content of the dialogue with students is the most interesting task of a particular teacher in a particular group. We offer one of the ideas that can solve the main problem in Russian language classes - to cultivate a keen interest in the Russian word and a desire to study the patterns and life of the language at different levels: lexical, syntactic.

The song, organically and harmoniously, has long played a huge role in a person’s life. A song is a union of music and words. Both are huge strengths. Music affects both hemispheres of the brain: the right one perceives timbre and melody, and the left one perceives rhythms. Of course, it is important to take a responsible approach to song selection. The range of rhythms “adjusts” to the breathing rate and heartbeat of each person individually: a good composition lifts the mood and improves performance. The words to the song are poetry, including those created by geniuses who lived in the 19th and 20th centuries. In addition, there are quite a few contemporary songwriters. Linguistic analysis of some texts convinces us that the youth who created them are talented. We believe that authentic song lyrics meet these goals. They equally attractively represent the culture of the language being studied and many of the features of communication in it. According to the observation of I.A. Sternin, “Songs in Russia are used to greet, dignify, see off, support, inspire, complain, seek sympathy and help, thank - the palette of communicative functions of Russian song is unusually wide and practically coincides in range with the main functions of Russian communication” [Sternin 2004: 3]. Moreover, the use of music,



rhyme and the rhythmic organization of texts enhance their emotional impact and memorability. With the help of songs, you can combine a typical communicative situation and the purpose of communication with linguistic means appropriate for achieving it and built according to a ready-made compositional model. It is also important that accessible Internet resources and modern technical teaching aids provide additional opportunities for selecting and using songs both in the classroom and in students' independent work, combined with appropriate video accompaniment. For the effective development of communicative competence, it is advisable to accompany the song with video materials (video clips) that help to understand the communication situation reflected in it. The set of exercises should be aimed at communicative analysis, the use of linguistic and communicative dominants in other communication situations, and stimulation of creative responses to the content of the text. At the same time, lexical-semantic and grammatical work on difficult fragments of the song, which are not of great importance for understanding the situation and the goals of communication, is performed with minimal time. The theoretical significance of the work lies in the fact that, based on an analysis of research in psychology, pedagogy, linguistics and linguodidactics, a methodological justification for the use of songs as a means of teaching RFL was carried out. The practical significance of the study is determined by the fact that it developed and tested educational materials for teaching RFL using songs. The proposed set of exercises is intended for the development of communicative competence in the process of course training in RFL. Selected and methodically analyzed song materials can be used in classroom and extracurricular work on RFL.

Scientific research is:

- to substantiate the methodological feasibility of using songs as an educational means of developing communicative competence in RFL classes;
- in the analysis of 1030 works of Russian vocal music and the selection of 135 of them, the most suitable for the development of communicative competence of foreign students at levels A2-B1;
- in an integrated approach to the use of authentic Russian songs in classes in the course training of RFL;
- in the classification of song materials on linguistic and communicative grounds;



- in highlighting the linguocommunicative dominants of song texts and determining the content of this concept;
 - in clarifying the substantive and formal criteria for selecting song works;
 - in adapting the generalized plan of communicative analysis to the needs of teaching RFL;
 - in developing a set of exercises aimed at developing the communicative competence of foreign students with the help of song materials;
 - to substantiate the methodological feasibility of using a song accompanied by video materials that illustrate a certain communication situation;
- in the phased use of song materials, which includes not only classroom and homework with a vocal work, as well as the subsequent presentation of the results of creative responses to it;
 - in the compilation of annotated texts of songs intended for the development of linguistic, speech and communicative competencies.

A song is a special form of expression of a language, and a language is a carrier of national culture. Through Russian songs we can get closer to the “Russian soul”, the “heart” of the Russian nation and better understand the historical and cultural background of Russia. For the RCT methodology, the linguistic specificity of the song text is also important - its forced expressiveness. I. V. Arnold describes expressiveness as “a property of a text or part of a text that conveys meaning with increased intensity, expressing the internal state of the speaker, and results in emotional or logical strengthening, which may or may not be figurative” [Arnold, 1982, p. 11]. “Expressiveness is those semantic features of a word, part of a word, grammatical form or sentence that allow them to be used as a means of expressing not only the subject content, but also the attitude of the speaker or writer to what is being said or to the situation. We believe that the specificity of an expressively written text is its task of evoking emotions in the listener. The general task of expression is to express or stimulate a subjective attitude towards what is said” [Panchenko, 2010, p. 228-229]. “Music helps the student to emotionally feel the text of the song, which means it helps to remember and assimilate the necessary vocabulary, not in the abstract, but in context, with whole turns of speech, language clichés” [Rodionova, 2012, p. 114]. It is interesting that songs form precedent texts [Kuraulov, 1987], well-known quotes: “those stereotypes and thought patterns that entered a person’s consciousness through a song are fixed and remain forever” [Norman, 1991, p. 130]. N.V. Smykunova conducted a study of



precedent phenomena in the speech communication of a Russian linguistic personality and in the process of teaching Russian as a foreign language. Studying the lexical minimum of Russian as a foreign language in the associative aspect, she discovered that a significant number of words are associatively connected by seven or other precedent texts. The number of “song” associative reactions was more than 20%. Thus, learning songs in RFL classes can significantly improve the communicative and cultural competence of students. Summarizing the advantages of using songs in RFL classes, let's say that they create an atmosphere of active learning and stimulate interest in it. The most effective way to teach Russian is to help students find things in the Russian language that will evoke an emotional response and stimulate students' interest in the classroom so that students can learn from experience. Listening to Russian songs in a foreign language 19audience can give a feeling of an informal situation, which will motivate students to learn. Songs expand your vocabulary and help you memorize new words. Learning is inseparable from memory, especially the learning of foreign languages. Fear of not remembering words is a common problem for students. You can learn a lot of Russian words and phrases by studying songs in RFL lessons. Moreover, songs allow a foreign student to introduce into circulation that vocabulary that is culturally significant for Russians, which he usually does not encounter in class. In addition, “the connection between learning songs is revealed in their communicative focus.” Songs allow you to practice listening and speaking skills. Teachers may choose several slow songs to teach depending on their language proficiency. As students' speech skills improve, moving songs can be introduced into practice. Singing, pronouncing song lyrics in Russian, as well as constructing your own statements, which will allow you to develop speaking skills, are required. Researchers formulate linguodidactic principles for working with song material during the RFL lesson.

Song material in regional studies classes creates a positive, friendly atmosphere in the classroom, promotes a deeper and more diverse acquaintance with the history and culture of the country of the language being studied and arouses interest in the unusual interpretation of Russian traditions and customs presented in the lyrics. In our opinion, classes in regional studies cannot be complete without familiarization with the national musical culture of the country. Folk or original songs written in folk style are easy to understand, and, as experience shows, they are successfully used in the practice of teaching



regional studies in classes on Russian as a foreign language. Such innovative forms of work lead to emotional relief for students, create a friendly atmosphere in the classroom, which has a beneficial effect on mental and speech activity. Moreover, the learning process becomes more exciting, interesting, and varied. The involvement of a foreign student in Russian culture increases, which makes him want to understand the world of the language he is learning even more deeply. Thus, research and empirical experience indicate that music and singing of folk, folk-stylized and modern songs in general have a positive impact on the process of learning foreign languages.

Song and musical material can be successfully used not only in teaching grammatical aspects of the language, but also in the formation of speech activity, especially oral speech. Also, song material plays an important role in the formation of cultural competence in foreign students. Organizing regular work with songs greatly facilitates the process of teaching Russian as a foreign language, both for teachers and students. It is also necessary to know the features of using songs as a methodological technique, the main criteria for their selection for RFL classes, the purposes of their use, and the stages of working with songs. To maintain students' interest in this type of work, it is recommended to change the forms of working with the song, develop new types of tasks and exercises, and use handouts.

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