



THE POWER OF MUSIC IN LANGUAGE LEARNING: A STUDY ON TEACHING ENGLISH PRONUNCIATION

Bo'riyeva Gulida Musurmon qizi

Student of SamSIFL

E-mail: gulidaboriyeva@gmail.com

Phone: +998 95 075 33 91

*Scientific supervisor: **Zulfiya Akhmedova***

Teacher of SamSIFL

Annotatsiya, ushbu maqolada musiqa vositasida ingliz tilining talaffuzini o'rgatishning nazariy va amaliy jihatlarini keng yoritilgan. Tadqiqotda qo'shiqlar, ritmik mashqlar va melodiylarning o'quvchilarning fonetik kompetensiyasini rivojlantirishdagi roli tahlil qilinadi. Shuningdek, musiqa orqali urg'u, intonatsiya va tovushlarning to'g'ri talaffuzini shakllantirish imkoniyatlari ko'rib chiqiladi. Tadqiqot natijalari shuni ko'rsatadiki, musiqa asosida tashkil etilgan darslar o'quvchilarning eshitish qobiliyatini yaxshilaydi, talaffuzdagi xatolarni kamaytiradi hamda ularning kommunikativ kompetensiyasini rivojlantiradi. Bundan tashqari, ushbu yondashuv o'quvchilarning darsga bo'lgan qiziqishini oshirib, ularning faol ishtirokini ta'minlaydi. Maqolada musiqa asosida o'qitish metodikasining afzalliklari va uni amaliyotga joriy etish bo'yicha tavsiyalar ham keltirilgan.

Kalit so'zlar: musiqa, ingliz tili, talaffuz, fonetika, til o'rganish, metodika, innovatsion yondashuv, qo'shiqlar, ritm, intonatsiya, urg'u, eshitish ko'nikmasi, kommunikativ kompetensiya, motivatsiya, interaktiv ta'lim

Аннотация, в данной статье подробно рассматриваются теоретические и практические аспекты использования музыки при обучении английскому произношению. В исследовании анализируется роль песен, ритма и мелодии в развитии фонетической компетенции учащихся. Особое внимание уделяется формированию правильного ударения, интонации и произношения звуков с помощью музыкальных средств. Результаты исследования показывают, что использование музыки способствует улучшению навыков аудирования, снижению количества фонетических ошибок и развитию коммуникативной компетенции. Кроме того, музыкальный подход повышает мотивацию учащихся и делает процесс обучения более интересным и интерактивным. В статье также представлены практические рекомендации по внедрению музыкальных методов в образовательный процесс.

Ключевые слова: музыка, английский язык, произношение, фонетика, изучение языка, методика обучения, инновационный подход, песни, ритм, интонация, ударение, аудирование, коммуникативная компетенция, мотивация, интерактивное обучение





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

Abstract, *this article provides a comprehensive analysis of the theoretical and practical aspects of using music in teaching English pronunciation. The study investigates the role of songs, rhythm, and melody in developing learners' phonetic competence. Special attention is given to how music helps improve stress, intonation, and accurate sound production. The findings demonstrate that music-based instruction enhances listening skills, reduces pronunciation errors, and contributes to the development of communicative competence. Furthermore, the use of music increases learners' engagement and motivation, making the learning process more dynamic and interactive. The article also offers practical recommendations for integrating music into language teaching methodology and highlights its effectiveness as an innovative pedagogical tool.*

Keywords: *music, English language, pronunciation, phonetics, language learning, teaching methodology, innovative approach, songs, rhythm, intonation, stress, listening skills, communicative competence, motivation, interactive learning*

Introduction

In recent years, the process of language learning has undergone significant transformation, shifting from traditional, teacher-centered approaches to more interactive and learner-centered methods. One of the key challenges in teaching English as a foreign language is developing learners' accurate pronunciation, which is essential for effective communication. Pronunciation involves not only the correct articulation of sounds but also the proper use of stress, rhythm, and intonation, all of which contribute to intelligibility and fluency. Despite its importance, pronunciation is often neglected in language classrooms or taught through repetitive and less engaging techniques. As a result, learners may struggle with phonetic accuracy and experience difficulties in real-life communication. Therefore, there is a growing need for innovative and motivating teaching strategies that can enhance learners' phonetic competence in an effective and enjoyable way. One such promising approach is the integration of music into language teaching. Music, as a universal and emotionally engaging medium, has a unique ability to facilitate memory, improve listening skills, and create a natural context for language acquisition. Songs, rhythm, and melody provide authentic linguistic input and expose learners to natural pronunciation patterns, including connected speech, stress, and intonation²¹.

This study aims to explore the power of music in teaching English pronunciation by analyzing both theoretical foundations and practical applications. It focuses on how music-based activities can contribute to the development of learners' phonetic skills, reduce pronunciation errors, and enhance their overall communicative competence. Furthermore, the research highlights the motivational impact of music and its role in creating a dynamic and interactive learning environment. The relevance of this study lies in its contribution to modern language teaching methodology, offering practical insights and recommendations

²¹ Murphey, T. Music and Song. Oxford: Oxford University Press, 1992. –15 p.





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC SOLUTIONS

for teachers who seek to implement innovative and effective techniques in their classrooms. In many traditional classrooms, pronunciation is usually taught through drilling exercises, repetition, and isolated practice of sounds. While these methods can be useful to some extent, they often fail to keep learners engaged and motivated. Students may quickly lose interest, especially when activities become monotonous and lack meaningful context. Moreover, such approaches do not always reflect how language is naturally used in real-life communication, where pronunciation is closely connected with rhythm, emotion, and interaction.

This is where music can play a transformative role. Unlike mechanical repetition, music creates a lively and emotionally rich environment that naturally draws learners' attention. When students listen to songs, they are not only exposed to correct pronunciation but also to natural speech flow, reductions, linking, and expressive intonation. These elements are difficult to teach through traditional methods alone but become more accessible through musical input.

The use of music in teaching English pronunciation is supported by both theoretical perspectives and practical classroom experience. Music combines rhythm, melody, and repetition, which are essential elements in language acquisition. These features make it easier for learners to recognize, imitate, and internalize correct pronunciation patterns. One of the key aspects of pronunciation is stress. In English, word stress can change the meaning of a word, and sentence stress plays a crucial role in conveying meaning.

Music also plays a significant role in improving learners' ability to produce difficult sounds. English contains many sounds that may not exist in learners' native language. For example, sounds like /θ/ (as in "think") or /ð/ (as in "this") can be challenging for many students. Songs provide repeated exposure to such sounds in a natural context. For instance, a teacher can select a song that contains multiple examples of the /θ/ sound and ask students to listen carefully and underline the words they hear. After that, students can practice singing or repeating²².

Conclusion

In conclusion, the use of music in teaching English pronunciation is an effective and engaging approach that enhances learners' phonetic competence. Music helps students improve their pronunciation, including stress, intonation, and sound production, through natural and meaningful exposure. The study shows that music-based activities not only reduce pronunciation errors but also improve listening skills and communicative competence. Additionally, music increases learners' motivation and creates a positive learning environment where students feel more confident to practice speaking.

Overall, integrating music into language teaching can significantly improve the quality of pronunciation instruction. Therefore, it is recommended that teachers use music as a practical and innovative tool in the classroom.

²² Harmer, J. How to Teach English. Harlow: Pearson Longman, 2007. – p. 248.





MODERN PROBLEMS IN EDUCATION AND THEIR SCIENTIFIC
SOLUTIONS

REFERENCES

1. Nation, I. S. P., & Newton, J. Teaching ESL/EFL Listening and Speaking. New York: Routledge, 2009. – p. 82.
2. Thornbury, S. How to Teach Speaking. Harlow: Longman, 2005. – p. 73.
3. Underhill, A. Sound Foundations: Learning and Teaching Pronunciation. Oxford: Macmillan Education, 2005. – p. 39.
4. Rost, M. Teaching and Researching Listening. London: Pearson Education, 2011. – p. 156.
5. Grant, L. Well Said: Pronunciation for Clear Communication. Boston: Heinle Cengage Learning, 2010. – p. 21.
6. Nation, I. S. P. Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, 2001. – p. 98.
7. Field, J. Listening in the Language Classroom. Cambridge: Cambridge University Press, 2008. – p. 67.
8. Dalton, C., & Seidlhofer, B. Pronunciation. Oxford: Oxford University Press, 1994. – p. 114.

Internet resources

9. <https://www.teachingenglish.org.uk>
10. <https://www.cambridgeenglish.org>

