

## MUSIC IS AN EFFECTIVE TOOL FOR LEARNING A FOREIGN LANGUAGE

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*In the following article, the author presents music as a useful tool for enhancing the effect of mechanical memory operations; in memory tasks that involve musical components, as it is unconsciously memorized through learning content, which makes learning more enjoyable. The author features music's benefits on foreign language learner cognition, affect, motivation, spiritual education and identity as well as the challenges involved. Additionally, the author presents Learning as a sense of developing language through listening and creates a neural representation of the target language's phonetic system in the brain.*

**Key words:** music, language acquisition, phonology, emotion, the effect of mechanical memory operations, rhythms, lyrics, language processing, perception and memorization.

**M**usic and language are two different fields, but they have a lot in common. People use them to convey information and sensations, and in both cases, it is necessary to use the human pronunciation system and the auditory system. Therefore, many scientists from different disciplines are trying to explore the relationship between music and language and are exploring whether the study of these two different areas can influence each other. So, is it possible to use the methods and principles of music in learning a foreign language? In the history of human civilization, music has always been one of the main subjects and the main ways of teaching and upbringing. Plato believes that music plays an important role in spiritual education. Music from Ancient Greece to the middle Ages is a major part of liberal arts education for free male education. Since the legacy of the use of music in education, music has evolved into one of the important phenomena of language education since the 1930s. Researchers have found that music has beneficial effects on oral language acquisition, grammar learning, writing,

and cultural cognition. Today, the development of electronic technologies and the popularization of mobile multimedia have created unprecedented convenient technical conditions for the use of music in language education. Within the human brain, there is a very close connection between the musical tone-processing center and language processing. When one side increases, it encourages the strengthening of the other side. In other words, in the process of learning music, our reading of music, perception and memorization of tones activate the center of our language control. In the early years, research showed that children who study music are much better at reading than other children are, and their characters gradually become cheerful and willing to communicate with others.

Modern science mainly reveals the relationship between music and language through research in brain imaging, genetics, and animal behavior comparisons.

The following is an overview of the practical value of learning:

1) music and language are unique to humans and universal to all human races; both are com-

plex, high-level communication systems built from phonological components;

2) both music and language have multiple processing centers in the brain; the brains of the two are not independent of each other, but have extensive and complex overlap, correlation, and parallelism;

3) music and language activate the emotional nerves of the brain and cause emotional excitement and communication.

The general relationship between music and the psychological processing of language. There is a wealth of research data in this area. As mentioned earlier, neuroscientists have found that the music-processing center in the brain is close and partially overlaps with the processing center of language and spatial intelligence, and all of them closely related to higher-level thought activity. Both music processing and language processing have parallel or overlapping areas. A large number of studies have shown that the inclusion of music in language learning, especially the rhythm of music in the language, has a significant effect on improving memory. In particular, the processing of the brain tends to divide the input speech information in the language fragments. If these language fragments are themselves integrated into the rhythm and melody components, plus common repetitions of the fragments in musical songs, then the work of the Phonological Loop Operation is rehearsed in RAM. They are very useful, facilitating rehearsal in the phonological loop, thereby contributing to the transformation of working memory into long-term memory, which greatly contributes to the study of vocabulary. This phenomenon and effect are especially noticeable when learning children's songs. Music is also useful for enhancing the effect of mechanical memory operations; in memory tasks that involve musical components, students often unconsciously memorize a large amount of learning content, which makes learning more enjoyable.

Using music in language learning is very useful for mastering the phonetic system. Rhythms in songs can reveal natural changes in the voice and intonation of spoken English, including circumflex, changes in strength and weakness, and syllable expansion, thereby reducing the influence of native language accents and improving students' pronunciation in a foreign language.

For example, in the Total Physical Response training practice, they use fun songs and poems that match the rhythm of jazz to improve students' pronunciation.

Including music in language learning is very useful for learning about cultural differences and understanding them. Music can play an important cultural function of cognition and appreciation when learning a foreign language. Music not only has the traditions of the national style, but also has a universal beauty. This can often help students overcome the psychological barriers of religion, region, and race, as well as evaluate different cultures with an open mind. In the era of internet and television, popular songs often transcend national boundaries and become a common language and hobby for students of the same age. In the process of evaluating popular music, singing the lyrics of popular songs, you can learn the expressions of spoken phrases compare fragments of vocabulary and understand the influence of culture on certain musical styles and specific musicians.

English popular songs have certain characteristics that make it easier to learn the language.

A study of a large number of English popular songs shows that popular English songs have the following characteristics that are useful for learning a second or foreign language:

1. The lyrics of 94% of popular songs are equivalent to the level of fifth-grade language proficiency in their native language, and the difficulty of learning a foreign language is moderate.

2. The lyrics of 25% of popular songs contain common expressions in colloquial speech:

3. The rhythm of singing most popular songs is slower than the speed of spoken language, and contains more vocabulary, repetition of phrases or structures, and more pauses, which is convenient for learning a foreign language.

This study is based on classroom observations, so student performance in the classroom is an important data source. Secondly, the grades for the control work of students of music and other specialties are also reference data.

Among the 50 students of the author's class, 20 were from the Music Department; all of them received various degrees of professional training and entered the University of the Arts. In the classroom, compared to students of other majors, music students are more active in the class-

room, more active in answering questions, more prominent in listening and speaking, have accurate pronunciation, and have a strong ability to imitate language. The comprehension of speech by ear in the test is more accurate than in other specialties. Therefore, the author selected eight musical students for extracurricular interviews. Before starting the interview, inform the interviewed students about the topics to be discussed and about the author's desire to know their English language studies and professional musical training. The visit time is approximately 45 minutes. The content of the interview is arranged after recording.

Results are here:

1. Long-term music training allows students to perceive speech well in terms of language and music. Music training is a complex process. The most basic musical training is practicing the skills of singing from a sheet and training the ear, that is, students must accurately sing or play a given music without listening in advance, or accurately sing, play or record when the music is not being watched. There was music. Such training requires students to have a high degree of concentration, as well as accurate sound capture, including pitch, length, tone tuning, and rhythm. These abilities are also important when learning a language. In this study, students who have received music education at the initial stage of calibrating the phonetic intonation of a foreign language have a strong ability to imitate native English speakers, and music students often practice some songs in other languages, and they usually understand the lyrics.

2. The general emphasis on music in music teaching helps students learn foreign languages. Music has its own «grammar» and context, striving for the harmony and coherence of all music. Therefore, when creating music and singing, integrity and smoothness between phrases are very important. Even if some notes are put together according to principles and grammar, they will not sound good if they lack internal coherence. In the course of music training, students will be acquainted with a large number of ready-made excellent works to improve their sense of music and appreciation. At the same time, music students will also learn from the creation mode or chapter structure of existing great pieces when composing music or

changing phrases to create new music. Music students who are used to this mode of study, during the interview, the author found that they were also influenced by this method when learning a foreign language. Compared to students of other majors, they prefer to read the entire text first when studying the text. Article instead of searching for new words first. They pay more attention to the structure of the entire chapter, rather than partial language points. A memory fragment is used when learning a foreign language and this learning strategy promotes smooth language output.

There are still many unsolved mysteries in the relationship between music, language, emotion, wisdom, and the soul. Although experiments such as brain science are packed tightly with fine needles, they have not yet reached the stage of providing immediate guidance. However, the educational tradition of integrating music into language and the scientific research on the paradigm of language and the contrast of music are sufficient to provide three main sources of inspiration:

First, phonology is the origin of music and language. Learning develops a sense of language through listening and creates a neural representation of the target language's phonetic system (not text) in the brain. This has absolute priority.

Second, the inextricable links between music and language in evolution are all condensed by phonological connections. Applying music to language learning requires not only connecting music and language, but also exploring and making full use of the musicality of the language itself.

Third, the beauty and pleasure of music is a source of spiritual creativity. Sensitivity and reason, art and science, passion and wisdom, pleasure and creativity, intuition and insight, the mystery of their dual relationship, understood by modern or future science, contains the true meaning of education. It is impossible to degenerate learning into stimuli and reactions, because it is not yet possible to analyze them «from a scientific point of view» and break down wisdom and knowledge into pieces.

In conclusion, we can say that learning and listening the music can stimulate the auditory system so that language learners can more easily understand and generate more accurate pronun-

ciation and intonation for better foreign language learning. By teaching the rules of pronunciation and changing the laws of foreign languages, teachers can encourage students to listen more to audio-visual materials in English with standard pronunciation, in order to improve students' perception and ability to imitate. Encourage all students to participate in the class-

room. The role of a teacher is more of a leader who gives students more work opportunities, increases their self-confidence, and tries to provide enlightenment instead of correcting mistakes and eliminating student anxiety. The error information is summarized at the end of the expression so that students can learn to communicate as they correct the errors.

### **LITERATURE**

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