

A SONG AS A MEANS OF MOTIVATION AT A FOREIGN LANGUAGE LESSON

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Motivation is one of the most important incentives for learning a foreign language. How to “awaken” or “strengthen” students’ motivation? We recommend to use songs at a foreign language lesson as a motivation tool. Songs have been always willingly used by teachers, what is evidenced in a large number of methodological materials and scientific articles in domestic historiography.

The analysis of domestic studies devoted to this problem reveals that this topic has been studied well. Such researchers as I.A. Andreeva, N. Degtyarev, Y.V. Novikova, M.Y. Belkina, Zh.B. Vereninova and N.P. Dyachenko should be noted. Having analyzed their works, we have come to the conclusion that a song is one of the most effective means of motivating students who perceive foreign languages through the song quite willingly and easily. In addition, with the help of a song, you can practice phonetic skills, repeat grammar and consolidate or learn new vocabulary, and most importantly, improve listening skills. As you can see, the versatility of the song makes it possible to use it to form most of the language skills necessary for mastering a foreign language.

The author of the article offers methodological background for a German lesson using two songs: of the group Tokyo “Durch den Monsun” and of the singer Cluso “Chicago”. The set of exercises for the first song is aimed at checking the general understanding of the text (answering questions) and working with vocabulary (emphasize a false word in a phrase and correct it; choose antonyms and synonyms). The exercises for the second song is of a different nature: the understanding of the text is checked using a small test, which offers options for ending the phrase as well as unprepared speaking exercises and discussion. Such tasks are possible for students of the second year of study with the level of A2-B1. The exercises are designed so that the students do not need to translate the lyrics. The meaning of new words is interpreted using synonyms or antonyms. Thus, the proposed lesson is based on the non-translating method. The purpose of this methodological approach was to stimulate the students to master or consolidate new vocabulary, to introduce it into unprepared speech, that is monological statements on a given topic.

The author has come to the conclusion that working with a song at a foreign language lesson helps students to improve listening, speaking, understanding of a foreign text and pronunciation. The song removes emotional stress and involves even the shiest students in the work. **A song is one of the most popular means of practicing phonetic features, consolidating grammatical structures and mastering foreign language vocabulary; fourthly, the texts of songs for young people make possible to discuss relevant topics, stimulating students to unprepared speech.**

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