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DEVELOPING STUDENTS' PRONUNCIATION AND VOCABULARY SKILLS THROUGH THE USE OF SONGS AND GAME TECHNOLOGIES IN ENGLISH LESSONS

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Abstract. This article discusses the development of students' pronunciation, intonation and vocabulary skills through the use of songs and game technologies in English lessons. The linguodidactic potential of songs in language education, the stages of working with a song, the types of lexical and phonetic games and the methodology of their application in the lesson are analyzed. It is substantiated that using students' musical abilities in language learning in music and art educational institutions significantly increases the effectiveness of English language teaching.

Keywords: English language, song technology, language games, pronunciation, intonation, vocabulary, auditory perception, motivation, authentic material, musical ability.

Music and language are two closely interconnected phenomena of human thinking. Neurolinguistic studies have shown that practicing music activates the language centers of the brain, and that people with a developed musical ear perceive the sounds of a foreign language more accurately. Consequently, students studying in the field of music have a natural advantage in learning English, and the methodologically correct use of this advantage is an important task of the teacher.

The Resolution of the President of the Republic of Uzbekistan No. PP-5117 of May 19, 2021 provides for the wide introduction of modern, learner-centered methods in teaching foreign languages. Song and game technologies belong to such methods: they bring an emotional uplift to the lesson, remove psychological barriers and create conditions for acquiring the language in an environment close to the natural one.

Songs in English are the most accessible and attractive type of authentic language material: they embody lively colloquial vocabulary and natural samples of pronunciation, rhythm and intonation. In practice, however, songs are often used only as a "decoration" of the lesson, while their systematic linguodidactic potential remains unrealized. For this reason, the methodologically grounded introduction of song and game technologies into the English lesson is a topical issue.

In language education, a song performs several functions at the same time: phonetically, it presents sounds, word stress, rhythm and intonation in a natural model; lexically, it consolidates new words and expressions in memory in context and with the help of melody; grammatically, it automates tense forms and sentence structures through the repeated refrain; culturally, it introduces students to the culture of English-speaking peoples. Psychological research has confirmed that rhyme and melody make it possible to memorize a text several times more easily than ordinary prose.



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Work with a song is organized in three stages. At the pre-listening stage, the topic of the song is discussed, key words are semanticized and predictions about the content are made. At the listening stage, tasks such as gap-filling, arranging lines in order, finding the extra word and marking rhyming words are performed. At the post-listening stage, the content of the text is discussed, sentences with new vocabulary are made up and the song is performed together. For students of music specialties, a creative continuation of the final stage — performing the song with the accompaniment of their own instrument or composing a new verse — arouses particular interest.

English sounds that are difficult for Uzbek students — interdental consonants, the distinction between short and long vowels, voiced consonants at the end of words — are practiced naturally and without strain while singing. The jazz chants technology is an effective way of mastering word and sentence stress and the specific rhythm of the English language. If tongue twisters are organized in the form of a competition, pronunciation practice turns into an exciting game. Students with a musical ear grasp intonation patterns — interrogative, declarative and exclamatory tones — especially quickly.

Lexical games (“Word chain”, “Odd one out”, “Bingo”, “Memory game”) serve to transfer new words into the active vocabulary. Phonetic games (“Sound hunt”, minimal pairs competition) develop the skill of distinguishing sounds. Speech games (“Role play”, “Guess who”, “Interview”) make it possible to use the studied material in lively communication. The main advantage of game technology is that it removes the fear of making mistakes: during the game, the student’s attention is focused not on the language form, but on the goal of the game, and the language is acquired naturally and involuntarily.

Enriching English lessons at the technical college of music and art with professional content further increases students’ motivation. Learning musical terms (melody, harmony, rhythm, performance, conductor), working with texts about famous composers and performers, announcing a concert program in English, presenting one’s instrument and creative activity — such tasks link the language with professional activity. For students planning to participate in international competitions and festivals, these skills are of direct practical importance.

In the groups where song and game technologies were systematically applied, significant positive changes were observed during the academic year in the quality of pronunciation, intonational correctness and the volume of active vocabulary. Class attendance and the level of homework completion increased. The vast majority of students rated song-based lessons as the most effective and enjoyable type of lesson. It was also found that some students had made it a habit to study English songs independently outside of class — this creates a basis for continuous independent learning.

It has been substantiated that song and game technologies are an effective means of developing pronunciation, intonation and vocabulary skills in English lessons. They give the lesson emotional attractiveness, remove psychological barriers and create an environment for the natural, involuntary acquisition of language material.

In music and art educational institutions, students’ developed musical ear is a powerful resource for language learning, and song technology makes it possible to use this

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resource to the full. Promising tasks for the future include creating a collection of educational songs adapted to language levels, forming a bank of professionally oriented language games and preparing methodological guidelines for song-based lessons.

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