



USING THE SONG TO LEARN SPANISH

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ANNOTATION

This article is written about how to learn Spanish perfectly with the help of songs. It explains in detail how to choose a song, what exercises to do and what results can be achieved. The article can be useful not only for those who study Spanish, but also for those who want to learn any foreign language.

KEYWORDS: *music, song, listening skills, literature, pronunciation, metaphor, irony, word games*

DISCUSSION

Talking about teaching-learning foreign languages is synonymous with the achievements and frustrations of both the teacher and the student. I personally believe that learning a foreign language is a journey, not just the language itself, but also history, and society, yesterday and today, in short, the soul of culture; and so beyond activities based on homework and class hours, I believe that it is an experience that should leave its mark on the people who live it, whether they are a student or a teacher. For the student, learning a language should be a discovery of the unknown, full of problems and satisfaction. For the teacher teaching it should be an opportunity to convey all your knowledge in a motivating and interesting way thanks to your dedication and enthusiasm.

The main purpose of the article was to find out whether music was used in the ELE classroom in Uzbekistan, as well as to know the teachers' opinion about its use as a teaching tool. Based on the main goal, it was expected that the answer to the following questions: What kind of music is used? Does it meet the tastes of the teacher or the student? What is the purpose of using music in the classroom? Theoretical foundations: Reasons for using music as a teaching tool offers options for teaching grammar and phonetics - by placing songs. In the classroom, the teacher can work on different areas of the language: at the linguistic level, you can practice verb tenses in

context, consolidate previous knowledge, or explain new syntactic structures; similarly, song lyrics stimulate vocabulary growth. On the other hand, when singing, the student practice pronunciation and practice listening to the language being learned in addition to that the songs can be used in everyday speech or in poetry, among other things (Betty, 2004).

It stimulates four skills: speaking of "skills" in the plural, Ruiz emphasizes to Garcia (2005) that songs in the classroom stimulate four skills of the student, and, in the general opinion of many teachers, that music helps" only "listening skills, since the student can "read" the lyrics, "listen" and "talk" about the instructions received, "write" your opinion on the text, etc.

It embodies different literary styles: according to Perez-Agote (1999: 887), "song, like literature, allows us to work on different aspects of language (metaphor, irony, word games, etc.) [...]" (quoted by Ruiz Garcia 2005: Presents authentic texts first-hand: the songs represent real authentic material, as they are written by local singers for the public. In addition, in many cases, the songs are texts that reveal elements of everyday life and use, in most cases, the language of "Simple and informal", they are also short texts with a simple structure that describe a specific topic, making them easy to understand (Ruiz Garcia, 2005). Allows you to express individual emotions and reactions: because



the lyrics are authentic, the themes of the songs reflect the situations in which the student identifies in their culture (novels, family life, social problems, etc.); and so he will interpret in his own way, identifying himself many times with the content expressed in them. Encourages play and creativity: according to Ruiz Garcia, (2005), music makes the student "play" with the language, discovering and experiencing the same thing. Stimulates memory: learns a song and performs it for a long time, even years - an undeniable advantage of using music in the classroom. A voucher to mention, a constant repetition of phrases included in the chorus or chorus of a song. Similarly, Martinez Salles (2002) mentions that on songs can be "catchy", meaning that the rhythm and lyrics remain in the memory of the person who listens to it for an indefinite period of time. Motivation: in the presentation of the book "Good-sounding tasks", the following comment is made: "most experts agree with the recognition that songs are the main motivational resource when it comes to learning a foreign language" (Martinez Sales, 2002: 3).

Teaches cultural, social and historical content: Gil Toresano (2001), States that the class of languages includes the class culture

the country or countries speaking the same language (as cited in Ruiz Garcia, 2005: 7). For his Sylvia Betty notes that "the song is not only a universal language, but also the historical period and society, the expression of which he is" (Betty, 2004: 2).

As you can see, there are many advantages to using songs in the classroom, but this exercise is a challenge for the teacher, as will be seen later in the sequel. There is a problem about the use of music in the classroom. What kind of music should I use? In this sense, there are conflicting opinions. about using only modern, popular, and well-known music; or songs by unknown or not-so-popular artists. These two views illustrate the first hurdle presented to the teacher: choosing the type of music to use in the classroom. However, this may seem like an unimportant detail, but the fact that the teacher will only choose the music of your choice or the music "not fashionable" may affect the effect that the lesson will have in the classroom; because the student may not identify with the selected songs, since they are from the time when the teacher was young; or simply because they are unknown to him.

What topic should I choose? This skin is presented in two versions. First, if a teacher first chooses a topic that they want to discuss in class and then searches for a song that complements it, you will have to face the process of choosing between countless songs dedicated to the same topic. For example, when talking about immigration, you could choose between songs by Manu Chao, Ricardo

Arjon, Juanes, etc. Secondly, if the teacher first chooses a song, he must then choose the topic you want to use, since there can be several topics in a song. For example, the song "Mojado" by Riccardo Ardon not only talks about immigration, but also about romance, family, racism and other topics.

What is the purpose of hosting music? After selecting the type of music, make it available and choose a topic, it's time to develop an action that you want to do with it in class; whether it's a debate or group discussion, grammar or vocabulary, etc. this is a process that the teacher must organize long before reaching the class. Some theorists have criticized the treatment of music in textbooks, including Jimenez and others (1998), who mention the fact that the musical repertoire is not used properly by some publishing houses. It should be understood that the use of music in the classroom requires constant work; the teacher must have time to choose the songs and find out the reasons for this choice. This process requires dedication, and the big question is whether the teacher has time to plan this type of activity, or if its absence means that music is used only as a play activity or just their presence in the classroom. This is invalid.

Review and analysis of the musical repertoire in teaching aids training: to collect data, an Internet survey was conducted, which was taken as a sample of teachers who teach in secondary school classes (junior and senior classes) and adult education institutes. The survey consisted of 28 questions, combined open and closed, in a three-part structure: "teaching activities", "learning resources used in the classroom" and "personal and professional data".

In addition, it was necessary to analyze some training manuals.

mentioned in the survey; the books used by the majority were selected by the faculty. The task was to analyze the musical repertoire, the information provided about the singers, the styles of music, and to see the activities suggested for the use of the songs. In the survey, teachers rated the musical repertoire using the categories "good", "satisfactory" and "bad".

Why do you use music in your Spanish lessons? The following reasons were mentioned: "I found a song that was interesting to listen to it with students, introduce a grammatical theme, and introduce a cultural, historical element, etc." In addition, it was mentioned:

"The song was included in the textbook to dance, sing or play, students ask for it and as a background sound." It can be summarized that the variety of responses received confirms most of the reasons mentioned above to put music in the classroom.



What do you do after you put the songs in class?

The main activity after listening to the songs was re-acquaintance. the dictionary; secondly, the introduction of grammatical elements; and thirdly, the place corresponded to the discussion of the theme of the song. In short, according to the above conclusions, all teachers conduct classes after placing songs in the classroom, especially to consolidate grammar and stimulate the student's skills. The type of music used in their Spanish lessons and the themes of the songs "pop-modern" music was chosen by the majority of the informants 39 out of 41. However, there has been frequent use of folk music, a trend that has been explained in the analysis of the musical repertoire of the manuals, due to the fact that almost all of them include folk or traditional songs, and most teachers use the musical repertoire included in them. Romantic themes are presented to the tastes of 34 teachers, closely followed by traditional and cultural themes. The social theme illustrated the preference of 23 teachers, and the last lines were politics and humor.

Criteria for selecting music for use in the classroom

The order was given by the mayor, the criteria were more important: "improve listening/pronunciation skills; motivate students ... and the teacher; teach grammar; tell something about the culture of the country; learn vocabulary and generate discussions in the classroom." It is interesting to note that many teachers attach great importance to the fact that songs can be used to stimulate the listening and pronunciation skills of the student. This means that all teachers share the age of opium.

This is the best way to get the most out of your music as a didactic hermit.

Personal opinion on the use of music as a didactic tool in language learning The responses were grouped into the following categories: "important, good, useful; motivational factor; helps to diversify learning; very good, but, elements of culture and the use of another meaning in learning". To sum up, there is no doubt that most teachers view the song as a useful, important, and motivating element in the lesson; and it also allows for varying learning. Now, the most interesting point was the one shared by the teachers, who, with rather harsh comments, openly approved of the use of songs in the classroom, but they also stated that it was not an easy job. These opinions were more than interesting, as it is clear that the teacher does not use music in the classroom, even if viewed as a useful tool, as it is a difficult task to plan a class with this type of material.

As for the main purpose of the article, it can be argued that music is indeed used in the ELE

classroom in Uzbekistan; however, the frequency with which it is used suggests that it is not yet given much importance as a learning resource; since, as can be seen from the results, most teachers use songs only a few times per semester. Knowing this situation, you can answer the three questions posed in the goals.

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