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ЖАҒЫРУ

**MINISTRY OF EDUCATION AND  
SCIENCE  
OF THE REPUBLIC OF KAZAKHSTAN**



**M. Kozybayev  
North Kazakhstan state University  
Institute of Language and Literature**

## **M A T E R I A L S**

**of International scientific and practical conference  
"Modernization of Education – the Key Factor of Human  
Resources Quality Improvement"**



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possible problems among the students of a particular class and evaluating them according to a given gradation, from 1 to 10, it becomes visually obvious in which field of activity there are really problems. This approach helps to formulate a research question more accurately and begin work in the direction connected to the problem.

The problem will be investigated through changing the practice of the teacher, the selection of educational technologies, methods, strategies or techniques.

During the lessons in the framework of the Lesson Study, a group of teachers consisting of 3-5 teachers collect and use data to confirm the existence of a problem in a given class and determine the pedagogical techniques adequate to the chosen focus of work at collaborative sessions. The teachers also identify three students to observe at the lessons, who are typical representatives of "weak", "average" and "strong" groups of students and collaboratively plan the study of the lessons, during which it will be possible to identify the effects of the techniques used.

Lesson research, as a tool of a teacher's professional development, helps create a supportive educational environment for teaching and facilitates educating in a harmoniously developed student's personality, as well as creates an ongoing working group of teachers as part of the Lesson study and allows teachers to pay attention to and analyze problems that arise in a particular class. Also a positive factor is the opportunity to see and understand how it is possible to change the planning in order to meet the needs of our students.

Teachers involved in the Lesson Study improve those areas in teaching where they feel less confident, rather than just skillfully demonstrate their strengths.

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### **USING SONGS AT ENGLISH CASSES**

**Tamara Korablina, Natalya Shevelyova**

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The value of the song in the motivation to learn English is obvious. The song involves non-traditional activities in the classroom. It is an invaluable tool to develop students' abilities in listening, speaking, reading and writing. Songs can be used to teach students different types of language analysis, to work out pronunciation, rhythm, to consolidate vocabulary. Learning English through songs also provides a positive atmosphere in the classroom: «Songs offer a change from routine classroom activities. They are invaluable tools to develop students' abilities in listening, speaking, reading, and writing. Teachers and students alike find singing songs entertaining and relaxing» [1, c. 8]. When teachers select didactic material, it is necessary to take into account the content, developing, educational significance of songs, as

well as texts which have methodological value in terms of grammatical and lexical content. Yermash G. L. notes: "the Criterion of artistic value for the selection of song material in aesthetics and artistic criticism assumes the presence of the following components in this material, which have a certain significance: thematic, ideological, stylistic, socio - aesthetic effectiveness, creative value" [2, p. 125].

Although the communicative approach has become the main one in language teaching, students are still passive "consumers" of knowledge and play a passive role in the choice of the studied material and teaching methods. Teachers are encouraged to allow students to participate in the development, selection of material for them, should involve students in the work through the material. It will not only increase the responsibility of students, but also allow them to become experts in performing tasks that they prepare themselves.

This article analyzes several activities that combine the use of songs and educational materials selected by students. It shows how students can be involved in performing creative tasks with the effective use of songs.

The following activities use songs as the main material for learning. Teachers at the first stage carefully follow the language and grammar exercises, clearly formulate the requirements. Then students are invited to come up with such tasks after the teacher's speech and perform songs, make mini-presentations to their work. Tasks consist of various forms and correspond to taste, style and opportunities of students. The number of tasks can vary from one or two simple exercises and more. It depends on students' level.

#### Exercise 1

The purpose of this task is to contribute to the development of students' ability to perceive by ear the short forms of verbs such as I'm, I've, I'll, etc., to identify differences between long and short vowels in the words: been, Billy, seek, in, leave, is, sixty, thing, etc. For the work we chose a song

#### «Billy Boy»

Oh, where have you been, Billy Boy, Billy Boy,  
Oh, where have you been, charming Billy?  
I have been to seek a wife, she's the joy of my life,  
She's a young thing and cannot leave her mother.  
[ Lyrics from: [http://www.lyricsmode.com/lyrics/c/child/billy\\_boy\\_english.html](http://www.lyricsmode.com/lyrics/c/child/billy_boy_english.html) ]  
Did she ask you to come in, Billy Boy, Billy Boy,  
Did she ask you to come in, charming Billy?  
Yes, she asked me to come in, there's a dimple in her chin.  
She's a young thing and cannot leave her mother.  
  
Can she make a cherry pie, Billy Boy, Billy Boy,  
Can she make a cherry pie, charming Billy?  
She can make a cherry pie, quick as a cat can wink an eye,  
She's a young thing and cannot leave her mother.  
How old is she, Billy Boy, Billy Boy,  
How old is she, charming Billy?  
Three times six and four times seven, twenty-eight and eleven,  
She's a young thing and cannot leave her mother.

#### Exercise 2

Students are offered a poetic version of the song with missing words. They are asked to look through the text of the song and try to guess the correct option.

After that, the teacher explains the meaning of difficult words and asks students to read the correct version of the song, asks a few simple questions to check the understanding of the text.

Students can listen to the song 3 times: the first time-the whole song to check missing words, the second time - to fill in all the gaps, the third time- it should be a checking of understanding the lyrics. The teacher discusses the answers with the students and practices the pronunciation of words, listening to music clip. It is recommended for the students to sing themselves afterwards.

#### Exercise 3

The goals of this task are to help students to understand the content of the song better, to prepare students for the creative writing task. Students should perform characters of this song, for example, to present themselves as a mother or Billy. Some students in the group should represent the mother, who is interested in her future daughter-in-law. Like any mother, she dreams of finding a well-mannered wife for her son: ("Did she ask you to come in?"), beautiful ("How tall is she?"), a good hostess ("Can she bake a cherry pie?" "Can she make a feather bed? "). The other students represent the son, who answers the mother's questions.

#### Exercise 4

The next task can be done in groups. Each group is invited to record the conversation of the mother and her son or mother and her future daughter-in-law at the first meeting. Students can share their ideas about this meeting. As a result, this task can be presented as role-play.

Not all students can prepare written creative tasks. The given task depends on students' level. There are some exercises that every student can cope with. One of them is gap filling according to the text of the song.

#### Exercise 5

It is possible to offer such task which is directed to stimulation of students' imagination. The teacher offers lexical units from different verses of the song to each group on the cards.

|       |          |      |  |
|-------|----------|------|--|
|       | seek     | wife |  |
| leave | charming | life |  |

Students should make up a story using these words. The teacher explains difficult words and demonstrates the sample of the story with the given words.

Billy is twenty years old. He has got a wife. She is a very charming woman. One day the woman leaves the house. Billy decided to seek her...

Students work in groups on their own story, trying to use all the words from the proposed verse. After the completing their tasks, each group presents its story. As a result, the teacher offers to compare their stories with the original song. Students should use such grammar as Present Simple, Past Simple etc. This task is useful for students with low level of knowledge.

According to these tasks students carry out the following activities: listening, reading, speaking, and writing.

Such a methodical technique as a song component is a fascinating and stress-relieving exercise for students. According to O. E. Romanovskaya, "the inclusion of song material and especially musical and poetic folklore in the teaching of foreign languages provides great opportunities not only for the enrichment of language material and cultural information, but also for the education and development of students" [3, p. 18]

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