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THE SIGNIFICANCE OF SONGS IN TEACHING LISTENING IN B1 LEVEL CLASSES

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Abstract

Listening is one of the most essential yet challenging skills in foreign language learning. Students often experience difficulties in understanding spoken English due to fast speech, unfamiliar pronunciation, and limited vocabulary. Modern teaching approaches emphasize the importance of using interactive and motivating techniques in the classroom. One of the most effective tools is the integration of songs into listening lessons. Songs provide authentic language input, improve pronunciation, and create a positive learning atmosphere. This article discusses the pedagogical value of songs and their role in enhancing students' listening comprehension skills.

Key words: listening comprehension, songs, motivation, pronunciation, vocabulary acquisition

Learning a foreign language requires the development of four fundamental skills: speaking, listening, reading, and writing. Among these skills, listening is considered particularly complex because it demands immediate understanding and interpretation of spoken language. Unlike reading, where learners can reread a text, listening occurs in real time, which increases its difficulty.[1]

Many students struggle with listening tasks because they cannot recognize connected speech, stress patterns, or reduced forms. Therefore, teachers need to apply innovative strategies that make listening more accessible and less stressful. One effective and widely recommended method is the use of songs in language teaching.

The Educational Benefits of Songs

Songs expose learners to authentic language, including natural rhythm, intonation, and pronunciation. Through repeated listening, students become familiar with sound patterns and commonly used expressions. This repetition strengthens memory and supports vocabulary retention.[2]

[1] Salikhova N., Sherbayev D. (2025). *THE ROLE OF MOTIVATION IN TEACHING SPEAKING THROUGH AUTHENTIC MATERIALS*. Multidisciplinary and Multidimensional Journal., 2025/2/3.

[2] Salikhova N. I. (2023). *Web-based teaching in imroving reading skills*. LAP LAMBERT Academic Publishing., London, N2 9ED, United Kingdom.

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In addition, songs create an emotionally engaging environment. Music naturally attracts attention and reduces anxiety, which is especially important during listening activities. When students enjoy the lesson, they are more likely to concentrate and participate actively. As a result, their comprehension skills gradually improve.

Furthermore, songs often reflect cultural aspects of the language, allowing learners to gain insight into traditions, values, and everyday life in English-speaking communities. This cultural exposure increases students' overall communicative competence.

Practical Application in the Classroom

There are several practical ways to use songs to develop listening skills. One common activity is a gap-fill exercise, where students listen to a song and complete missing words in the lyrics. This task improves their ability to recognize specific vocabulary items.

Another effective method is prediction. Before playing the song, the teacher may introduce key words or show related images and ask students to guess the theme. This strategy activates background knowledge and prepares learners for listening. Furthermore, the research also include an understanding of the Uzbek students' culture and customs in relation to their academic performance through songs, the perception on learning motivation and learning style preference of the struggling readers, as well as the strengths and weaknesses of a web-based reading program, and the lingering questions on web-based learning that are related to this research. Recent research indicates that the utilization of web-based teaching approach and the application of stimulating instructional practices not only promote learning interest, but also arouse students' learning motivation (Hess, 2014; Thomas, 2015).

Songs can also be used to practice pronunciation and stress patterns. By repeating lines from the lyrics, students improve both listening discrimination and speaking fluency. Group discussions about the meaning of the song further develop critical thinking and deeper comprehension. In order for students to successfully achieve a given task; therefore, they must exercise self-confidence in what they do. Success can only be attained when an individual believes in one's own capabilities to plan and perform an assignment; needless to say, self-confidence provides an individual the power and desire to complete a task regardless of its difficulty (Cantrell et al., 2013).

In conclusion, songs play a significant role in teaching listening skills. They provide authentic input, enhance vocabulary acquisition, and create a motivating learning environment. When properly integrated into lessons, songs transform listening practice into an enjoyable and meaningful experience. Therefore, incorporating music into language classrooms should be considered an essential and effective teaching strategy.

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