



TEACHING SCHOOL CHILDREN THROUGH SONGS AND PICTURES

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Abstract: *This article investigates the role of songs and pictures in enhancing the learning experience of school children, particularly at the primary education level. With the growing emphasis on interactive and student-centered teaching methods, educators are increasingly turning to creative tools to make lessons more effective. Songs, with their rhythm and repetition, help students memorize new information, improve language and listening skills, and create a joyful classroom atmosphere. Meanwhile, pictures support visual learning by making abstract ideas more concrete, developing critical thinking, and aiding comprehension. The article discusses theoretical foundations, psychological benefits, and practical classroom applications of using songs and images in various subjects such as language arts, science, and social studies. Based on classroom observations and educator feedback, the article concludes that combining auditory and visual elements fosters better student engagement, long-term retention, and a deeper emotional connection to the material.*

Keywords: *Education through music, visual learning for children, songs in primary education, teaching with pictures, creative learning methods, child-centered learning, early childhood education, multisensory learning, music and visual aids in teaching, engaging young learners, fun learning techniques, songs for classroom learning, picture-based teaching tools, interactive learning for kids, learning through art and music.*



Introduction

As educators seek innovative ways to captivate young minds, incorporating songs and pictures into the learning process has emerged as a highly effective strategy. These methods go beyond traditional textbook learning by tapping into the natural curiosity and creativity of children. Music, with its rhythmic patterns and melodic flow, enhances language development, fosters memorization, and creates an emotional connection to the content being taught. Meanwhile, pictures and visual aids help to simplify complex concepts, making them more tangible and accessible. For example, illustrations and diagrams can transform abstract ideas into concrete images, allowing children to better grasp and retain new information. Moreover, this approach supports a child's emotional development by creating a positive and enjoyable learning environment, which helps to build self-confidence and a love for learning. The combination of auditory and visual stimuli also strengthens neural pathways in the brain, fostering better cognitive development. By integrating songs and pictures into the curriculum, teachers can ensure that lessons are not only educational but also engaging and memorable. This article will explore the science behind these methods, share practical teaching strategies, and demonstrate the powerful impact of combining songs and images in fostering a more dynamic and inclusive educational experience for school children.

Research Materials and Methodology

This study employed a qualitative research approach to explore the effectiveness of using songs and pictures as teaching tools for primary school children. The research was conducted in three public primary schools, involving a total of 90 students aged 6 to 9 years and 6 classroom teachers. Data were collected through classroom observations, semi-structured interviews with teachers, and analysis of students' learning outcomes over a six-week teaching period. Age-appropriate educational songs related to topics in English, Science, and



Mathematics Colorful visual aids such as flashcards, story illustrations, and thematic posters Worksheets designed to reinforce the concepts taught through the songs and pictures Audio and video recordings used to enhance the delivery of musical content

The study followed a three-phase implement Pre-intervention phase: Baseline data were collected to assess students' initial understanding and engagement levels using standard teaching methods. Intervention phase: Songs and pictures were integrated into daily lessons. Teachers used songs to introduce and reinforce concepts, while visual materials supported comprehension during and after instruction. Post-intervention phase: Students were re-assessed through class participation, worksheet performance, and teacher evaluations. Teachers were interviewed about their observations and perceived benefits or challenges. Data were analyzed thematically to identify patterns and draw conclusions about the effectiveness of the methods used. The qualitative findings were supported by descriptive statistics derived from student performance.

Research Results and Discussion

The findings of this study indicate that the use of songs and pictures significantly enhanced students' engagement, comprehension, and retention of educational content across the observed classrooms. During the intervention phase, teachers reported a noticeable increase in student participation. Children were more attentive during lessons that included songs, and they responded positively to visual stimuli such as colorful flashcards and illustrations. Many students who were previously passive became more involved, especially in group singing and interactive visual tasks. Post-intervention assessments showed a marked improvement in students' understanding of key concepts. For example, in English language lessons, students demonstrated better vocabulary recall and sentence formation after learning through themed songs. In Science and Math, the use of



pictures to illustrate abstract ideas (like life cycles or geometric shapes) helped students grasp and remember complex concepts more effectively. Teachers noted that the integration of songs and pictures made lessons more dynamic and easier to teach. They observed that students were able to recall information more quickly when it was associated with a melody or a visual image. In addition, students appeared more confident in expressing ideas and answering questions during and after the lesson. Some challenges were also identified, such as the need for proper training in selecting and using appropriate multimedia materials. In a few cases, managing the classroom became slightly more difficult during music-based activities due to excitement and noise levels. However, teachers agreed that the overall benefits outweighed these minor drawbacks.

These findings align with existing research that emphasizes the value of multisensory learning in early education. Songs provide rhythm and repetition, which aid memorization, while pictures offer visual anchors that make abstract content more accessible. Together, they create an inclusive and enjoyable learning environment that caters to different learning styles. The results suggest that systematic integration of music and imagery into the curriculum can enhance learning outcomes and student motivation, especially in the foundational years of education.

CONCLUSION

The integration of songs and pictures into the teaching process has proven to be an effective and engaging method for enhancing learning among primary school children. This approach not only makes lessons more enjoyable but also supports better understanding, retention, and application of knowledge. By appealing to multiple senses, songs and visual aids accommodate diverse learning styles and help create a positive and inclusive classroom environment. Despite some challenges in implementation, the overall benefits for both students and teachers



are significant. Therefore, educators are encouraged to incorporate songs and pictures into their instructional strategies to foster a more dynamic and effective learning experience. Future research could explore the long-term impacts of these methods and develop guidelines for their optimal use across different subjects and age groups.

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