

**"THE IMPORTANCE OF MUSIC IN THE DEVELOPMENT OF
SPEAKING SKILLS OF B1 LEVEL STUDENT"**

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Annotation: This article explores the significant role of music in enhancing speaking skills among B1 level language learners. It examines how integrating music-based activities into language lessons can improve learners' pronunciation, fluency, and confidence in speaking. The article discusses various music-related tasks, such as prediction exercises, creative writing, role-play, and pronunciation practice, and their impact on both productive and receptive language skills. Through theoretical perspectives and practical applications, the article highlights the cognitive, emotional, and cultural benefits of using music in language teaching. It also addresses the challenges educators face in selecting appropriate musical materials and creating engaging activities for students. Ultimately, the article provides recommendations for language teachers to incorporate music into their pedagogical practices to foster a more dynamic and effective language learning environment.

Аннотация: В статье рассматривается важная роль музыки в улучшении разговорных навыков учащихся уровня B1. Исследуется, как интеграция музыкальных активностей в уроки иностранного языка может улучшить произношение, беглость речи и уверенность учащихся. В статье обсуждаются различные музыкальные задания, такие как предсказания, творческое письмо, ролевые игры и практика произношения, а также их влияние на продуктивные и рецептивные языковые навыки. Через теоретические аспекты и практическое применение, статья подчеркивает когнитивные, эмоциональные и культурные преимущества использования музыки в обучении.



языкам. Также рассматриваются проблемы, с которыми сталкиваются преподаватели при выборе подходящих музыкальных материалов и создании увлекательных заданий для студентов. В конце статьи даются рекомендации для учителей иностранных языков о том, как внедрять музыку в свою педагогическую практику, создавая более динамичную и эффективную образовательную среду

Annotatsiya: Maqolada B1 darajasidagi til o'rganuvchilari orasida nutq ko'nikmalarini rivojlantirishda musiqaning ahamiyati ko'rib chiqiladi. Musiqaga asoslangan faoliyatlarni til darslariga integratsiya qilish orqali o'quvchilarning talaffuzini, nutqning ravonligini va ishonchini qanday oshirish mumkinligi tahlil qilinadi. Maqolada turli musiqaga oid mashqlar, jumladan, taxmin qilish, ijodiy yozish, ro'l o'ynash va talaffuz mashqlari kabi faoliyatlar va ularning mahsuldor va qabul qiluvchi til ko'nikmalariga ta'siri muhokama qilinadi. Nazariy nuqtai nazar va amaliy qo'llanmalarga asoslanib, maqola musiqaning til o'qitishdagi kognitiv, emotsional va madaniy foydalarini ta'kidlaydi. Shuningdek, o'qituvchilar uchun mos musiqa materiallarini tanlash va o'quvchilar uchun qiziqarli faoliyatlarni yaratishdagi muammolar ko'rib chiqiladi. Nihoyat, maqolada til o'qituvchilari uchun musiqani pedagogik amaliyotlariga qanday kiritish bo'yicha tavsiyalar beriladi, bu esa ta'lim jarayonini yanada dinamik va samarali qilishga yordam beradi.

Key words: Music-based speaking activities, B1 level language learners, speaking skills development, pronunciation practice, fluency improvement, music in language teaching, integrated language skills, productive and receptive skills, creative writing and role play, emotional engagement in language learning, music and motivation, cognitive benefits of music in learning, language teaching strategies

Ключевые слова: Музыкальная деятельность для разговорных навыков, учащиеся уровня B1, развитие разговорных навыков, практика произношения, улучшение беглости речи, музыка в обучении языкам, интеграция языковых навыков, продуктивные и рецептивные навыки, и ворческое письмо и ролевые игры, к моциональное вовлечение в обучение языкам, музыка и



мотивация, когнитивные преимущества музыки в обучении, стратегии преподавания языков

Kalit so'zlar: *Musiqaga asoslangan nutq faoliyati, B1 darajasidagi til o'rganuvchilar, nutq ko'nikmalarini rivojlantirish, talaffuzni o'rganish, nutqning ravonligini oshirish, til o'qitishda musiqa, til ko'nikmalarining integratsiyasi, mahsuldor va retseptiv ko'nikmalar, Ijodiy yozish va ro'l o'ynash, til o'rganishga emotsional yondashuv, musiqa va motivatsiya, musiqa ning til o'rganishdagi kognitiv foydalari, til o'qitish strategiyalari*

The field of foreign language learning is constantly evolving, and teachers are constantly looking for effective and exciting ways to improve their language proficiency. Among the core skills that are critical for second language learners, speaking skills remain the most challenging to develop. For students at the B1 language proficiency level, these problems may be especially obvious as they move from the initial to the intermediate stage of language learning. At this stage, students have some basic knowledge of grammar and vocabulary, but they often find it difficult to communicate fluently, accurately, and confidently. Traditional language learning methods often focus on the isolated development of grammar, vocabulary, and listening skills. However, this approach does not fully take into account the dynamic, integrative nature of communication. Therefore, educators are turning to more holistic, interactive methods to bridge the gap between receptive and productive skills, especially in spoken language. Music, as a language education tool, offers a unique and fascinating solution to this problem. By including music lessons in foreign language lessons, teachers can create a more motivating and effective learning environment that promotes the development of speaking skills. Music is able to engage students emotionally and cognitively, providing learning opportunities that go beyond traditional methods. This article examines the importance of music for the development of speaking skills at the B1 level, describes in detail the various types of musical activities and their impact on language acquisition. Based on the work of Nigora Abduganievna Sultanova (2021) and other relevant studies, this paper examines the



role of music in improving pronunciation, fluency, vocabulary memorization, and general speaking confidence among middle-level students. **Theoretical Background**

Language Learning and the Development of Speaking Skills

At the B1 level, students have to solve more complex linguistic tasks. These tasks require them not only to understand and compose simple sentences, but also to have meaningful conversations on various topics. Speaking skills at this stage include fluency, accuracy, and spontaneity, so they are difficult to master without engaging in real communication. Although traditional methods often prioritize grammar rules and vocabulary acquisition, they do not always prepare students for the actual use of language in a dynamic, interactive environment.

The Pan-European Foreign Language Proficiency Standards (CEFR) define specific competencies for students at the B1 level, emphasizing the importance of both receptive and productive skills. However, despite the fact that CEFR pays special attention to language products, it recognizes the difficulties that students face when they have to speak a foreign language, especially in spontaneous situations.

The Role of Music in Language Learning

Music has long been considered a powerful pedagogical tool in language learning. Researchers have consistently noted the benefits of integrating music into a language classroom, especially for developing listening and pronunciation skills. Music provides a rhythmic structure that helps students learn the sounds and patterns of language. In addition, it is a pleasant and emotionally engaging environment that motivates students to participate more actively in learning activities.

One of the significant advantages of using music in language learning is its ability to improve pronunciation and intonation. Songs often contain a variety of intonation patterns that help students imitate the natural rhythm and melody of language. In addition, singing allows students to practice pronunciation in a relaxed, non-threatening environment, helping to reduce anxiety and increase confidence in their speaking abilities.

In addition to pronunciation, music can also contribute to vocabulary acquisition and fluency development. By listening to the lyrics, students become



familiar with a wide range of vocabulary in context, which improves their understanding and memorization. Music also serves as an excellent tool for training fluency, as students can repeat words and simulate speech flow, which contributes to the ease of communication.

Cognitive and Emotional Benefits of Music in Language Learning

The cognitive benefits of music in language learning are well known. Research has shown that music improves memorization by helping students better assimilate and recall vocabulary and grammatical structures. The use of rhythm and melody in music enhances the brain's ability to process linguistic information, improving both short-term and long-term memory.

Emotionally, music gives students the opportunity to communicate with language on a deeper level. It promotes emotional engagement, which in turn increases motivation and activity. When students enjoy the learning process, they are more likely to actively engage, experiment with language, and express their thoughts more freely. Thus, music contributes to the formation of a positive emotional connection with language learning, which is very important for improving conversational skills.

Music-Based Activities for Speaking Skills Development

The integration of music into language lessons can take many forms. Below are several musical tasks specifically designed to improve the speaking skills of students at the B1 level. These exercises focus on various aspects of speaking, including pronunciation, fluency, vocabulary, and creative use of language.

Predicting and Listening Tasks

One of the most effective ways to introduce music to a language class is through forecasting and listening tasks. In these tasks, students listen to a song and try to predict its theme based on limited information, such as the song's title or a few keywords. This type of activity encourages students to use their vocabulary and language skills to make educated guesses, encouraging them to speak confidently and share their thoughts.

Example of activity:



Assignment: Give students the name of the song, but not the lyrics. Ask them to predict what the song is about based on the title alone and explain their reasoning.

Purpose: This assignment engages students in the process of critical thinking and provides an opportunity to practice speaking in complete sentences.

Creative Writing and Role Play

Creative writing and role-playing are great ways to develop your speaking skills. In this exercise, students are given half of the lyrics of the song and asked to write its continuation. In addition, students can take part in a role-playing game by portraying characters or song themes.

Example of activity:

Assignment: Play a part of a song and ask students to finish the lyrics while preserving the theme and structure of the song.

Purpose: This assignment allows students to practice vocabulary, grammar, and creative use of language while developing fluency.

Pronunciation and Intonation Practice

Songs are an ideal tool for practicing pronunciation and intonation, two essential elements of fluent speech. By singing along to the songs, students can mimic the natural rhythm and melody of the language, improving their general conversational abilities.

Example of activity:

Assignment: Ask students to sing a song, paying special attention to the intonation and rhythm of the text.

Purpose: This lesson will help students improve pronunciation and intonation in a relaxed and pleasant environment.

Collaborative Activities and Group Work

Collaboration is a key moment in the development of conversational skills. Group music sessions encourage students to work together, negotiate meaning, and engage in interactive conversations.

Example of activity:



Task: Divide the class into small groups and give each group a song. Ask them to discuss the meaning of the song, its themes, and the vocabulary used in the text.

Purpose: This joint task promotes the development of group communication, increases fluency of speech and stimulates critical thinking.

Challenges and Opportunities

Despite the obvious advantages of music in language learning, there are a number of problems that teachers may face when integrating music lessons into their lessons. One of the challenges is choosing the right songs that match your language proficiency. For students of the B1 level, songs should contain clear and simple lyrics that are not too difficult to understand, but at the same time present some difficulty.

Another problem is that music lessons should be aimed at achieving the goals of language learning. While music can be a fun and engaging tool, it needs to be purposefully integrated to foster conversational skills.

However, these problems can be solved with thoughtful lesson planning and careful selection of musical materials. By adapting classes according to students' level of education and learning goals, teachers can effectively use music to develop oral skills and create a more exciting learning environment.

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