

UTILIZING MUSIC AS AUDITORY RESOURCES IN THE INSTRUCTION OF TURKISH LANGUAGE TEACHING

Azimova Zilola

Teacher of Turkish language, "International School of Finance Technology and Science" institute

zilolaazimova046@gmail.com

Annotation: Songs have a significant role in linguistic culture and are used as audio resources for teaching Turkish to non-native speakers. Thus, the transfer of cultural elements speeds up the process of acquiring a language. Given this perspective, teaching Turkish as a foreign language requires incorporating cultural elements into the classroom setting. Songs are one of the tools used to teach students about the culture they are studying. The educational advantages of incorporating Turkish music into foreign language training are examined in this essay. It examines how diverse musical elements, from rhythm and melody to lyrics and cultural context, can enhance various aspects of language acquisition, including pronunciation, vocabulary acquisition, grammatical understanding, and cultural immersion. The article also discusses practical applications and potential limitations of using music in the Turkish language classroom.

Keywords: Turkish language teaching, music in language learning, auditory resources, pronunciation, vocabulary acquisition, grammar, cultural understanding, communicative competence, pedagogical approaches, CALL (Computer-Assisted Language Learning).

Introduction

The best way to teach a language has always been a significant concern in the history of foreign language instruction. Consequently, a wide variety of techniques have been created and applied. Methods for teaching foreign languages are systems that aim to guide students towards becoming more proficient learners in addition to providing them with background information [1]. The issue of which approaches to teaching foreign languages are more successful is also raised by the variety of current approaches. One person may find a strategy useful, whereas another person may not find it as beneficial [2]. The theoretical underpinnings of training in foreign languages are determined by the method employed. Due to this, it bears significance to know well the basic principles, limits of the methods used and the ways and particularities of using them.

Teaching Turkish as a foreign language often presents unique challenges, particularly concerning pronunciation, intonation, and cultural understanding. Traditional methods, while valuable, may not fully engage learners or effectively convey the nuances of the Turkish language. This article argues that incorporating Turkish music as an auditory resource offers a compelling and effective pedagogical approach. Music's inherent rhythmic and melodic structures, coupled with its rich lyrical content and cultural significance, can significantly enhance various aspects of language acquisition.

Literature review

There are numerous advantages to using music as teaching aids for foreign languages. According to Lo and Li [3], music has the power to transform the dull atmosphere in the classroom and, because of its calming influence, create a relaxed atmosphere that makes it easier for students to improve their language proficiency. Additionally, using songs in the classroom helps students acquire a linguistic pattern while amusing them, calming them down, and eliminating their negative attitudes towards a foreign language [4]. In this regard, songs' humorous and calming influence in the classroom lessens the impact of some emotional situations, including anxiety, excitement, a lack of confidence, and a sense of threat, in addition to influencing learning process positively or facilitating it by stimulating the student emotionally [5].

Student participants in a Japanese speaking course were asked in a survey by Joly [6] if they found it beneficial to use songs that were selected based on the lesson's objectives in class. According to the survey's findings, most pupils supported the use of music in the classroom. According to this perspective on students, songs make them laugh; they lessen the boredom that comes with teaching a language in a traditional way and boost their motivation to learn.

Incorporating parts of the target language's popular culture into the classroom increases student motivation since pupils are more likely to study what they already know, according to Cheung [7]. Bringing a song that the student has listened to into the classroom boosts their motivation to study and allows them to apply their own musical skills to contribute to the learning process.

U. Eco asserts that music is a free language with distinct structure and pronunciation patterns [8]. When teaching Turkish as a foreign language, using this language as a key could have very beneficial effects. Although neurologists' research indicates that language structure and music are processed in the same part of the brain, they also note that linguistic syntax and musical structure occur here in simultaneously [9].

Discussion

The language of the song, the kids' ages and language proficiency, and the topics that both the teacher and the pupils are interested in should all be considered when using a song in a classroom setting. A certain amount of focus is necessary to make the most use of tunes. Sarıçoban [4] suggests employing songs that have a lot of repetitions, a plot, or interpretations of cultural or life elements. Griffe cites the following four factors to take into account when selecting a music to play in class [10; 8]:

1. Classroom environment (number, age and interests of students; lesson hours)
2. Teacher (teacher's age, interest in music and aim to use the song in the class)
4. Music (lesson plan and equipment such as the volume, sources of music, copying machine, board, etc.)
3. Classroom facilities (flexibility in lesson plan, classroom equipment)

While Griffe suggests using short and slow songs for students on beginner level [10], some songs may contain embarrassing elements for students. Sarıçoban [4] separates songs into two categories: those appropriate for children and those suitable for adults on advanced level of

language. Meaningful and popular songs that also contain cultural elements and grammatical patterns should be chosen for adult students on intermediate or advanced level, while more familiar or internationally-known songs should be chosen for children. Long, quick songs that tell a story are appropriate for pupils with a greater language proficiency. The selected music should be audible and simple to understand; it shouldn't have an excessive number of loudly played instruments.

Several practical approaches can effectively integrate music into Turkish language instruction:

Pre-listening activities. Introduce vocabulary and contextual information before playing a song.

While-listening activities. Engage learners in activities like gap-filling, dictation, or identifying specific vocabulary items within the song.

Post-listening activities. Discuss the lyrics, analyze grammatical structures, and explore cultural aspects related to the song.

Creative activities. Encourage learners to create their own songs or musical interpretations of stories or dialogues.

Technology integration. Utilize CALL tools to facilitate interactive activities, such as karaoke-style singing or lyric analysis software.

Results

Turkish songs contain a wealth of vocabulary, often reflecting colloquialisms and everyday language. By analyzing song lyrics, learners can encounter new vocabulary items within a meaningful context, enhancing retention and understanding. The repetitive nature of song lyrics reinforces vocabulary learning, allowing for gradual assimilation of new words and expressions. Furthermore, the emotional impact of songs can enhance memorization.

Musical structure and lyrical content can be used to illustrate grammatical concepts. For instance, the repetition of phrases in a song can highlight grammatical structures. Analysis of lyrics can reveal different verb tenses, sentence structures, and word order, offering a contextualized approach to grammar learning that goes beyond textbook exercises.

Using songs in language education has many significant impacts and consequences. Some of the impacts are mentioned below:

1. Enhanced Listening Skills. Music helps learners develop their listening skills by exposing them to different accents, intonations, and rhythms of the Turkish language.
2. Vocabulary Expansion. Songs often include colloquial expressions and everyday vocabulary, making it easier for learners to acquire new words and phrases in context.
3. Cultural Insight. Music is a reflection of culture. By studying Turkish songs, learners gain insights into Turkish culture, traditions, and social issues.
4. Improved Pronunciation. Singing along with songs can help learners practice pronunciation and intonation in a fun and relaxed manner.

5. Memory Retention. The melody and rhythm of songs can aid in memorization, making it easier for learners to remember vocabulary and grammar structures. Through repeats songs ensure word acquisition, strengthen learning and impact emotional memory.

6. Engagement. Music can make learning more enjoyable, keeping students motivated and engaged in the language-learning process. Songs eliminate the feeling of being hindered and make shy and silent students participate in the class. Education by music is extremely important in terms of developing social skills. Learning by music helps students to get rid of worry and fear that hinder learning, instead providing a comfortable medium free of fear.

7. Singing activates the language acquisition mechanism in the brain. Songs with their rhythmic and melodic structures based on repeating, have been shown by N. Chomsky in 1965 to be factors activating the Language Acquisition Mechanism representing the language learning skill in human brain [11].

8. Songs increase interest and motivation in the class. Teaching by music creates a positive atmosphere in the class. And this, in its turn, impacts positively the eagerness to learn and the efficiency. Songs are extremely useful tools to focus the students' interest, concentration and motivation.

9. Songs make learning a language fun and help pupils understand the culture of the language they are studying. One of the most important ways to make the language pupils are studying feel more beautiful and intimate is to use music while teaching Turkish as a foreign language. Using music as a teaching tool can help students feel more immediately connected to Turkish culture and bring hints of real life into the classroom. Students are able to relate the language to the media from which it comes through songs that have elements of Turkish. Songs also foster a passion of the language they are learning.

In terms of traditional learning methods, learning that is supported by music, simple text, or memorised patterns is far more durable. For hundreds of years, people have utilised the power of music. One of these methods is to use hymns to teach religious texts that are hard to memorise. Additionally, the lyrics of rap songs that take up pages can be memorised by young people nowadays with the aid of accompanying rhythmic rhythms. Continuous language practice and consistent application of learnt patterns and vocabulary are crucial components of foreign language instruction. From this perspective, the power of music is astounding. The pupil can enjoyably repeat a song they adore multiple times, hence, he/she will acquire the skill targeted.

Conclusion

Integrating Turkish music into language instruction offers a significant opportunity to enhance learning outcomes. By leveraging music's inherent properties and engaging learners in active listening and analysis, educators can create more engaging and effective learning environments. While careful selection of materials and appropriate pedagogical approaches are necessary, the potential benefits of utilizing music as an auditory resource in Turkish language teaching are substantial, contributing to improved pronunciation, vocabulary acquisition, grammatical understanding, and cultural awareness. Future research could explore the specific impact of different musical genres and activities on various aspects of language acquisition.

The age of the individual or group studying the foreign language should be the primary consideration when it comes to music-based foreign language instruction. The group's age-appropriate musical preferences and vocal ranges should be taken into consideration when choosing the melodies. In the context of music, the melody's memorability is another important factor. The most crucial element for regular repetition of a tune is its ease of memorisation. Additionally, children would be guaranteed to acquire the lyrics—the words intended to be transferred in a foreign language—if they were repeatedly repeated.

Teaching new words, grammar rules, location, direction, number, and demonstrative adjectives is made easier by songs. Teaching the alphabet, the numbers, the right and left, or the body parts by moving to the beat of the song would provide incredibly durable outcomes. Additionally, it is crucial for pupils to gain knowledge of proper pronunciation through the use of songs.

Songs have a significant role in teaching Turkish as a foreign language to both adults and children. Songs should be incorporated into foreign language learning, especially in the early stages, to help students become familiar with the language. Foreign language education is highly compatible with music education, which is a very important tool for imparting knowledge to people voluntarily. Therefore, it is important to create and promote musical methods for teaching Turkish as a foreign language.

References:

1. Memiş, M. R. and Erdem, M. D. (2013) *Yabancı Dil Öğretiminde Kullanılan Yöntemler, Kullanım Özellikleri ve Eleştiriler* [Methods Used in Foreign Language Teaching]. Turkish Studies, 1. 8/9, Summer, pp. 297-318. (In Turkish).
2. Tarcan, A. (2004) *Yabancı Dil Öğretim Teknikleri* [Foreign Language Teaching Techniques]. Ankara, Nobel Yayıncılık. (In Turkish).
3. Lo, R. & Fai Li.H.C. (1998). Songs enhance learner involvement. English Teaching FORUM, 36/3:8-11
4. Sarıçoban, A. & Metin, E.: (2000), "Songs, Verse and Games for Teaching Grammar", The Internet TESL
5. Kramsch, C.: (1993), *Context and Culture in Language Teaching*, Oxford, Oxford University Press.
6. Jolly, Y. (1975). The use of songs in teaching foreign languages. *Modern Language Journal*, 59(1), 11-14.
7. Cheung, C. (2001). The use of popular culture as a stimulus to motivate secondary students' English learning in Hong Kong. *ELT Journal*, 55, 55-61.
8. Eco, U. (1979) *Art and Intimacy: How the Arts Began*. Washington, University of Washington Press. 268 p.
9. Maess, B. and Koelsch, S. (2001) Musical Syntax is Processed in Broca's Area: An MEG Study. *Nature Neuroscience*, vol. 4, Max Planck Institute of Cognitive Neuroscience, Leipzig, pp. 540-545.
10. Griffe, D. T.: (1992), *Songs in Action*. Hertfordshire, England: Prentice Hall.
11. Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge, MIT Press. 251 p.
12. Göher Vural Feyzan The significance of music in teaching Turkish // Новые исследования Тувы. 2018. №1.