

Музыка как инструмент в изучении языка

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Аннотация: В данном эмпирическом исследовании предпринята попытка решить следующую задачу: выяснить, может ли музыка, используемая в качестве средства обучения на уроках современного иностранного языка, способствовать более эффективному изучению языка школьниками.

Ключевые слова: музыка, познавательная активность, эмоциональная оценка, мотивация, школьники.

Music as a Tool in Language Learning

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Abstract: This empirical study attempts to address the following issue: it asks whether music, employed as a teaching tool in the modern foreign languages classroom, can help to accelerate pupils' language learning.

Key words: music, cognitive activity, emotional attitude, motivation, schoolchildren.

Education today is focused on the development of the intellectual and personal potential of the younger generation, allowing it to be implemented in a changing world.

The modern school clearly faces the task of developing the learners' motivation in such types of activities as cognitive, educational, creative and others, since it is motivation that provides awareness of the value of a certain activity for the individual, focus on its implementation, mobilization of intellectual forces and volitional efforts for its process and result. Learning, more than other activities, is based on the positive attitude of a child to the acquisition of knowledge and the search for the ways to obtain it.

Unfortunately, nowadays a large share of schoolchildren does not demonstrate an active desire to learn, as they do not realize the importance of school as a source of knowledge.

Experience has proven that these trends are especially evident with regard to foreign language learning.

Modern adolescents have an ambiguous attitude to a foreign language as an academic subject, as their motivation for its assimilation is insufficient.

We believe that this creates contradictions between the increasing demands of society, when a good command of a foreign language increases the competitiveness of a specialist of any kind, and the traditional system of teaching a foreign language that exists in most Russian schools, where the reproductive nature of education remains dominant.

One of the reasons for this phenomenon might lie in the insufficient theoretical and experimental elaboration of the issue of developing schoolchildren's motivation for learning a foreign language, which results in the discrepancy between the organization of psychological and pedagogical conditions in educational institutions and the needs of education.

The huge potential of musical art in influencing a developing personality is practically not used in the development of motivation for learning a foreign language among schoolchildren. Thus, this paper aims to study the influence of musical art on the process of learning a foreign language.

The development of motivation to learn a foreign language among teenagers includes three clusters:

1) Emotionally regulatory cluster.

Its goal is to relieve emotional tension, to develop a positive emotional attitude towards the lesson and the materials communicated there. The possible musical program might include: vocal greetings; musical relaxation; musical psycho gymnastics. An experimental study of the emotional well-being of adolescents during foreign language lessons showed that a large number of adolescents experienced emotional discomfort in the process of learning a foreign language. Teenagers are not confident in their abilities, which worsens the opportunities and the results of activities, thereby further increasing emotional distress.

So, at the beginning of each lesson, teachers may use special musical techniques to relieve emotional tension, setting up a positive joint activity.

2) Motivational intellectual cluster.

Its goal is to increase the productivity of the educational objective, and the success of the activity as a whole.

The music program for the following experimental classes might include only passive perception of music.

As practice shows, the result of teenagers' activity in learning a foreign language is quite low. As the teenagers themselves note, for the most part this is due to the presentation of a large amount of information.

So, in order for the perception of educational information to become more intense, we consider it necessary to strengthen and to expand the scope of the sensory organs that carry out perception.

The use of music in the presentation of educational information contributes to the rational use of memory, an increase in the volume of memorized information and the duration of its storage. The educational information offered with musical influence contributes to the emotional saturation of memorization, which is extremely significant, since emotionally saturated information will be remembered better than emotionally neutral one.

By including specially selected pieces of music in the arrangement of memorized information, it is subsequently possible to improve its arbitrary recall by creating psychological conditions identical to those in which the memorization of the corresponding material took place with the help of the previously used musical production.

Music helps to effectively develop creative activity, to awaken imagination.

3) Effectively evaluation cluster.

The goal is to reduce the fear of failure, to strengthen self-confidence, and to activate the motivation for a positive result of activity.

The music programs for the following experimental classes might include: passive perception of music; musical and scenic activity. Musical stage activity is an activity, in which music, word, pictorial image and gesture harmoniously combine and complement each other.

Music can have a complex effect on the formation of an emotional, cognitive and practical activity component in the development of schoolchildren. Musical stage activity makes it possible to transform into an imaginative picture. In the process of this work, the teenager analyzes events and actions, empathizes with what is happening. In the process of musical stage activity, products of both external (creative sketch, musical production) and internal plan are created. It is the internal product (changes in the sphere of feelings, consciousness) that allows us to consider musical and stage activity as a source of moral and emotional development of schoolchildren.

The content of the classes is aimed at the orientation of teenagers in the means of acting expression, at the development of vocal choral and musical rhythmic components of musical stage activity by children, and at their inclusion in active productive creative activity.

As a result, the characteristic features of adolescents have been revealed, mainly: cognitive activity, independence at various stages of activity, dynamic pace of work, steady concentration of attention, interest in the process and the result of activity.

Teenagers showed initiative, there was an obvious need for their own actions in the course of activity, they also showed their interest in the process, satisfaction with

the results obtained. As the teenagers themselves noted, this was due to the sound of music ("it was unusual", "interesting", "the music was very beautiful", "the music was soothing").

Thus, we can conclude that the musical art included in the process of a teenager's learning a foreign language has a positive impact on the emotional attitude of a teenager to the process and result of activity, contributes to an increase in interest in the subject being studied.

Of course, the purposeful power of emotions and interest in activities is reflected in the results of adolescents' activities. Teenagers motivated for success strive to gain deep and complete knowledge, overcome difficulties, show initiative and independence in activities, which leads to high performance results.

For this study we gathered information based on observations made by teachers at a private school in Moscow in 2020.

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