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**INCREASE MOTIVATION IN A FOREIGN LANGUAGE LESSON WITH  
THE HELP OF SONG LYRICS**

**Dr. E. B. Bystrai**

South Ural State Humanitarian Pedagogical University, Russia  
ORCID ID: 0000-0003-2822-2329  
bistraieb@cspu.ru

**Ph. D. (C) M. G. Zasedateleva**

South-Ural State Humanitarian Pedagogical University, Russia  
zasedateleva@mail.ru

**Ph. D. (C) L. A. Belova**

South-Ural State Humanitarian Pedagogical University, Russia  
telems74@rambler.ru

**Ph. D. (C) T. V. Shtykova**

South-Ural State Humanitarian Pedagogical University, Russia  
shtykovatv@cspu.ru

**Ph. D. I. A. Orlova**

South-Ural State Humanitarian Pedagogical University, Russia  
ORCID: 0000-0001-8181-8178  
orlovaia@cspu.ru

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**Abstract**

Knowing foreign languages is becoming a leading factor in social adaptation in modern society, but mastering foreign languages is accompanied by a number of difficulties: the long process of assimilation of new knowledge, confrontation with many linguistic and speech phenomena that do not occur in the native language, insufficient knowledge of the realities of life of the country whose language is being studied. As a result, students are becoming less and less interested in mastering the language. The application of songs in studying foreign languages makes this process more effective.

**Keywords**

Globalization – Intercultural communication – Interest – Motivation – Foreign language

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## Introduction

The present time is determined by the recognition of a foreign language as a marker of the image of a modern person. Almost every representative of today's society seeks to master foreign languages as a means of intercultural communication, which allows you to communicate with representatives of other cultures, interact with them in different spheres of human life and at the level of interpersonal communication.

It is necessary to admit the fact of globalization processes, manifested in the unification of world perception by representatives of different cultures, as well as in the unification of requirements for the development of various spheres of human society: economy and politics, science and education, culture and art, sports, etc.<sup>1</sup> The process of world globalization and integration has intensified cultural exchange of pupils and students, the development of tourism, the organization of international conferences and training courses for scientists, the creation of joint ventures, etc. Thus, the leading factor of social adaptation in modern society is knowing foreign languages<sup>2</sup>.

Researcher I. K. Voitovich, in his monograph "Foreign languages in the context of continuing education" notes changes in the spheres of economics, politics, education, medicine and culture in Russia, and states the importance of knowing a foreign language in modern life. The integration of Russia into the world economic community, education and work abroad, the development of intercultural contacts between representatives of different social and age groups have become a reality today. Thus, the functions of a foreign language have significantly expanded: from a simple academic subject, it has turned in the dominant of the modern education system, a means of intercultural communication and professional development of the individual<sup>3</sup>.

Today, knowledge of a foreign language is a competitive advantage, because it can be considered the dominant requirement in getting a position especially in foreign firms and their branches in Russia. In this regard, the desire of Russians to master several European languages, as well as Chinese, is quite understandable due to the expansion of cooperation with the largest Asian country. The main objective of UNESCO, the specialized Agency of the United Nations educational, scientific and cultural Organization – is to promote peace and security in the world by promoting cooperation between countries in various fields<sup>4</sup>. The Council of Europe has developed a Directive on the establishment of common European framework of Reference (CEFR). It is a system of foreign language proficiency levels used in the European Union. Its main goal is to provide a method of assessment and learning applicable to all European languages<sup>5</sup>. The changes taking place today in education are aimed at the development of competence, mobility, independence, development and self-development of the personality of students. According to the National doctrine of education

<sup>1</sup> A. R. Lopatin, *Sotsialno - pedagogicheskie usloviya sozdaniya situatsiy uspeha, aktiviruyushchikh pozitivnaya obshchestvennoye razvitiye podrostka*, The best pages of pedagogical prose, num 4 (2001): 45-47.

<sup>2</sup> A. A. Kolesnik y S. A. Volkova, "Aktualnost' vladeniya inostranny jazykom v sovremennik mire", *Young scientist*, num 3 (2017): 562-564.

<sup>3</sup> I. K. Voytovich, *Inostrannaya yazyk v kontakte nepreryvka obrazovaniya* (Udmurt University, 2012).

<sup>4</sup> B. Z. Grayver, *Spetsializirovannyye uchrezhdeniya OON v sovremennom mire* (Moscow: Nauka, 2001).

<sup>5</sup> Ye. S. Shugrina; P. S. Baryshnikov; K. A. Tsay; A. V. Bekin y M. V. Zaloilo, *Rossiya Sovet Evropy: istoriya, sovremennosti' i perspektivy vzaimodeystviya pravovykh system*. Scientific and practical. Allowance. 2016. Available at: <https://rucont.ru/efd/667357>



in the Russian Federation until 2025, along with other main goals and objectives of modern education the following factor should also be considered:

- versatile and timely development of children and youth, development of skills of self-education and self-realization of the person;
- continuity of education throughout human life<sup>6</sup>.

To reach the level of fluency in a foreign language, you must be competent in this matter. Competence in foreign languages requires knowledge of the vocabulary of the language, grammar, as well as awareness of the main types of verbal interaction and language styles. Encouraging a child from an early age to learn a foreign language, it is important not to discourage him from further interest in the study of the subject. Interest, as an important motive of educational activity, is the object of study of many specialists in psychology and pedagogy, such as: L. S. Blagonadezhina, L. I. Bozhovich, A. N. Leontiev, V. N. Myasishchev, N. G. Morozova and others<sup>7</sup>. The manifestation of interest is considered to be the most important characteristic feature of a person among others, namely the comprehension of the world not only for biological and social orientation in reality, but also in the most significant attitude of a person to the world – in the desire to know its diversity and patterns. The formation and development of interest is a complex process, that's why the lessons of foreign languages should pay special attention to such technologies that promote active participation in the work of each student, stimulate speech communication, increase interest, form the desire to learn a foreign language. The process of learning foreign languages is considered to be complex and demands much effort, since the very nature of the subject presents a lot of difficulties: differences in letter structure, in phonetic, lexical and grammatical aspects of the language, the interpretation of his own thoughts in a foreign language, the presence of psychological, linguistic and communicative barriers in communication, lack of knowledge about the realities of life in the country of language study, the long process of assimilation of new knowledge, the confrontation with many linguistic and speech phenomena which have no place in our native language, strictly regulated control of the level of formation of speech skills. As a result, students' interest in learning a foreign language decreases and, as a consequence, overall academic success decreases, which negatively affects motivation, which is the most important factor in the process of successful study of an academic subject<sup>8</sup>. One of the ways to solve these problems is the use of authentic materials, in particular song lyrics. In studies of a number of authors – G. I. Voronina<sup>9</sup>, K. S. Krychev<sup>10</sup>, E. V. Nosovich, O. P. Milrud<sup>11</sup> it is stated that work with the different types of authentic materials promotes communicative and cognitive motivation, forms linguistic and intercultural competence, makes positive effect on personal-emotional state of students, provides the possibility of simultaneous appeal to the language and culture.

<sup>6</sup> Ye. B. Bystray, "Razvitie mekhanizmov samokontrola u studentov vuzov pri izuchenie inostrannogo yazyka", Prospects for science and education, num 5 Vol: 41 (2019): 231.

<sup>7</sup> A. K. Dusavitskiy, Formula interesa (Moscow: Pedagogy, 2009).

<sup>8</sup> E. P. Komarova y Ye. N. Tregubova, "Emotsional Nyy faktor: ponyatie, rol' i formy integratsiya v tselostnom obuchenii nostrannomu yazyku", Foreign languages at school, num 6 (2000): 11-15.

<sup>9</sup> G. I. Voronina, "Organizatsiya raboty s autentichnymi tekstami molodezhnoy pressy v starshikh klassakh shkol s uglublennym izucheniyem nemetskogo yazyka", Foreign languages at school, num 5 (1995): 56-60.

<sup>10</sup> K. S. Krichevskaya, "Pragmaticheskiye materialy, znakomyashchiye uchenikov s kul'turoy i sredoy obitaniya zhiteley strany izuchayemogo yazyka", Foreign languages at school, num 1 (1996): 13-17.

<sup>11</sup> Ye. V. Nosonovich y O. P. Mil'rud, "Kriterii soderzhatel'noya utentichnosti uchebnogo teksta", Foreign languages at school, num 2 (1999): 6-12.

The language presented in authentic materials, serves as a means of real communication, reflects the peculiarities of the language and real language picture, which is necessary for practical mastering of a foreign language: for exchange of experience and scientific achievements with other members of the global professional community, for publication in the international scientific publishing houses and participation in international conferences, for using a wide range of primary sources published in foreign languages<sup>12</sup>.

Many teachers today strive to make the plans of their lesson diverse, using works of literature, games, showing movies and learning with students songs of the country whose language is being studied. However, traditional forms of work with music and song material are mostly reduced to listening, reading, translating, learning by heart. Considering these forms of work, we have come to the conclusion that they have certain disadvantages and, in our opinion, they do not reflect all the possibilities of the impact of songs on students. By now, new approaches to working with authentic poems and songs have developed. The essence of them is to use musical works as a means of teaching the students to express their own thoughts in a foreign language on the basis of their life experience. Songs help to increase the interest of students to the subject, and what is more important to improve the skill of perception of speech by ear, which is one of the conditions for successful communication.

We will demonstrate the technical and pedagogical aspects of work based on different songs of German bands and singers.

### **Xavier Naidu "Verschieden / Different"**

The content of this song contributes to the development of speech skills at the level of morphology and syntax. In addition, the song contributes to the formation of a tolerant attitude towards representatives of other cultures, demonstrating the diversity and multipolarity of modern society. The motif of the song is simple and memorable. The song is perfect for listening, as the pronunciation of the singer is clear, and the tempo of the song is moderate, which does not cause difficulties for students and motivates them to further study a foreign language.

Work with the song is carried out in the form of a game and it makes the lesson more interesting and creates a basis for the development of group motivation, which is important for the formation of team spirit in a group.

The first phase "Translator" suggests working in small groups of students. The competitive moment of this phase stimulates the activity of students.

The second phase "Find the rhyme" suggests searching the table for the words necessary for the rhyme and filling in the gaps in the lyrics.

The third phase of the work "Put the lines of the song in correct sequence" consists of ordering the cards with the lines of the song, after listening to the song two times.

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<sup>12</sup> O. N. Vlasenko y M. G. Zasedateleva, "Development of second-language communicative competence of prospective teachers based on the CLIL technology (from the experience of a pedagogical project at a department of history)", *Espacios*, num 39 Vol: 52 (2018).

The fourth phase "Lambada" takes aim at lining up the students in the right order according to the lines of the song. The fifth phase "Replace symbols with suitable words" involves the presentation of the song with the missing words replaced by symbols, and the performance of the song by the students in the original.

### Otto Walkes "Für einander gemacht / made for each other»

The theme of this song is nature, the world around us. The music is very calm and sincere, even a little romantic. Before listening to the song students are given cut cards with the words:

der Morgen	der Tau	der Himmel	das Blau
die Rebe	der Wein	die Sonne	der Schein
der Weizen	das Brot	der Abend	das Rot
der Tag	die Nacht	der Hunger	der Durst
die Leber	die Wurst	der Käfer	der Mai
der Spiegel	das Ei	der Donner	der Blitz
die Pommes	der Fritz	die Pommes	der Fritz
der Morgen	der Tau	der Himmel	das Blau
die Rebe	der Wein	die Sonne	der Schein
der Weizen	das Brot	der Abend	das Rot
der Tag	die Nacht	der Hunger	der Durst
die Leber	die Wurst	der Käfer	der Mai
der Spiegel	das Ei	der Donner	der Blitz

Students work in pairs. Their task is to translate unknown words and to combine two words, for example: day-night, sun-light, wheat-bread. While listening to the song for the first time, these combinations are checked, the mistakes are corrected. While listening to the song for the second time, these word-combinations are put in the right order, then the song is performed:

Du bist der **Morgen**, ich bin der **Tau**.

Du bist der **Himmel**, ich bin das **Blau**.

Du bist die **Rebe**, ich bin der **Wein**.

Du bist die **Sonne**, ich bin der **Schein**.

Du bist der **Weizen**, ich bin das **Brot**.

Du bist der **Abend** und ich bin das **Rot**.

Wir gehören zusammen wie der **Tag** und die **Nacht**.

Uns hat der da oben für einander gemacht...

Finally, the students are to compose another verse of the song by analogy and perform it to the music. The students can try to perform a verse of their own to a different tune.

### **Anna Depenbusch " Glücklich in Berlin / Happy in Berlin »**

The song is dedicated to the capital of Germany, namely to the feeling of happiness of a girl who found herself in this city. Therefore, the preliminary work with the song begins with the work on the topic «Berlin. Landmarks». Students are offered the text with the description of places of interest and well-known streets, then they are given pictures of these places of interest and the cards with the names of these sights and streets. Pictures should be correlated with the names. Later, each student says what he would like to visit in Berlin, what to see and where to take photos to surprise his or her friends. After that the students are to listen to Anna Depenbusch's song "Glücklich in Berlin" and insert the missing words into the text<sup>13</sup>.

Hallo, wie schön Dich hier zu \_\_\_\_\_, es scheint Dir gut zu gehen  
 Ich glaube, Du bist \_\_\_\_\_ in Berlin  
 Dein großer Traum, seit vielen Jahren scheint \_\_\_\_\_ wahr zu sein  
 Ein Teil von mir wünscht Dir dafür viel \_\_\_\_\_  
 Und ein Teil von mir \_\_\_\_\_ Dich hierher zurück....

The students listen to the song twice, correct their mistakes and perform the song, after that they discuss what emotions they experience when they are in the capital of Germany. To crown it all the students compose a dialogue between two people sharing their feelings and emotions.

### **TimToupet «Fliegerlied / The pilot's song»**

The song of the pilot is perfect for cheering up the mood quickly. It can be used at any stage of the lesson when students are tired after hard work on grammatical or lexical material. The chorus of the song is very simple and catchy and is repeated many times:

Und ich flieg, flieg, flieg wie ein Flieger.  
 Bin so stark, stark, stark wie ein Tiger.  
 Und so groß, groß, groß wie 'ne Giraffe  
 So hoch oh, oh, oh.  
 Und ich spring, spring, spring immer wieder  
 Und ich schwimm, schwimm, schwimm zu dir rüber  
 Und ich nehm, nehm, nehm dich bei der Hand,  
 Weil ich dich mag und ich sag: «Heut ist so ein schöner Tag!»

The song should be read and discussed. Then all stand in a circle, listen to the song, sing loudly along and show the movements. Thus students become more energetic and cheer up, and as a result it has a positive effect on their studies.

<sup>13</sup> Ye. A. Baronenko, "Kreativnaya inoyazychnaya didakticheskaya sreda kak odna iz form razvitiya kommunikativnoy kompetentsii", Philological Sciences. Questions of theory and practice, num 6-3 Vol: 60 (2016): 185.

## Helena Fischer " Atemlosdurch die Nacht / Breathless, through the night»

Each person more than once imagined himself in some other place or wished to be transported to another time. Fantasy gives us an opportunity to realize all these journeys. The method "Journey in fantasies" can help us imagine various situation and plunge in them<sup>14</sup>.

During the preparatory work on the song, according to the method of "Journey into fantasy", it is necessary to organize a classroom for educational purposes. The tables in the classroom are placed so that the students can sit comfortably without interfering with each other, and move around. There are markers or pencils and sheets of paper on every table. After everyone chooses a seat, the teacher explains the task: close your eyes, listen to the song carefully; imagine the characters and participants of the events in their space; experience adventures with them and try to see objects that text does not mention (animals, plants, other people), feel the mood of the characters.

After listening to the song twice, students draw pictures or write down what they have seen in their imagination. It can be a moment that has produced a great impression, the city and its inhabitants, the continuation of their history... You can not only draw, but also can record separate words that convey feelings, emotions, phenomena, images. Participants who have completed the task work in pairs presenting the results of their creative work to each other, describing in details what they have seen in their imagination while listening to the song.

Finally the work is summed up: all stand in a circle, demonstrate their work, in turn, talk about the journey in the city of their imagination.

### Materials and methods

We have conducted a pedagogical experiment among the first-third-year students of the faculty of foreign languages of the South Ural state humanitarian and pedagogical University. The experimental group consisted of 46 students; the control group – of 42. During the lessons with the students of the experimental groups the authentic audio materials were used. With the students of the control group, classes were conducted as usual.

Questionnaire to assess the level of motivation to learn German.

Objective: to determine the level of students' motivation to learn German.

The student's answer, indicating his positive attitude to learning the German language and work in the classroom, is estimated at three points; the neutral answer ("I do not know", "it happens in different ways", etc.) is estimated at two points; the answer, indicating the negative attitude of the student to learning the German language, is estimated at one point. There are three main levels of motivation to learn German:

- high level - 17-21 points;

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<sup>14</sup> A. V. Slabysheva y L. A. Belova, "Ispol' zovanie metodov V. Mattesa dlya razvitiya kommunikativnoj kompetencii studentov, izuchayushhix nemeckij yazy' k", Philological Sciences. Theory and practice, num 5-3 Vol: 71 (2017): 204-206.

- average level of 11-16 points;
- low level - 0-10 points.

Questionnaire questions

1. Do you like to study German at the University?  
a) not very b) I do c) I don't
2. Are you always happy to go to German lessons or do you want to go better elsewhere?  
a) prefer to go to another place b) I'm not sure c) I look forward to having German lessons
3. If the teacher says that you do not have to go to the German class tomorrow, would You go to the class?  
a) I do not know b) I'd rather not c) I would
4. Do you like your German lessons to be cancelled or postponed for some reason?  
a) I do not like it b) I'm not sure c) I do
5. Would you like not to be given homework in German?  
a) I would b) I would not c) I do not know
6. Would you like to have a minimum number of classroom hours allocated to German classes?  
a) I don't know b) I wouldn't b) I would
7. Do you often tell others about the lessons of the German language?  
a) often b) seldom c) never

**Results**

At the initial stage (ascertaining experiment), a questionnaire was conducted to identify interest in the subject. As a criterion we took the motivational component and determined the levels of its formation:

- low: low need to learn a foreign language, low level of motivation;
- intermediate: realizing the need to learn a foreign language;
- high: the presence of semantic motivation and the need to master a foreign language.



We presented the results of the survey in the table (table. 1).

Group	Levels of formation of the motivational component		
	Low	Medium	High
Experimental	10	21	15
	22%	46%	32%
Control	9	22	11
	21%	52%	27%

Table 1

Distribution of students of experimental and control groups according to levels of formation of motivational component

Analyzing the results we can conclude that the level of formation of the motivational component in the experimental and control groups for most students is average. Authentic audio materials were used in the training of the experimental group. Training in the control group was carried out according to the standard scheme. At the final stage of the experiment the diagnosis of the formation of the motivational component was carried out using the test – "Scale of assessment of the need to achieve" by Yu.m. Orlov<sup>15</sup>. Having analysed the students' answers, we presented the results in the table (table. 2).

Group	Levels of formation of the motivational component		
	Low	Medium	High
Experimental	5	20	21
	11%	43%	46%
Control	8	24	10
	19%	57%	24%

Table 2

Assessment of the level of formation of the motivational component of Autonomous learning skills in the experimental and control groups during the control stage of the experiment

Analyzing the data of the table, we can conclude that after the experiment in the experimental group, the level of formation of the motivational component in 11% of students increased from low to medium, as well as in 13% of students it increased from medium to high. The level of formation of the motivational component in the control group remained at the same level. The results of experimental work based on the use of songs in foreign language lessons revealed a significant increase of interest.

We believe that the use of song lyrics in foreign language classes can be an important factor that increases interest and motivation to study a foreign language, not only in the pedagogical University, at the faculty of foreign languages, where students learn languages to become teachers of foreign languages and this is their conscious choice, but also in other higher educational institutions, of course, taking into account their future profession.

<sup>15</sup> Psycabi.net. MetodikaOrlova YU.M. Test - oprosnik «Potrebnost' v dostizheniitseli». Shkalaotsenkipotrebnosti v dostizheniispekha. Available at: <https://psycabi.net/testy/475-metodika-orlova-yu-m-test-oprosnik-potrebnost-v-dostizhenii-tseli-shkala-otsenki-potrebnosti-v-dostizheniispekha>

## Discussion

Comprehensive implementation of practical, educational, developing and educational tasks of training is possible only if the impact is laid not only on the consciousness of students, but also on the sphere of their personal interests, inclinations and motives. In this regard, music is one of the most effective ways to influence the feelings and emotions of any person. Music is part of the culture of each nation, which means that if you listen to the music of the people whose language you study, you can learn more about their culture, life, traditions and Outlook.

It is known from history that in the schools of Ancient Greece songs were used to better memorize various kinds of texts. K. D. Ushinsky characterized choral singing at a lesson as the powerful pedagogical means promoting development of feeling of community, education of the whole palette of feelings and emotions<sup>16</sup>. The famous teacher Y. A. Komensky wrote that those who do not know music, are equal to ignorant people<sup>17</sup>.

The German scientists G. Blell and K. Helwig consider the harmonic relationship of art and foreign languages, believing that they affect the consciousness of the individual, initiating creativity and contributing to the successful formation of foreign language skills<sup>18</sup>.

Summarizing the above mentioned, we have come to the conclusion that music, in particular songs, perform the following functions in foreign language classes:

- mental (promoting memorization);
- psychoeducational (promoting relaxation);
- emotional-sensual (causing feelings);
- social-adaptational (influencing group motivation);
- cognitive (initiating the need to acquire new knowledge);
- function of unconscious learning (complex language structures are learned at the unconscious level);
- communicative (leading to communication).

We have formulated the following criteria for the selection of songs:

- the voice of the performer should be clear;
- the song should have a pleasant, rhythmic melody;

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<sup>16</sup> K. D. Ushinskiy, *Lektsii v Yaroslavskom litseye. Izbrannyye pedagogicheskiye sochineniya*. 2018. Available at: [https://www.biblio-online.ru/bcode/415631\\_](https://www.biblio-online.ru/bcode/415631_)

<sup>17</sup> YA. A. Komenskiy, *Materinskaya shkolaili o zabotlivom vospitanii yunoshstva v pervyyeshet' let*. (Moscow: Karapuz, 2008).

<sup>18</sup> G. Blell y K. Hellwig, *Bildende Kunst und Musik im Fremdsprachenunterricht*. Frankfurt/M. 1996.

- it should not be too long and should have a refrain;
- it should be addressed to the motivational sphere of students and stimulate their interest to learn a foreign language;
- it should correspond to the level of formation of speech skills, as well as age of students should be taken into consideration;
- the song should illustrate the realities of the country whose language is studied;
- it should appeal to the inner world of students;
- it should promote group motivation;
- relieve stress and restore working capacity of students;
- it should form a multicultural personality.

The complex of such characteristics as rhyme, mood, tune, tonality, melody contributes to the memorization of the texts of the songs. Numerous refrains and repetitions, which are characteristic of the song genre, contribute to easy memorization of lexical and grammatical structures and speech clichés.

Using audio materials in the process of teaching a foreign language, we believe that a song is a kind of authentic educational text. Considering the process of using the song genre from a pedagogical point of view, it should be noted that on the one hand, it contributes to the understanding of the mentality of the representatives of the country of the studied language, and, on the other, serves to form the skills of speech communication, creates a basis for real communication with native speakers of the studied language. A song is a sample of foreign language speech and, at the same time it helps to get acquainted with the cultural life of a foreign country.

A number of pedagogical advantages of using songs at lessons of foreign languages should be taken into consideration:

- song materials are diverse not only in content, but also in terms of the linguistic information they contain. Songs represent all speech genres (story, description, reasoning); they contain direct and indirect speech; they demonstrate samples of different functional styles from conversational to elevated;
- the same song material can be used to achieve different learning goals depending on the tasks;
- unlike other audio materials, which require a maximum of three times listening, songs are usually memorized by students;
- various components of song materials (music, texts, legends) can be used in learning a foreign language<sup>19</sup>.

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<sup>19</sup> K. M. Ludke, Teaching foreign languages through songs (Edinburgh: IMHSD University of Edinburgh, 2009).

The use of songs in foreign language learning has a positive impact on the formation of auditory skills of students, their phonemic hearing, intonation-rhythmic skills, songs expand active, passive and potential vocabulary, and help to learn grammatical structures. In addition, the use of authentic audio material creates a basis to develop the skills of reading, writing, listening, as well as stimulates monological and dialogical speech, allows to penetrate deeper into the world of foreign language culture, to get acquainted with the mental markers of representatives of the country of the studied language<sup>20</sup>.

The use of authentic audio material in a foreign language lesson contributes to the creation of a favorable psychological climate in the group, reduces psychological stress, activates spontaneous speech of students, increases emotional tone, has a psychological and relaxation effect on students, supports interest in learning a foreign language, which ultimately contributes to the increase of group motivation, which is extremely necessary to maintain an atmosphere of co-creation, which largely affects the success in teaching, it allows students to penetrate into the world of foreign language culture and cultivate a sense of tolerance. This example of the implementation of songs in foreign language classes at the pedagogical University testifies to its great didactic capabilities, the use of songs makes lessons emotional, create a favorable climate in the group, as well as contributes to the development of speech skills of students, which is an important factor in increasing their interest in learning a foreign language.

## Conclusion

Summarizing the above mentioned, we believe that the use of song texts at the lessons of a foreign language has a positive effect on increasing interest in its study due to the following functions performed by the use of songs texts: mental; psychorelaxational; emotional-sensual; social-adaptive; cognitive; the function of unconscious learning; communicative. The increase of students' motivation to study a foreign language has become the result of the implementation of experimental work devoted to the use of song texts at the lessons of foreign languages.

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