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East Kazakhstan region

Research topic: "Learning irregular verbs through English songs of your favorite singers»

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2021

"Learning irregular verbs through English songs by favorite artists"

Abstract

**The purpose of the study:** to identify whether it is possible to improve the memorization of irregular verbs through the texts of English-language songs.

 **Tasks:** to determine whether there is a need for learning English among students in grades 6 and 7 and what this need is due to by interviewing informants; to identify the most difficult grammatical topic or category for sixth graders to understand; to determine the role of songs in learning English; to find out how working with the texts of English-language songs contributes to memorizing the forms of irregular verbs through a questionnaire.

 **Hypothesis:** working with the lyrics of songs in English, as well as the song in general, contribute to better memorization of irregular verbs.

 After analyzing the material, it was revealed that one of the most difficult moments in the study of English grammar for students of the sixth and seventh grades are irregular verbs, which are often

**Introduction**

This topic is considered quite relevant, because students learn and use irregular verbs without knowing the history of their occurrence and without knowing the existing methods of memorizing them, which could facilitate this process.

It is very easy to distinguish the correct verb from the wrong one, just look at its ending, and everything will become clear. All regular verbs in the past tense have the ending –ed, while irregular endings are very diverse. English philologists treat irregular verbs with admiration and reverence. From their point of view, irregular English verbs are a monument of world culture, because they perpetuate not only the history of the English language, but also the process of formation of human thinking. From the first grade in school, we begin to learn English. This is the time when everyone likes English lessons, as children learn new foreign words, learn the alphabet, counting, colors. Lessons fly by imperceptibly quickly

**The object of the study** is the English-language lyrics, through which it becomes easier to remember the forms of irregular verbs.

**Methods of analysis:** questionnaires, analysis and description of materials, generalization of the material.

Chapter 1. Irregular verbs in English.

In English, all verbs are formed according to certain rules that are clear to everyone after learning and have three forms. But among them there are those who do not" give in " to any rules of education. Therefore, they were called "wrong".

1. The history of the origin of irregular verbs.

It is believed that most English irregular verbs are of ancient Germanic origin. It is the irrationality of the formation of irregular verb forms that gives the English language a certain charm of native British tradition. Even the historically younger American version of English makes it easier to use irregular verbs compared to the older British version of English. Often, American English either allows for multiple uses of verbs, or reduces the irregular forms to the correct ones altogether. However, in American English, there are irregular verbs that are unique to this version of the English language. Due to such local features, there are many contradictions and discrepancies in the lists of irregular verbs drawn from sources in different countries, and there is no single and final list of all irregular verbs.

This question remains urgent to this day for the most serious and important linguists. From online sources, we were able to reveal that philologists from the University of Oxford conducted a study and for four years they managed to find the answer to this interesting question.

It turns out that irregular verbs are historically preserved in the English language. These unusual words came to us from the Old English language. In the VI-XI centuries, the English language was quite different, quite different from the modern one. At that time, the territory of Britain was inhabited by the German conquerors, the Celts and the Britons. But in 1066, Britain was conquered by William the Conqueror, who was a descendant of the Normans. He found the Old English language too complex and so decided to spread the Frankish-like Norman language in England, which was much simpler than the local one. The new language became official, and all documents were written only in it.

 As a result, the Old English language became easier. But the local nobility did not want to recognize the new language, because they considered it "the language of the commoners" and still spoke in Old English. Thanks to these notable people, some unusual or, as we call them, irregular verbs have been preserved. For example, begin - begin-begin( start-started), do-did - done (do - did). Due to the lack of a rule, such verbs are called incorrect. But in fact, these verbs in English from the point of view of the history of the language are "correct". Yes, that's right. In Old English, verbs changed form in different ways, not obeying a single law. Nevertheless, due to the Norman influence and the tendency to simplify, most verbs "simplified" and obeyed one standard rule (additions of the ending - ed). But there are still so-called "conservatives", or keepers of traditions - English irregular verbs, and the most common words

 This happened because they were constantly used and were heard, rooted in the minds of English speakers very firmly. Therefore, only the oldest, most" native English " words are included in the list of irregular verbs. And borrowed and newly formed verbs belong to the correct ones, that is, they form the forms of the past tense and the participle II by adding-ed. An interesting observation: such verbs are called irregular only in Russian and Ukrainian, in English they are called "irregular", in German "strong".

So, the list of irregular verbs consists of close to 200 words, of which it is enough to learn about a hundred forms for free communication, but since these are some of the most commonly used words, you need to know them by heart.

1. **Ways to memorize irregular verbs.**

The standard methods of learning irregular verbs include mechanical memorization of 8-10 verbs from the table for each lesson. This is quite difficult, sometimes inefficient, since the verbs are not related in meaning. And, most importantly, the idea that a whole "bunch" of them reduces the desire to learn new things to "no". One way is when children repeat irregular verbs after the teacher in each lesson. Often, the teacher suggests a different way to facilitate memorization and correct pronunciation of verbs - to listen to audio recordings with monotonous pronunciation of the three forms of verbs and their translation into Russian.

The second method is the Block Method (song). One of the methods is represented by 4 small blocks with 66 of the most frequently used irregular verbs (it is enough to know 120). Each block is accompanied by a simple song, which is designed to help you memorize the main part of the verbs faster and more effectively. In order to remember them well, "write them down deeply" in

*Бить – beat – beat - beaten*

*Бороться – fight – fought - fought*

*Попадать, ударять – hit - hit - hit*

*Бастовать, ударить - strike – struck – struck*

The fourth way to work with irregular verbs, which turns the very process of memorization into a kind of entertainment, is rhymes-cramming. Many people like this method, sometimes you can even try to come up with something like this yourself, but it takes time and, of course, the desire of the student himself. Sources on the Internet offer a good selection of a collection of such rhymes-cramming [2]. These verses are sometimes meaningless and do not correspond to the norms of the grammar of the Russian language, but learning verbs with their help becomes much more interesting and easier. The translation of irregular verbs is indicated in parentheses. For example,

*Я машину buy – bought – bought*

*«Какой крутой!» – все think – thought – thought,*

*Но никому не tell – told – told,*

*Что я квартиру sell – sold – sold.*

*Жена, forgive – forgave – forgiven,*

*Мне так хотелось drive – drove – driven!*

One of the methods of memorizing irregular verbs presented by an English teacher and part-time rapper under the pseudonym Fluency. This method may seem difficult for beginners to learn English.

 Listen to this rhyme every day for 2 weeks 3-4 times to remember well and easily the 65 most frequently used irregular verbs, as well as possible examples of their use in words-bundles.

This method should be used only after a good memorization of the main meanings of these irregular verbs. Unfortunately, the study of the topic "Irregular verbs" is allocated a certain number of hours, usually on average it is about 7-9 lessons. During this time, many students are unable to cope with the extensive table of irregular verbs, and memorizing such rhymes also requires the desire and time. In total, there are 620 irregular verbs in English, most of which have long been obsolete and replaced by regular verbs.

**Chapter 2. Learning English through song lyrics**

Music and songs can be invaluable in learning a foreign language at school. Songs as one of the types of speech communication are a means of stronger assimilation and expansion of the lexical stock, as they include new words and expressions. Through the songs, you can improve the skill of correct pronunciation.

* 1. **Listening to English songs as a way to improve the level of knowledge of the English language**

The analysis of the survey data allows us to conclude that, firstly, teenagers consider it extremely necessary to learn English, and this need is primarily due to the fact that by learning English, you have the opportunity to communicate with people around the world (81% of responses), tourism, cinema, art, science, the Internet and other areas become much wider and acquire new colors (72%). Speaking in English, you will find much more opportunities for your own development and realization of your potential (68%).

Modern youth tends to listen to foreign artists much more often than domestic ones. Young people prefer to listen to compositions by foreign artists more often due to the" ease " of perception of such music (about 60% of the responses).

Many people also pay attention to texting. According to 73 % of informants, the texts of English-language songs are less "loaded" with a variety of complex speech turns, they are easier to remember. Of course, this requires not only

Example: «*Kickin’ your can all over the place*» в известной песне*«We will rock you»,*обозначает *«бесцельно проводить время, заниматься ерундой»,*в тексте песни про «Титаник» фраза*«be on cloud nine»*означает*«быть на седьмом небе от счастья».*

According to 67 % of the surveyed students, listening to a song and singing along (preferably aloud) develops conversational skills. Many sixth graders note that over time, they began to respond more quickly to the questions of their interlocutors. Sometimes, even without much thought, in certain situations, phrases «*Take it easy» (Расслабься!)* или *«Watch out!» (Будь Осторожнее!)* *"fly out" of the mouth by themselves, and it is these phrases that are the names of popular songs among teenagers.*

 For 78 % of sixth graders who participated in the survey, it is obvious that listening to English-language songs develops auditory skills, English speech is better understood and perceived (Appendix 1).

Learning English through songs is actually a useful thing. However, only songs can not replace textbooks and the course of study provided for by a certain educational program. Therefore, music, as well as songs in general, is better used as additional English lessons in your free time as an opportunity to combine business with pleasure.

Summing up the above, we can say that learning English from songs is productive, because the vocabulary is enriched, idioms are studied, the understanding of a foreign language by ear is improved, pronunciation is improved, acquaintance with a foreign culture occurs, and most importantly, you can learn the language through a song at any convenient time.

* 1. **Learning irregular verbs through English-language song lyrics.**

In this research paper, we set out to identify whether it is possible to improve the memorization of irregular verbs through the texts of English-language songs. Therefore, to begin with, we asked the sixth graders to answer the question, which topic is the most difficult in the subject "English" to study in the sixth grade. We received an unambiguous answer (91%) – irregular Verbs (Irregular Verbs) or Past simple (Past simple). (Appendix 1).

Then, as an experiment, the students were asked to work with the lyrics of the songs to answer the question asked in the purpose of this study. The choice fell on the popular foreign artist Ed Sheeran among teenagers, whose compositions are now and hold the first positions in radio broadcasts. The song "Shape of you" is quite popular among young people, so some of the lyrics of this particular song will be presented below.

*The club isn't the best place to find a lover*

*So the bar is where I go*

*Me and my friends at the table doing shots*

*Drinking faster and then we talk slow*

*Come over and start up a conversation with just me*

*And trust me I'll give it a chance now*

*Take my hand, stop*

*Put Van The Man on the jukebox*

*And then we start to dance*

*And now I'm singing like*

*Girl, you know I want your love*

*Your love was handmade for somebody like me*

*Come on now, follow my lead*

*I may be crazy, don't mind me*

*Say, boy, let's not talk too much*

To begin with, the students were asked to listen to the song, this point of the experiment was the most pleasant. The students simply listened to the song, enjoyed the melody and happily let it be known that everyone was familiar with this melody, and many even knew the words of the song by heart.

Then, after distributing the printed material, we asked to highlight all the irregular verbs that occur in the text. This task was difficult to perform, since not all the list of irregular verbs was memorized to the end, but in the end, we managed to cope with this point of the experiment with the dictionary and the table. There were few such verbs: to be, to find, to go, to drink, to talk, to give, to take, to sing, to know, to let, to put. Approximately this is the number of questions you are asked to learn at a time. Since the translation of the song was also printed, we immediately determined how these verbs are translated into Russian. Then, to the tune of the same song, together with the teacher, we sang all these verbs and three forms that need to be memorized as many as three times. Accomplishment *to … a lover, … faster*, …*my hand.*The same verbs were set by heart for the next lesson, and to everyone's surprise, the test was passed by everyone. After that, a small survey was conducted, the purpose of which was to find out how effective this method of memorizing irregular verbs is. It was revealed that 93% of informants consider this method effective.

The most important point that was revealed to us during this experiment – the songs should belong to the favorite artists of the subjects or at least should interest them, or ,as it has become fashionable to say, "hook". Then the effect is more noticeable than if you work with unknown "boring" texts. We just got lucky with the choice of artist, Ed Sheeran is really popular among teenagers now.

Summing up the above, we can state with confidence that working with English-language song lyrics contributes to better memorization of irregular verbs, activates cognitive activity. The most important thing is to take into account the fact that the selected material (lyrics and compositions in general) must be "correct", i.e. fully satisfy the taste preferences of the intended audience.

Conclusion

In modern times, songs in a foreign language are very widespread and relevant among young people. Teenagers like foreign compositions, they like to listen to them and sing, thereby learning to pronounce foreign words well, begin to understand the meaning of songs, if something is not clear, look in dictionaries, thereby enriching their vocabulary. Listening to songs in a foreign language is not just entertainment, but also a way to develop all types of memory: auditory, motor, imaginative, visual. Therefore, this process is very useful when learning a language. So, in the course of the work done, it can be concluded that working with a song helps to stimulate interest in the subject; it helps to improve the skills of foreign language pronunciation, causing positive emotions, songs serve to better assimilation of lexical and grammatical material;

The hypothesis that working with song lyrics in English, as well as the song as a whole, contributes to better memorization of incorrect words.

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Appendix 1

Questionnaire

1. What foreign language are you studying?

2. Is it necessary to know English nowadays?

3. Why is knowledge of English necessary in the modern world?

4. What is the most difficult topic