



THE EFFECTIVENESS OF USING SONGS AND RHYTHMIC EXERCISES IN PRIMARY ENGLISH LANGUAGE LESSONS

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ABSTRACT

This work investigates the efficiency of songs and rhythmic tasks as educators' methods in primary level English classes. Using international, Uzbek, and Russian methodological literature, it looks into the ways in which these activities enhance vocabulary acquisition, pronunciation, listening comprehension, and motivation of learners while considering the limitations of the available data. Following this analysis, the authors suggest the classroom study involving 4th grade students as a future way of research.

Introduction. The English education of small children must be based on techniques that are appropriate for their age group, attention span, and natural acquiring mechanisms. Children learn a language most effectively through fun, repetitive exercises related to play, pictures, songs, and poems than through form-oriented grammar studying.

The surveys made regarding English teaching methods for primary school teachers confirm this theory and demonstrate that there are reasons to believe that children benefit from using images and musical clues in their learning process as their brains organize information in visual way rather than in a logical abstract manner¹.

Discussion. Songs are useful for different aspects of language learning at the same time. The repetition that comes with songs allows children to learn vocabulary and phrases unconsciously, while music also allows them to pronounce words correctly and stress them as well as work on intonation through the listening practice songs provide².

Performing rhythmic activities contributes to the creation of a relaxed and psychologically comfortable classroom atmosphere, which makes lessons more pleasant, memorable, and inducing a sense of novelty, which keeps children interested and involved³.

¹Jabborova, M. J., & Qayumova, M. M. (2024). Ingliz tilini boshlang'ich sinflar kesimida o'qitishda innovatsion metodlardan foydalanish. Tadqiqotlar jahon ilmiy metodik jurnali, 37(1), 158 to 162.

²Kumar, T., Akhter, S., Yunus, M. M., & Shamsy, A. (2022). Use of music and songs as pedagogical tools in teaching English as foreign language contexts. Education Research International, 2022, Article 3384067.

³Омельченко, Л. Р. (2012). Использование песен, стихов и рифмовок на уроках английского языка. Образовательная социальная сеть nsportal.ru.

The emotional effect of rhythmic activities is vital for children who are learning foreign language for the first time.

In addition to motivation, rhythmic materials seem to influence particular skills among children within this age range as well. An experimental study performed on fourth graders showed that the use of nursery rhymes resulted in better outcomes in listening comprehension than traditional instructional methods. This means that rhythmic input can be efficacious linguistically along with being an excellent means of encouraging that particular age group⁴.

Pedagogical benefits of songs and rhythmic exercises



in primary English language teaching

Figure 1. The main pedagogical benefits of songs and rhythmic exercises in primary English teaching, as reported across the reviewed literature.

At the same time, one should be careful with the current body of research findings. A comprehensive recent review referring to sixty studies on interventions demonstrated that while in most studies song-based interventions have brought some positive results, the studies are not designed in a rigorous manner making strong causal claims concerning beneficial linguistic influence rather complicated⁵. Although this finding does not take away from the practical importance of using music in the classroom, it emphasizes that teachers

⁴Astutik, P. (2018). The effectiveness of nursery rhymes as media in teaching listening (An experimental research at fourth grade students of MI Mamba'ul Ulum Mantingan in the academic year 2018/2019). Undergraduate thesis, UNISNU Jepara.

⁵Hamilton, C., Schulz, J., Chalmers, H., & Murphy, V. A. (2024). Investigating the substantive linguistic effects of using songs for teaching second or foreign languages to preschool, primary and secondary school learners: A systematic review of intervention research. *System*, 124, 103350.

should use music-related activities in combination with other organized approaches, and the effectiveness varies significantly by the area of skills.

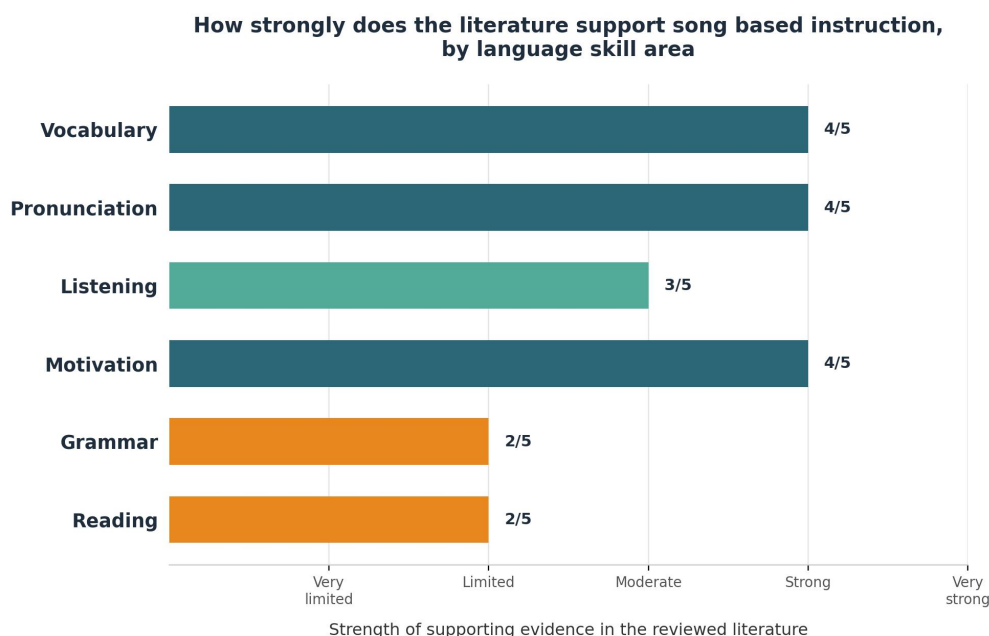


Figure 2. An illustrative synthesis of how strongly the reviewed literature supports song based instruction across different language skill areas.

Conclusion. In short, it can be said that these results prove that songs and rhythm exercises represent a valid and scientifically based method of teaching primary English. Their strongest impact seems to be related to language acquisition, pronunciation, and motivation, whereas their use in relation to more complex skills such as grammar and reading still needs more specific research and can be the subject for future studies in Uzbekistan. Following the analysis above, a classroom experiment needs to be carried out in order to assess the vocabulary and pronunciation improvement of pupils after the introduction of songs in a structured way into the process of teaching English to the 4th grade students.

Used literature

1. Jabborova, M. J., va Qayumova, M. M. (2024). Ingliz tilini boshlang'ich sinflar kesimida o'qitishda innovatsion metodlardan foydalanish. Tadqiqotlar jahon ilmiy metodik jurnali, 37(1), 158 to 162.
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