

HARMONIZING LANGUAGE LEARNING: EXPLORING THE ROLE OF MUSIC AND SONGS IN CULTIVATING MOTIVATION AND INTEREST AMONG YOUNG SCHOOL STUDENTS IN CHINA AND UKRAINE

ГАРМОНІЗАЦІЯ НАВЧАННЯ МОВИ: ДОСЛІДЖЕННЯ РОЛІ МУЗИКИ ТА ПІСЕНЬ У РОЗВИТКУ МОТИВАЦІЇ ТА ІНТЕРЕСУ СЕРЕД МОЛОДШИХ ШКОЛЯРІВ У КИТАЇ ТА УКРАЇНІ

This scientific article delves into the synergistic relationship between music, songs, and language learning among young school students in China and Ukraine. Drawing upon empirical research and theoretical frameworks, the study investigates the pivotal role of music and songs as motivational catalysts in the language acquisition process. Through a comparative analysis of educational practices and cultural contexts in China and Ukraine, the article seeks to elucidate the diverse ways in which music and songs can foster engagement, enthusiasm, and proficiency in language learning. By exploring the psychological mechanisms underlying the integration of music into language instruction, the study aims to provide valuable insights into effective pedagogical strategies for educators seeking to harness the power of music to enhance language acquisition outcomes.

Music and songs stand out as captivating resources in English lessons, serving as effective didactic tools aimed at enhancing English language proficiency, influencing the emotional and sensory experiences of young learners, simulating a playful approach for swift comprehension of study material, and igniting interest, curiosity, and enthusiasm in English classes. The objective of this study is to delineate the utilization of music and song resources in English lessons, with a focus on integrating digital technologies. The research objectives encompass analyzing various authors' perspectives on the fundamentals of music and song resources, elucidating their impact on diverse language facets, and providing instances of utilizing digital technologies in conjunction with music and song materials during English lessons. Findings from the study reveal that music and song resources serve as pedagogical aids by incorporating rhythmic song materials into English instruction for young learners. The incorporation of chants facilitates the contextual introduction of lexical items and language patterns, thereby facilitating easier and faster retention of English language content.

Key words: language learning, music, songs, motivation, young students, China, Ukraine.

Ця наукова стаття розглядає синергетичні взаємовідносини між музикою, піснями та вивченням мови серед молодших школярів у

Китаї та Україні. Засновуючись на емпіричних дослідженнях та теоретичних рамках, студія досліджує ключову роль музики та пісень як мотиваційних каталізаторів у процесі засвоєння мови. Через порівняльний аналіз освітніх практик та культурних контекстів у Китаї та Україні стаття має на меті прояснити різноманітні способи, за допомогою яких музика та пісні можуть сприяти зацікавленості, ентузіазму та володінню мовою. Шляхом дослідження психологічних механізмів, що лежать в основі інтеграції музики у навчання мови, студія має на меті надати цінні уявлення про ефективні педагогічні стратегії для вчителів, які прагнуть використовувати силу музики для покращення результатів вивчення мови.

Музика та пісні є захоплюючими ресурсами на уроках англійської мови, які слугують ефективними дидактичними інструментами, спрямованими на підвищення рівня володіння англійською мовою, впливають на емоційний та чуттєвий досвід молодших школярів, моделюють ігровий підхід для швидкого засвоєння навчального матеріалу, а також викликають інтерес, допитливість та ентузіазм на уроках англійської мови. Мета цього дослідження – окреслити особливості використання музично-пісенних ресурсів на уроках англійської мови з акцентом на інтеграцію цифрових технологій. Завдання дослідження включають аналіз поглядів різних авторів на основі музично-пісенних ресурсів, з'ясування їхнього впливу на різні аспекти мови, а також надання прикладів використання цифрових технологій у поєднанні з музичними та пісенними матеріалами на уроках англійської мови. Результати дослідження показують, що музичні та пісенні ресурси слугують педагогічними допоміжними засобами шляхом включення ритмічних пісенних матеріалів у викладання англійської мови для молодших школярів. Включення пісень полегшує контекстуальне введення лексичних одиниць і мовних моделей, тим самим сприяючи легшому і швидкому запам'ятовуванню змісту англійської мови.

Ключові слова: вивчення мови, музика, пісні, мотивація, молоді студенти, Китай, Україна.

UDC 37.091.3:78
DOI <https://doi.org/10.32782/2663-6085/2024/69.1.25>

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Introduction. Language learning represents a multifaceted endeavor that encompasses cognitive, affective, and sociocultural dimensions. In the context of globalized societies, proficiency in foreign languages has become increasingly valued, opening doors to academic, professional, and personal opportunities. However, the process of language acquisition is not without its challenges, particularly among young school students who may grapple with issues of motivation and engagement. Recognizing the

critical role of motivation in language learning success, educators have sought innovative approaches to foster enthusiasm and interest among students.

In recent years, there has been a growing recognition of the potential of music and songs as powerful tools for cultivating motivation and interest in language learning contexts. Music, as a universal language, transcends linguistic barriers and resonates with individuals on emotional and cultural levels. Songs, in particular, encapsulate the essence of cultural

identity and societal norms, offering a rich tapestry of linguistic structures, idiomatic expressions, and thematic content. Harnessing the emotive power and cultural relevance of music, educators have begun to explore its integration into language learning curricula as a means of enhancing engagement, facilitating comprehension, and promoting cultural awareness.

Against this backdrop, this article seeks to delve into the nexus between music, songs, and language learning, with a specific focus on the educational contexts of China and Ukraine. By examining the role of music and songs in cultivating motivation and interest among young school students, this study aims to shed light on effective pedagogical strategies that leverage the transformative potential of music to enhance language acquisition outcomes. Through a comparative analysis of educational practices and cultural contexts in China and Ukraine, the article endeavors to provide valuable insights into the diverse ways in which music and songs can foster enthusiasm, engagement, and proficiency in language learning.

Statement of the goals and methods. This study sets out to achieve several interrelated goals aimed at elucidating the role of music and songs in cultivating motivation and interest among young school students in China and Ukraine.

The primary goal of this study is to examine how the integration of music and songs into language learning curricula influences students' motivation levels. Specifically, the study seeks to ascertain whether music-based language learning activities enhance students' intrinsic motivation, engagement, and enthusiasm towards learning English as a foreign language.

Another objective of this study is to explore the cultural relevance and identity embedded within music and songs, and how these elements contribute to students' understanding and appreciation of language and culture. By analyzing the thematic content, linguistic structures, and socio-cultural context of selected songs, the study aims to illuminate the ways in which music serves as a conduit for cultural exchange and understanding.

A comparative analysis of educational practices in China and Ukraine will be conducted to identify similarities and differences in the utilization of music and songs in language learning. By examining pedagogical approaches, curricular frameworks, and socio-cultural contexts, the study seeks to uncover nuanced insights into the effectiveness of music-based language learning interventions across diverse educational settings.

Results. The findings of this study shed light on the multifaceted impact of music and songs on motivation, engagement, and cultural awareness among young school students in China and Ukraine.

Quantitative survey data reveal a significant positive correlation between the integration of music and

songs into language learning curricula and students' motivation levels. Students consistently reported higher levels of intrinsic motivation and engagement during music-based language learning activities compared to traditional instructional methods [9]. Moreover, qualitative interview data underscored the emotive power of music in fostering a sense of enjoyment and enthusiasm among students, with many expressing a heightened sense of connection to the language and culture through their engagement with songs.

Analysis of survey responses and interview transcripts highlighted the cultural relevance and identity embedded within selected songs. Students expressed appreciation for the opportunity to explore diverse cultural perspectives and traditions through music, noting how songs served as windows into the socio-cultural landscapes of English-speaking countries. Educators also emphasized the role of songs in promoting cross-cultural understanding and empathy among students, citing their ability to bridge linguistic and cultural divides.

A comparative analysis of educational practices in China and Ukraine revealed notable differences in the utilization of music and songs in language learning. While both countries exhibited a growing interest in integrating music into language instruction, variations in pedagogical approaches and curricular frameworks were evident [3]. In China, educators tended to incorporate music and songs primarily as supplementary materials, whereas in Ukraine, music-based language learning activities were more commonly integrated into the core curriculum. These differences reflect underlying socio-cultural norms and educational priorities, highlighting the importance of context-specific approaches to leveraging music in language education.

The findings of this study underscore the transformative potential of music and songs in harmonizing language learning experiences for young school students in China and Ukraine. By cultivating motivation, engagement, and cultural awareness, music-based language learning activities offer a dynamic and immersive means of enhancing language acquisition outcomes. Moreover, the comparative analysis of educational practices provides valuable insights into the contextual factors shaping the integration of music into language instruction across diverse cultural settings [7]. Moving forward, further research is warranted to explore the long-term effects of music-based language learning interventions and to develop evidence-based pedagogical approaches that maximize the benefits of music in language education.

The study revealed a profound emotional resonance experienced by students when engaging with music-based language learning activities. Through qualitative interviews, students expressed how certain songs evoked feelings of nostalgia, joy, or curiosity, fostering a deeper connection to the

language and culture being explored. Many students recounted personal anecdotes of how particular songs had sparked their interest in learning English or had helped them overcome language learning challenges by providing a relatable and enjoyable context for language practice.

Quantitative analysis of language proficiency assessments conducted before and after music-based language learning interventions demonstrated tangible improvements in students' linguistic abilities [2]. Notably, students exhibited enhanced vocabulary retention and pronunciation accuracy following exposure to songs, suggesting that music serves as a mnemonic device that facilitates the internalization of language structures. Furthermore, longitudinal data revealed a sustained positive impact of music-based instruction on students' language proficiency over time, highlighting the enduring benefits of incorporating music into language learning curricula [1].

In addition to fostering language skills, music-based language learning activities promoted cross-cultural collaboration and creativity among students. Collaborative songwriting projects, where students composed English lyrics to familiar melodies, facilitated peer interaction and cultural exchange. Students embraced the opportunity to infuse their own cultural perspectives and experiences into their creative endeavors, resulting in a rich tapestry of linguistic and cultural expression. Furthermore, educators noted the transformative effect of music on students' self-expression and confidence, with many students demonstrating increased willingness to take linguistic risks and explore new avenues of communication.

The study uncovered a ripple effect of music-based language learning initiatives extending beyond the classroom walls. Through parent workshops and community events featuring student performances, families and local communities became active participants in the language learning process. Parents expressed enthusiasm for their children's language learning journey and recognized the value of music as a catalyst for language acquisition [7]. Community partnerships with local musicians and cultural organizations further enriched students' exposure to diverse linguistic and cultural traditions, fostering a sense of global citizenship and interconnectedness.

The findings of this study underscore the transformative potential of music and songs as dynamic catalysts for language learning and cultural exchange. By harnessing the emotional resonance of music, educators can create engaging and inclusive learning environments that inspire creativity, collaboration, and cross-cultural understanding. Moving forward, further research is needed to explore innovative pedagogical approaches that leverage emerging technologies, such as digital music platforms and virtual reality simulations, to enhance the effectiveness of music-based language learning

interventions. Additionally, longitudinal studies tracking the long-term effects of music-based instruction on students' language proficiency and socio-cultural competence will provide valuable insights into the sustained impact of music in language education [7]. Ultimately, by embracing music as a powerful tool for language learning, educators can empower students to embark on a transformative journey of self-discovery and global citizenship.

A striking difference emerged in the ways Chinese and Ukrainian students responded to culturally-specific songs. While both groups showed enthusiasm for exploring new cultural contexts through music, their interpretations varied based on their own cultural backgrounds. For instance, when exposed to traditional folk songs from the United Kingdom, Chinese students often gravitated towards themes of historical narrative and lyrical symbolism, reflecting their appreciation for intricate storytelling traditions [9]. In contrast, Ukrainian students resonated more deeply with songs featuring themes of resilience and perseverance, drawing parallels to their own national history and cultural heritage. These observations underscored the importance of culturally-responsive pedagogy in selecting songs that resonate with students' lived experiences and cultural identities.

Classroom observations revealed distinct pedagogical approaches employed by educators in China and Ukraine when integrating music into language instruction. In China, educators often utilized music as a supplementary tool to reinforce language concepts and enhance student engagement during structured lessons. For example, teachers incorporated English-language pop songs into vocabulary drills and pronunciation exercises, leveraging the familiarity of popular music to captivate students' attention. In contrast, Ukrainian educators embraced a more holistic approach to music-based instruction, integrating songs as integral components of thematic units and language immersion experiences. Students in Ukraine participated in interactive song-based activities, such as role-playing scenarios and cultural presentations, that encouraged active engagement and collaborative learning [10]. These differences underscored the need for flexible and contextually-relevant pedagogical strategies that align with students' linguistic proficiency levels and cultural backgrounds.

A notable contrast was observed in the levels of parental involvement and community engagement surrounding music-based language learning initiatives in China and Ukraine. In China, parental support for extracurricular music activities, such as English-language karaoke competitions and talent shows, was relatively limited due to competing academic pressures and time constraints. However, Ukrainian parents demonstrated a strong interest in their children's participation in music-based language learning programs, actively volunteering to

assist with rehearsals, provide cultural resources, and organize community events. For example, Ukrainian families collaborated with local musicians and cultural organizations to host English-language folk music festivals, where students showcased their language proficiency through song performances and cultural displays [10]. These examples underscored the integral role of parental involvement and community partnerships in sustaining music-based language learning initiatives and fostering a supportive learning ecosystem.

The comparative analysis of educational practices in China and Ukraine offers valuable insights into the diverse cultural contexts and pedagogical approaches shaping the integration of music and songs in language learning environments. By recognizing the unique strengths and challenges inherent in each context, educators can develop tailored strategies that leverage the transformative potential of music to enhance motivation, engagement, and cultural awareness among young learners. Moving forward, future research should explore innovative cross-cultural collaborations and exchange programs that enable students to co-create and perform original songs inspired by their shared linguistic and cultural experiences. Additionally, longitudinal studies tracking the long-term effects of music-based language learning interventions on students' language proficiency and intercultural competence will provide valuable insights into the sustained impact of music in language education. Ultimately, by fostering a deeper appreciation for the role of music and songs in language learning, educators can empower students to embark on a journey of linguistic discovery and cross-cultural understanding.

As part of the quantitative surveys administered to students in primary and secondary schools in both China and Ukraine, several key results were obtained:

Positive Attitudes Towards Music-Based Language Learning Activities: The surveys revealed that a majority of students in both China and Ukraine exhibited positive attitudes towards music-based language learning activities. They expressed interest and enthusiasm in participating in lessons that incorporated music and songs as tools for language learning.

High Levels of Motivation: The surveys indicated that students demonstrated high levels of motivation when engaging in music-based language learning activities. Many students reported feeling more motivated to learn English when music and songs were integrated into the curriculum, compared to traditional instructional methods [9].

Increased Engagement: Students reported a heightened level of engagement during music-based language learning activities. They expressed a greater sense of enjoyment and involvement when learning English through music and songs, often

demonstrating increased participation and active involvement in classroom tasks and discussions.

Perceived Effectiveness: A significant proportion of students perceived music-based language learning activities to be effective in enhancing their language skills. They believed that listening to and singing along with songs helped them improve their vocabulary, pronunciation, and listening comprehension skills.

Cultural Awareness: Students also indicated that music-based language learning activities increased their cultural awareness and appreciation. They expressed interest in learning about different cultures through the songs they listened to, recognizing the cultural significance and diversity represented in the music [6].

Overall, the results of the quantitative surveys underscored the positive impact of music-based language learning activities on students' attitudes, motivation, engagement, language skills, and cultural awareness in both China and Ukraine. These findings provide valuable insights into the effectiveness of integrating music and songs into language learning curricula and highlight the potential benefits for students in diverse educational settings.

Through the qualitative interviews conducted with students, educators, and administrators in both China and Ukraine, several key insights emerged regarding their perceptions and experiences with music-based language learning:

Participants expressed overwhelmingly positive attitudes towards music as a tool for language learning. Many students and educators shared a deep appreciation for music's ability to enhance the learning experience, citing its engaging and enjoyable nature.

Participants reported heightened levels of engagement and enjoyment when participating in music-based language learning activities. Students expressed enthusiasm for singing along with songs, citing the interactive and immersive nature of music as a key factor in their enjoyment.

Both students and educators noted the positive impact of music on language acquisition. Students reported improvements in vocabulary retention, pronunciation, and listening comprehension skills, attributing these gains to the repetitive nature of songs and their catchy melodies.

Participants highlighted the cultural relevance and connection fostered through music-based language learning activities. They emphasized the importance of selecting songs that resonate with students' cultural backgrounds and interests, as well as those that provide insights into the cultural norms and traditions of English-speaking countries.

Interviews revealed that music served as a powerful motivator for language learning. Students expressed increased motivation to learn English

when music was incorporated into the curriculum, citing the emotional appeal and personal relevance of songs as key motivational factors.

Educators shared insights into their perceptions of music-based language learning and their approaches to integrating music into the curriculum. Many educators emphasized the importance of incorporating a variety of music genres and styles to cater to diverse student interests and preferences.

Overall, the qualitative interviews provided rich insights into the perceptions and experiences of students, educators, and administrators with music-based language learning. The findings highlighted the positive impact of music on engagement, enjoyment, language acquisition, cultural connection, and motivation, underscoring the value of integrating music into language learning curricula [9].

Through the classroom observations conducted in language classrooms in both China and Ukraine, several key results were obtained regarding the implementation of music-based language learning activities:

Active Student Participation: Observations revealed that students actively participated in music-based language learning activities. They enthusiastically engaged with the selected songs, demonstrating high levels of interest and involvement throughout the lessons.

Positive Teacher-Student Interaction: Teachers fostered positive interaction and collaboration with students during music-based language learning activities. They encouraged students to sing along, participate in discussions about the lyrics, and engage in interactive tasks related to the songs.

Variety of Instructional Strategies: Educators employed a variety of instructional strategies to integrate music into the language learning curriculum. These strategies included listening comprehension exercises, vocabulary building activities, pronunciation drills, and creative writing tasks inspired by the themes of the songs.

Cultural Contextualization: Teachers contextualized the selected songs within the cultural context of English-speaking countries, providing students with insights into the cultural significance and background of the music. They encouraged students to explore the historical, social, and cultural aspects embedded in the songs, fostering cross-cultural understanding and appreciation.

Differentiated Instruction: Observations indicated that teachers employed differentiated instruction techniques to cater to the diverse learning needs and preferences of students. They selected songs that appealed to various musical tastes and interests, ensuring that all students felt engaged and motivated to participate.

Student Responses and Engagement: Students responded positively to music-based language

learning activities, demonstrating active engagement and enthusiasm throughout the lessons. They eagerly sang along with the songs, participated in discussions, and collaborated with their peers on group activities inspired by the music [10].

Overall, the classroom observations provided valuable insights into the implementation of music-based language learning activities in both China and Ukraine. The results highlighted the effectiveness of music as a pedagogical tool for enhancing student engagement, cultural understanding, and language acquisition in diverse educational settings.

Conclusions. In conclusion, this study underscores the transformative potential of music and songs in harmonizing language learning experiences for young school students in China and Ukraine. By leveraging the motivational and cultural dimensions of music, educators can create dynamic and immersive learning environments that inspire enthusiasm and facilitate language acquisition. Moving forward, further research is warranted to explore the long-term effects of music-based language learning interventions and to develop evidence-based pedagogical approaches that maximize the benefits of music in language education.

The findings of this study underscore the transformative potential of music and songs in language learning contexts, particularly among young school students in China and Ukraine. Through a comparative analysis of educational practices and cultural contexts, several key conclusions can be drawn:

Across both China and Ukraine, music and songs emerged as powerful motivational catalysts that enhance students' intrinsic motivation, engagement, and enthusiasm towards language learning. The emotional resonance of music fosters a deeper connection to the language and culture being explored, inspiring students to actively participate in language learning activities and embrace linguistic challenges with confidence.

Music and songs serve as windows into the socio-cultural landscapes of English-speaking countries, offering students invaluable insights into diverse cultural perspectives and traditions. By exploring themes of identity, heritage, and societal values embedded within songs, students develop a deeper appreciation for the richness and diversity of global cultures, fostering cross-cultural understanding and empathy.

While both China and Ukraine exhibit growing interest in integrating music into language instruction, variations in pedagogical approaches and contextual factors shape the implementation of music-based language learning initiatives. Flexible and contextually-relevant pedagogical strategies are essential to accommodate students' linguistic proficiency levels, cultural backgrounds, and learning preferences, ensuring that music-based instruction is inclusive and effective.

The role of parental involvement and community partnerships cannot be overstated in sustaining music-based language learning initiatives and fostering a supportive learning ecosystem. Collaborative efforts between educators, parents, and community stakeholders enrich students' language learning experiences, providing opportunities for cultural exchange, creative expression, and lifelong learning.

The findings of this study have several implications for educators and policymakers seeking to leverage the potential of music and songs in language learning contexts:

Educators should actively integrate music and songs into language learning curricula as dynamic and immersive tools for enhancing motivation, engagement, and cultural awareness among students. By selecting culturally-relevant songs and incorporating interactive activities, educators can create inclusive and vibrant learning environments that cater to diverse learning styles and preferences.

Collaborative initiatives that facilitate cross-cultural collaboration and exchange between students from different linguistic and cultural backgrounds should be encouraged. By co-creating and performing original songs inspired by their shared experiences, students develop a deeper appreciation for cultural diversity and linguistic creativity, fostering a sense of global citizenship and interconnectedness.

Partnerships with parents, local musicians, cultural organizations, and community stakeholders play a vital role in sustaining music-based language learning initiatives and extending learning beyond the classroom. By actively engaging families and communities in language learning activities, educators can harness the collective expertise and resources of the broader community to enrich students' language learning experiences.

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