

INTEGRATING ENGLISH LANGUAGE WITH ART, MUSIC AND ALPHABET,  
READING LESSON

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**Annotation:** *This article analyzes the integrating English language which consists of art and music that are common in teaching and acquiring process as well as set combinations between learning foreign language and art, music. Moreover, the main importance and features of this phenomenon are explained.*

**Keywords:** *Art integration, artist, song, alphabet and visual art.*

## INTRODUCTION

The definition of arts integration by the Kennedy Center for the Performing Arts serves as an anchor for this literature review. According to Silverstein and Layne (2010), teaching artists at the Kennedy Center for the Performing Arts, arts integration is defined as “an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both” (p. 1). Although there are some variations in defining arts integration among scholars, most of them acknowledge the integrative component of arts and other subject areas in arts integration (Baker, 2013; Burnaford et al., 2013; Chapman, 2015; Goldberg, 2016; Hardiman et al., 2014; Hayes et al., 2017; LaJevic, 2013; Rabkin & Redmond, 2006; Reif & Grant, 2010; Žemberová, 2014). However, oftentimes, arts integration is confused with arts enhancement.

## MAIN PART

According to the Kennedy Center for the Performing Arts, there are three ways the arts are taught in schools: Arts as Curriculum, Arts-Enhanced Curriculum, and Arts-Integrated Curriculum. Silverstein and Layne (2020) explain “If a school has a music, art, drama, or dance teacher, their approach is most likely and primarily Arts as Curriculum. Students develop knowledge and skills in a particular art form” and “the programs are guided by national, state, or local standards for each of the art forms.” They also note that Arts-Enhanced Curriculum is “when the arts are used as a device or strategy to support other curriculum areas, but no objectives in the art form are explicit.” However, Arts-Integrated Curriculum is when “Students meet dual learning objectives when they engage in the creative process to explore connections between an art form and another subject area to gain greater understanding in both” (paras. 9-11). Therefore, during arts integration, content and arts standards are naturally aligned, taught and assessed equitably, whereas arts enhancement utilizes arts as a tool or

medium to teach another subject. Teaching English by integrating art, music, and reading will make the lesson more interesting and at the same time help children learn about subjects other than English. For example, in order to teach children, the names of fruits and animals in English, if we first draw small pictures of them, and then write the name of the picture in English under the picture, if we make it a task to paint the picture and teach the name of the colors used in English, then we have integrated the science of English and painting. We teach children how to draw, paint and English in 1 lesson. If we teach to sing a piece of music in English, we teach music and English together. Children learn to sing music and English. Drawing lesson. The student learns a new subject together with the subjects he likes even if we start mastering it, we will achieve success. Picture as an example let's take a lesson. Most children start school at the age of 6 or 7. This in addition to learning new knowledge, creating and drawing pictures and there will be great interest in painting. Learn English with pictures we can teach fruits and vegetables by tying them. A picture of fruit from the student we ask him to draw and color it. After the student finishes, we How to pronounce the name of this fruit in English and tell the child its colors we instill in his mind. For example, if there is a picture of an apple: It is an apple. It is red and green. It is a banana. It is yellow. It is an orange. It is orange. Vegetables same with, it is an onion. It is white. Or It is a cabbage. It's a dog green. In the future, "What is it?", "What color is it?" answer to our questions it is enough to remind you by showing this picture. Music. Children like to listen to music and dance. In every lesson, put interesting and cheerful music in English If we teach dance movements according to the words of the music, this is what the child has a wider understanding of the studied material appears. If we repeat these songs in every lesson, this is involuntarily in the minds of children correct pronunciation of words, its characteristics (fruits and vegetables on the topic) and show them (on the topic of body parts). That's it is worth noting that young children are allowed to sit still for 45 minutes difficult with this music and action games, the child will not be bored. Alphabet, reading lesson. As soon as the students start to recognize the letters, they have them to read new things, to hear encouragement from his teacher and parents he wants to and gradually gets excited about studying. In this case, the English language we can show that it is different from our mother tongue by teaching letters. In English, the letters are written and read differently. That's it because of this, primary classes will have problems in mastering them. If we only teach them the English alphabet, the difference between reading and writing We will gradually teach you during the study. In conclusion, language learning can be a difficult task when, if the student himself has no interest, but different methods and tools we can solve this with the help of the integration method is a helper. After all, teaching children to open new worlds, them It is in the hands of teachers to interest and increase their love for science. Visual and performing arts, such as paintings, music, theater, and dance, can open a window into the culture and history of the target language. Artistic expressions have been part of

human culture since the beginning of time, and they are deeply rooted in the history and traditions of each society. By studying the art of a target language, learners can gain insight into the values, beliefs, attitudes, and practices of the people who speak that language. Visual arts can play a fundamental role in language acquisition by providing a visual representation of language concepts. They can help learners understand new vocabulary and grammar structures in a way that is tangible and memorable. In addition, visual arts can help learners immerse themselves in the language and culture they are studying, leading to a deeper understanding of both. Moreover, art can also help learners develop their language skills in various ways. For example, analyzing a painting or an artifact in the target language can support learners in improving their vocabulary, grammar, and comprehension skills. Also, performing arts can be used as a means to develop listening and speaking skills, as learners may have to work in groups and interact with others through dialogues and role-plays. By incorporating art in second language teaching, teachers may be assisted in several ways such as:

- Creating bridges between written and spoken language,
- Make learning relevant and meaningful,
- Help students develop self-esteem,
- Foster creativity,
- Highlight similarities and differences, including cultural ones,
- Promote analytical, reasoning, and questioning skills,
- Boosting students' skills of observing, responding to, and representing the world.

### CONCLUSION

In conclusion, art can support and enhance second language acquisition by providing learners with cultural, historical, and linguistic input. Educators should incorporate art in their language teaching practices to create a more immersive and engaging learning environment for their students. By doing so, learners can develop a deeper understanding of the target language and its cultural contexts, which can ultimately lead to more successful language acquisition.

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