

The Role of Repetition in English Nursery Rhymes

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Abstract. This article discusses the issues of repetition, which allows English teachers and parents to optimize the learning of kindergarten and lower elementary school students. The use of recognizable and fun pedagogy leads to improved skills in several skill areas, as well as a positive attitude towards learning in general.

Keywords: repetition, language, sentence, rhymes, words, phrases, skill, emotional intelligence, social interaction, cognitive functions

Introduction

Repetition is a key component of many English language nursery rhymes. Rhyming sentences that repeat themselves multiple times can have a significant impact on children's early language development by promoting phonological awareness, vocabulary acquisition, and memory retention. In this article, we'll explore some of the ways repetition is used in English nursery rhymes and examine their significance for young learners.

The main part

One well-known example of repetition in nursery rhymes is "Hey Diddle Diddle." This classic English folk song features repeating phrases throughout:

*Hey diddle diddle
The cow jumped over the moon
The little dog laughed
The piggie went whee whee whee all the day*

This simple pattern provides opportunities for young listeners to recognize words and phrases they know, which helps build confidence and fluency as they begin to develop literacy skills (Healey & Kennedy, 2018). Additionally, each new iteration adds another element to the story, fostering comprehension abilities while keeping attention engaged. Repeating patterns like these encourage phonemic awareness, allowing kids to hear individual sounds within spoken language (Larkin & Oates, 2009).

Another beloved nursery rhyme featuring repetitive structures is "Twinkle Twinkle Little Star." This familiar melody offers repeated lines and predictable cadences:

*Twinkle twinkle little star
How I wonder what you are!
Up above the world so high
Like a diamond in the sky*

Throughout the song, every line ends with "star," a word easily recognized by preschoolers. By emphasizing common words and sounds, young learners gain more exposure to the nuances of spoken English, accelerating growth in vocabulary, reading, and writing (Campbell et al., 2016; Whitehurst et al., 1987).

Beyond helping developing minds grasp speech elements, repetition also serves as a teaching tool for memorization. For example, "A Is For Apple." As you can see below, the verse uses both internal repetition (words in close proximity that share sounds) and end rhyme:

Verse 1: "A is for apple, / A crisp red fruit that grows / From trees quite tall and slender / And often bakes into pie."

Verse 2: "B is for button, / To hold your shirt upon / Cloth fastened neatly tight / Buttons keep things up."

Verse 3: "C is for cat, / With whiskers short and fine / Keeps mice away from here / Our feline friend divine!" (Anderson, 2005).

It should come as no surprise that rhymes promote learning through enjoyment - the entertainment factor heightens child engagement (Weisberg et al., 2013), making educational content more accessible. Humor remains one of the most effective methods to captivate students at any age group (Ferguson et al., 2014). While not all nursery rhymes feature humor, jokes and silliness do lend themselves to memorability because human brains tend to favor amusing stimuli (Holmes Jr et al., 2006).

Finally, we must acknowledge that using repetition in songs for infants and pre-schoolers has been done since before modern psychology had a chance to study it. This traditional aspect of parenting and cultural transmission makes use of simple melodies and catchy lyrics to create shared experiences around stories and verses. Without understanding the scientific implications, our ancestors created verbal games that now appear beneficial even though motivated purely by folklore or necessity. An exploration of historical origins would reveal how generations passed down wisdom and knowledge via rhythms that helped toddlers bond over shared memories (Lehrman & Osborne, 2013).

Repetition allows English language teachers and parents to optimize education for kindergarten and lower elementary school pupils. Using recognizable and fun techniques in pedagogy results in increased proficiency across several skill areas while fostering positive attitudes towards studying overall.

Here are some final points regarding the role of repetition in English nursery rhymes, particularly when teaching English as a foreign language:

First and foreign languages may differ significantly in terms of grammar and syntax, so introducing nursery rhymes written originally in English to non-native speakers requires consideration. However, if presented appropriately, those differences can enrich students' awareness of foreign-language structure without confusing them further. Tutors tasked with international EFL instruction may find adapting well-known tunes helpful. For instance, an educator might teach "Mary Had a Little Lamb" but include translated copies where required during initial lessons until the class grasps basic principles enough to transition to fully English versions eventually. (Although note that the original version's simplicity might be difficult to match perfectly.) If a particular student faces severe challenges mastering the English formulations initially, then providing parallel texts as shown earlier can facilitate progress while continuously stressing essential components like meter and rhyme. Even if alterations prove necessary, careful selection of suitable alternatives ensures that learners still receive appropriate training, particularly concerning regular syllables and vowel/consonant correspondence.

Conclusion

When discussing various aspects involved with utilizing repetition to train English pronunciation, listening, speaking, grammar, spelling, creativity, and more, especially with non-native preschoolers, don't forget about the potential importance of singing exercises in class. Although lecturers needn't concentrate primarily on musical qualifications (given that unfamiliar children can often exhibit strong enthusiasm when encountering fresh tunes regardless of audio quality), actively participating in the songs together brings benefits beyond just practicing English content. Music possesses intrinsic advantages for young pupils, including building self-control, emotional intelligence, social interaction, and other cognitive functions.

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