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## **GRAMMATICAL FEATURES OF MODERN ENGLISH-LANGUAGE SONGS**

Musical culture plays an important role in the lives of many people, accompanying their activities from the birth of civilization to the present. One of the key components of the modern music industry is English-language songs which have a significant impact on popular culture. Most of the music content today comes from Western countries – Europe, the USA, Australia, etc. Thanks to the development of digital technologies, telecommunications and globalization, English-language music has become more accessible which contributes to its widespread distribution and influence on language trends. The introduction of informal constructions, abbreviations, and slang expressions in lyrics reflects changes in modern English, adapting it to the needs of popular culture and the digital age.

This is especially noticeable in the youth environment where music is often perceived on an emotional level, without a deep analysis of its content and stylistic features. Young people listen to songs almost constantly without thinking about their cultural value, subtext or author's intention. Individual words or expressions are often misunderstood which distorts the general meaning of the text. However, if you take a closer look at the lyrical content, you can find hidden meanings conveyed through stylistic devices, unusual meanings of words and metaphoricism which enhances the emotional impact of music.

Based on the fact that music and the youth are inseparable, then why not use songs in English as material for learning language and culture its carriers. Not everyone will dare to read the classics in the original, but everyone can find the lyrics of your favorite song on the Internet. Many songwriters use various stylistic and phraseological means to enrich their lyrics. Several researchers have studied songs as a means of learning language and culture. T. Murphey, A. Maley in his book "Music and Song" explores how music aids in language acquisition and retention [1]. Guilnard Moufarrej and Charbel Salameh examines how music helps in memorizing and understanding foreign words [2]. K. Paquette and S. Rieg in "Using Music to Support the Literacy Development of Young English Language Learners" discuss how songs contribute to linguistic and cultural awareness [3]. D. Engh in "Why Use Music in English Language Learning? A Survey of the Literature" analyzes various studies proving the effectiveness of songs in language education [4]. That is why, the purpose of the article is to identify the grammatical features of modern English-language songs.

When analyzing the linguistic stylistic features of English-language songs, the most commonly used stylistic devices include metaphors, personification, hyperbole, epithets, comparison, simile, oxymoron, antithesis, repetition, inversion, pun, anaphora, and epiphora. Consider examples.

1. Rhetorical device:

She said, "Shut up and dance with me"

This woman is my destiny

She said, ooh-ooh, shut up and dance with me

("Shut Up and Dance" by Walk the Moon)

I want it all (give it all, I want it all)

I want it all (yeah)

("I Want It All" by Queen)

2. The songwriters also convey their inner world, feelings and emotions through the use of hyperbole. Hyperbole is an artistic technique of exaggeration, and such exaggeration, which from the point of view of the real possibilities of the implementation of the thought seems dubious or simply unbelievable:

I'm a man with a one track mind

So much to do in one lifetime

("I want it all" by Queen)

3. Metaphors:

I dare you, walk into the open

Leave your ego behind no,

My heart is already broken!

("Midnight Train" by Morandi, a Romanian music group)

4. Pun. Pun – is a figure of speech when used in one in the context of two meanings of the same word or two similar-sounding words:

"How long to the point of know return?"

("Point of Know Return" by Kansas, an American rock band)

5. Simile. Simile are two concepts, usually those that refer to different classes of phenomena are compared with each other according to any of the features, and this comparison receives a formal expression in the form of words such as: as, such as, as if, like, seem. Example:

I could try to blame you, but my mind ain't safe

Like two fireworks tied to a rollerblade

("Hello Love" by Benson Boone)

Another important component of English-language lyrics at the phonographic level is capitalization. It reflects not only changes in pitch but also emphasizes particular words, distinguishing them from others. An example of such a graphic device appears in the children's song "Candy Store", where the final stanza is written in capital letters ("I'M ALIVE!") to express boundless joy and happiness.

It is important to pay attention to the fact that it is rare for English modern songs to be sung in chorus. Most likely, they are intended for individual performance and, possibly, this reveals the special authenticity of the English mentality.

Slang plays a significant role in the lyrics of modern English-language songs, making them more lively, emotional, and relatable to listeners. The use of colloquial expressions, abbreviations and informal constructions reflects the real language of young people and contributes to easier perception of songs.

Thus, the grammatical features of modern English-language songs reflect the trends in the development of a living language, in particular, the simplification of grammar, the widespread use of slang and informal constructions. Lyrical texts not only convey

emotional content, but also affect the language culture of listeners, especially young people, shaping their speech and perception of the English language. The analysis of such texts allows us to better understand modern language processes and their connection with mass culture.

This confirms that music is not only an entertainment phenomenon, but also an important means of communication and linguistic influence.

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