

## THE EFFECTIVENESS OF STORYTELLING IN FOREIGN LANGUAGE TEACHING

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**Abstract:** *The purpose of the study is to provide basic information about the origin and development of the storytelling method, as well as about the formats of modern storytelling applications in the practice of teaching foreign languages. To achieve this goal, the task is to analyze the significance of examples and practical ways of influencing conversations with people in the educational field. The scientific novelty of the article lies in the fact that the methodological consideration defines the concept of “history” in the context of storytelling, specifies the criteria for selecting events related to solving the problems of language education. This article provides information about the effective role of stories in foreign language teaching.*

**Keywords:** *storytelling, knowledge, language learners, benefits, motivation, English, training, foreign language, language learning, methods, problems, effective tools.*

**Annotatsiya:** *Tadqiqotning maqsadi hikoya qilish usulining kelib chiqishi va rivojlanishi, shuningdek, xorijiy tillarni o'qitish amaliyotida zamonaviy hikoyani qo'llash formatlari haqida asosiy ma'lumotlarni berishdir. Ushbu maqsadga erishish uchun ta'lim sohasidagi odamlarga suhbatga ta'sir qilishning misollari va amaliy usullarining ahamiyatini tahlil qilish vazifasi qo'yiladi. Maqolaning ilmiy yangiligi shundan iboratki, uslubiy mulohaza “tarix” tushunchasini hikoya qilish kontekstida belgilaydi, til ta'limi muammolarini hal qilish bilan bog'liq voqealarni tanlash mezonlarini belgilaydi. Ushbu maqolada chet tilini o'qitishda hikoyalarning samarali o'rni haqida ma'lumot berilgan.*

**Kalit so'zlar:** *hikoya qilish, bilim, til o'rganuvchilar, imtiyozlar, motivatsiya, ingliz tili, trening, chet tili, til o'rganish, usullar, muammolar, samarali vositalar.*

## INTRODUCTION

Storytelling is one of the oldest kinds of human communication, and much has been written on its usefulness as a methodological tool in the development of language skills in the mother tongue, as well as in a foreign or second language, depending on learners' age or background. Furthermore, storytelling is said to be more effective in language teaching than typical teaching resources such as textbooks. Indeed, studies typically assume that the efficacy of storytelling is based on the fact that it is interesting, engaging, and highly remembered, increasing learners' interest in listening to stories as well as speaking, writing, and reading about them. Storytelling is said to be particularly memorable for students, assisting them in learning and remembering vocabulary, grammatical structures, and pronunciation. Language teachers and researchers define storytelling in terms of how it works or what it does to facilitate communication between storytellers and tale listeners. Some scholars regard storytelling to be a distinct activity from reading aloud, whilst others do not. Nonetheless, most studies make no distinction between these two types of storytelling and instead refer to storytelling as a general phrase that encompasses reading aloud. This review, like other research in the literature, will consider reading aloud as part of a narrative activity[1]. Although a reader is expected to speak the exact words in a given story or present a memorized text to an audience when reading aloud, he or she can still use elements such as mimetic action and creativity to convey a story message to an audience, making the alleged differences between storytelling and reading aloud very minor. It is common knowledge that there are lots of English teaching methods, for instance, watching movies, playing games, singing songs, memorizing new words, telling stories and fairytales, and others. According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and no one teaching method is inherently superior to the others. Also, it is not always possible or appropriate to apply the same methodology to all learners, who have different objectives, environments, and learning needs. So, firstly, teachers should have some information about their pupils' interests, outlooks, needs, and likes. Teachers need new ideas, effective approaches to make each lesson interesting, exciting, and to develop the creative, mental activity of children.

## METHODS

Stories are effective as educational tools because they are believable, memorable, and entertaining. The believability stems from the fact that stories deal with human-like experiences that we tend to perceive as an authentic and credible source of knowledge. Stories make information more memorable because they involve us in the actions of the characters. In so doing, stories invite active meaning-making. According to Curtain & Dahlberg [3], storytelling can provide experience with the interpretive mode for children, even at very early stages of language acquisition, when the stories meet the following criteria: the story is highly predictable or familiar to the children from their native culture, with a large proportion of previously learned vocabulary. In early stages, it is especially helpful to choose stories that include vocabulary representing the home and the school environments of the children.

There are several reasons why this method can be successfully used in teaching a foreign language, in particular the English language:

- motivation
- expansion of vocabulary
- development of listening skills
- improvement of writing and speaking skills
- general development

## RESULTS

Storytelling and listening develop imagination, vocabulary, and serve as a bridge between fantasy and reality. Here are a few types of using stories in English lessons: The teacher reads a story or a fairytale as a listening activity; The teacher tells the story, introducing the topic or presenting new vocabulary and grammar; Pupils themselves make up a story from a series of pictures, phrases, comics, and others. After reading the text, pupils retell the story, relying on images, keywords. In connection with new language we might find in a story, Cameron states [2]: A story can include some new language, but not so much that the story becomes incomprehensible. The number of new words that listeners can cope with within one story is not clear cut; it will depend on how well the pictures and discourse organization support the meaning of the words, how central the new words are to the plot, and the overall total of new words, which should not be too high. In preparing to use a story, new words and phrases that are crucial to understanding the story should

be pre-taught, and support offered by pictures and context for the meaning of other new language should be checked to ensure it is adequate. If necessary, further support can be provided.

### DISCUSSION

When you tell your first story, there is a magical moment. The children sit enthralled, mouths open, eyes wide. If that isn't enough reason, then consider that storytelling: 1. Inspires purposeful talking, and not just about the story -- there are many games you can play. 2. Raises the enthusiasm for reading texts to find stories, reread them, etc. 3. Initiates writing because children will quickly want to write stories and tell them. 4. Enhances the community in the room. 5. Improves listening skills. 6. Really engages the boys who love acting. 7. It is enjoyed by children from kindergarten to the end of elementary school. 8. Gives a motivating reason for English-language learners to speak and write English. Based on this research, storytelling has so many advantages in teaching English to early childhood education students. This activity is suitable for very young learners, and it could be done by teachers in their teaching activities. Storytelling is the most natural way of communication, familiar to us from our earliest childhood. As you know, in pedagogy, teaching based on stories (fairy tales, stories, fables, etc.) is used for the upbringing, education, and speech development of children, which has its own psychological foundations. It is believed that the entire system of human knowledge is built on stories that people tell each other in order to exchange experiences for a more effective orientation in the world around them and organize their lives in it. At the same time, the individual's brain is a cognitive machine that receives, remembers, and then reproduces stories. Moreover, it is assumed that a person thinks in narrative structures and remembers facts as mini-versions of stories. The presence of facts in the memory, behind which there are whole stories, is a prerequisite for analytical thinking. "At present, the narrative (the presented history) is recognized as an immanent property of human thinking and, hence as the main form of understanding and cultural experience, the organization of scientific research and educational technologies, and social interaction". The method of teaching a foreign language through storytelling was proposed in the 1990s by a Spanish school teacher from California, USA, R. Blaine. This method was a modification of the method of complete physical reaction (TPR) of J. Asher, which is based on the formation of

students' psychomotor associations between a word and a gesture, facilitating the understanding of a foreign language.

### CONCLUSION

According to studies, storytelling promotes the development of foreign language skills because it increases learners' motivation to learn a second or foreign language, promotes social interactions among learners and between learners and teachers in the foreign language classroom, and provides them with comprehensible input. Indeed, the research examined implies that storytelling plays a significant role in enhancing understanding because stories are highly contextualized, for example, through the use of pictures, vocal repetitions, and/or body language, and they are also pleasant and engaging. All-in-all, by providing a detailed study and evaluation of the function of narrative in the development of foreign language abilities, research into possible limitations in the use of storytelling would undoubtedly assist language instructors and the literature in general.

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