



TEACHING SPEAKING THROUGH STORYTELLING

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Annotatsiya: *Vizual tasvirlar bilan hikoya qilish ingliz tilini boshlang'ich o'rganuvchilarni jalb qiladi, tabiiy tillarni ishlab chiqarish va hamkorlik orqali nutq ko'nikmalarini oshiradi. Faoliyatdan oldingi va keyingi mashg'ulotlar o'rganishni kuchaytiradi, ko'p sensorli ishtirok esa ravonlik va shaxsiylashtirishni rivojlantiradi. Ushbu yondashuv dinamik, samarali til o'rganish muhitini yaratadi.*

Kalit so'zlar: *o'qitish, gapirish, hikoya qilish*

Аннотация: *Рассказывание историй с помощью визуальных эффектов привлекает начинающих изучающих английский язык, улучшая навыки разговорной речи посредством воспроизведения естественного языка и сотрудничества. Обучение до и после занятий, а мультисенсорное взаимодействие способствует беглости и персонализации. Такой подход создает динамичную и эффективную среду изучения языка.*

Ключевые слова: *обучение, говорение, рассказывание историй.*

Annotation: *Storytelling with visuals engages beginning English learners, enhancing speaking skills through natural language production and collaboration. Pre- and post-activities scaffold learning, while multi-sensory engagement fosters fluency and personalization. This approach creates dynamic, effective language learning environments.*

Key words: *teaching, speaking, storytelling*

One effective method for teaching beginning English language learners is the use of storytelling. Teachers frequently utilize visuals as a teaching tool while teaching junior high school students English. Using visual aids, such as images or visualizations, can help students pay more attention and process material more quickly. Students can learn with joy and become more motivated to pay attention to the content that teachers offer when they are entertained and excited about the learning process through the use of stories. By telling stories and adhering to the storyline of a story, students engage in the learning process. Afterward, they will retell the story to their peers. If students actively participate in storytelling rather than just listening to it in class, it can play a significant role in their education. They are able to deduce the genuine meaning of the tale being presented, reason logically, and predict what will happen next [2].



Speaking skills are vital for face-to-face communication and productivity [4]. According to Brown [1], speaking is an interactive activity that involves producing, receiving, and processing information to create meaning. The shape and meaning of a speech are influenced by its context, including the respondents, topic, and setting. Speaking skills improve the ability to articulate ideas more effectively than other language abilities. Speech forms and meanings vary according on circumstances.

To create a lesson-based narrative plan or syllabus, teachers must understand the objectives and activities to be employed, as well as how to begin and close the activity with a pleasant story. These activities are classified as pre-activities, while activities, and post-activities. During the learning process, storytelling encompasses not just reading but also listening and speaking.

The teacher must engage in two critical pre-storytelling tasks. They introduce the topic and encourage pupils to read or listen to the stories. Students start thinking about the story, preparing to share their knowledge. These exercises assist teachers in anticipating language and concept issues and allowing for pre-language teaching activities. Warming up is a relaxation activity for pupils. Informal communication fosters positive ties between teachers and students. The teacher posed questions on the lesson topic, prompting pupils to guess its title.

Telling stories is a crucial part of helping children write stories. For pupils, hearing someone else tell a tale and reacting to it is an enjoyable task. The language becomes personal to students or learners when they write and narrate a story about themselves [5].

Reading, writing, and storytelling are becoming more and more crucial in language learning with the adoption of the whole language approach. The while-telling activity consists of the following steps: 1) The narrative is read aloud by the teacher; 2) The teacher poses questions regarding the story; 3) The teacher models the story; and 4) Students respond to the questions.

The post-activity stage involves a number of tasks, such as gathering, going over, and summarizing teachings. They can be completed as homework or in class. They have to offer chances for language or subject matter introduced in the story to be expanded upon and solidified [3]. The stage activities can help students gain useful abilities in speaking (question and answer, role-playing, etc.) and writing (letter writing, foster creation, etc.).

Follow-up exercises provide students a sense of accomplishment and enjoyment, enabling them to finish assignments in English. Additionally, they may become more self-assured and develop a more optimistic outlook on learning English. In addition to bridging the gap between language theory and usage, storytelling can establish a connection between the classroom and the outside world. Fun and creative activities are vital in helping students who are learning English feel something.

Now we have been working an English teacher for many years. While teaching students at the secondary school, we try to improve students' speaking skill. This is



because this provides their communication. So, we have used storytelling strategy. As a result, we came across such kind of advantages of this strategy in developing learners' speaking skills:

1. **Natural Language Production:** Storytelling encourages learners to use language in a more natural, spontaneous way. Instead of focusing solely on grammar rules and vocabulary lists, learners are motivated to communicate their ideas and feelings, leading to more authentic language production.

2. **Increased Fluency:** Regular storytelling activities provide ample opportunities for learners to practice speaking. With each storytelling session, learners become more confident and fluent in expressing themselves orally.

3. **Personalization:** Learners can personalize stories by adding their own experiences, perspectives, and interpretations. This not only fosters creativity but also encourages individual expression and self-reflection.

4. **Collaborative Learning:** Storytelling can be a collaborative activity, allowing learners to work together to create and share stories. Collaborative storytelling promotes teamwork, communication skills, and peer interaction, all of which are valuable for language development.

5. **Multi-Sensory Learning:** Storytelling engages multiple senses, including auditory and visual senses. Incorporating gestures, facial expressions, and props can further enhance the learning experience and cater to different learning styles.

Incorporating storytelling into speaking lessons can thus be a highly effective strategy for language teachers looking to create dynamic and engaging learning environments

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