
Storytelling in Foreign Language Teaching

Yorqinoy Nazarova

Senior Lecturer of Namangan State University, Uzbekistan

Abstract: Storytelling is one of the unique techniques that can be used with students of any age group in foreign language teaching. It allows the teacher to be in direct contact with listeners, create emotional connections with learners so that the story remains in memory for a long time. Storytelling allows listeners to acquire communication skills in an easy and natural way. This article determines the effectiveness of storytelling technique and analysis of its impact on the development of learners' language skills in teaching foreign languages.

Keywords: storytelling, foreign language teaching.

Introduction

The method of storytelling was first introduced by David Armstrong in 1992. David Armstrong used in storytelling method in his book "MBSA: Managing by Storying Around" ("Managing through stories"), where stories were collected to convey to employees the principles and rules of business ethics. When developing the method, Armstrong took into account a common psychological factor: stories are more expressive, engaging and interesting, they are easier to remember, easier to associate with personal experience and, as a result, they have a stronger influence on the behavior of listeners. The results of storytelling proved so effective that he shared his experience in his famous book *Managing by Storying Around*.

Currently, the term "storytelling" is used in many professional fields. Storytelling is a tool for marketing / advertising, personnel management, technologies In management. Journalists present news information in the form of stories in the media. Stories are used as a means of argumentation in journalism and politics. Storytelling is the most natural way of communication, familiar to us from early childhood. We use stories (fairy tales, stories, fables, etc.) for the upbringing, education and speech development of children, which has its own psychological foundations. "At present, the narrative (narrated history) is recognized as an immanent property of human thinking and, hence, the main form of understanding and cultural experience, organization of scientific research and educational technologies, social interaction" [2].

Materials and Methods

The method of teaching a foreign language through storytelling was proposed by Ray Blaine, from California, USA in the 1990s. This method was a modification of the total physical response (TPR - Total Physical g 5 Response) method by J.W. Asher, which is based on the formation of students' psychomotor associations between a word and a gesture, facilitating the understanding of a foreign language. R. Blaine gave a new meaning to the abbreviation TPR, added the letter S (Storytelling) and called his method TPRS (Teaching Proficiency through Reading and Storytelling - Teaching language proficiency through reading and storytelling) [3].

The method of learning based on stories, through stories or otherwise storytelling (English

storytelling) has proven itself to be successful in many countries as it allows teachers

- to focus on the weakest student;
- to achieve a 100% understanding of his/her speech (remaining within the vocabulary and grammar familiar to the students; using non-verbal means, relying on the native language of the students; speaking slowly);
- to monitor constantly the understanding of his/her speech (observing the eyes of students; asking questions to check understanding; inviting students to give a conventional sign in case of misunderstanding; asking students to translate their words into their native language);
- to ask students personalized questions relating to each person personally, within the framework of the topics given by the story;
- to create a friendly and relaxed atmosphere in the classroom;
- to move with students around the class, imitating the heroes of history; [3].

According to the theory of natural acquisition of a foreign language by Stephen Krashen, the fluency and literacy of foreign speech are formed in the process of abundant listening, reading and discussion in a foreign language g: in an accessible, i.e. corresponding to the intellectual and language level of students, material. This definition is intended to serve us as a guide in the selection/creation of stories suitable for solving educational problems based on storytelling.

When teaching foreign languages, stories can be presented to students in the following forms:

- 1) orally: to be read / told to teachers; be in an audio or video recording;
- 2) in writing: text on paper / in electronic form;
- 3) in the form of visual content as storytelling supports: illustrations, situational pictures, comics, presentation slides, infographics, supporting notes, animation and other visual supports;
- 4) in a hybrid format: orally based on visual aids, puppet theater; in writing based on visual aids; orally based on text, video/animation

The basic structure of the storytelling lesson:

- teacher tells a story;
- teacher explains, comments on grammatical points, gives advice;
- teacher repeats this story, and begins the survey of students;
- Answering questions, students actually retell the story.

Results and Discussions

Storytelling is not passive listening to a story. This is an interactive technique to strengthening grammatical knowledge, expanding vocabulary and developing listening skills, conversational skills are acquired and developed through discussion and analysis of stories after listening. Students are invited to discuss the listened story, express their opinion, and predict scenarios using the active vocabulary and grammar of the lesson. Moreover, at a certain stage of the discussion, the teacher can provide students with the opportunity to communicate between yourself as an observer. At first, the teacher tells the story, the students are gradually involved in the process, they take an active part in it, ask questions, predict the possible endings of the story. Next, the students tell the story to the class, the class asks

questions as the story progresses, and at the end, the students discuss the story told by the students. The task of the teacher is to make the discussion informal and to minimize his/her participation in it.

In order to make listening to the story as effective as possible and to involve students in the discussion, there are rules that must be followed when thinking through the story:

- the plot should be filled with interesting events that attract attention and develop dynamically;
- the presence of bright presentations, visualization elements, video materials;
- the simpler and shorter the story, the more interesting it is;
- The story should be specific so that the attention of the listeners is not dispersed.

The story should have the following structure:

1. Introduction. The main purpose of the introduction is to prepare the listener directly for the story. The teacher introduces students to the grammar and vocabulary of the lesson, creates the necessary basis for active listening.
2. The success of a story depends on memorability. When teaching students with poor language skills, the choice of story is determined by its simplicity. It should contain one main idea, one plot, a minimum number of participants and events. The informal presentation of the story is important.
3. Decoupling is a turning point in the story, showing the results of the hero's actions, which can be both positive and negative.
4. Conclusion. It is not uncommon for a single story to have multiple conclusions, so the emphasis should be on the conclusion that needs attention in a given situation.

Conclusion

Storytelling is a one of the effective techniques in foreign language teaching as it allows students to feel comfortable in the classroom, engages students in active discussions, improves communication skills and fluency, encourages partnerships between learners, stimulates the ability to listen and etc. In addition, the storytelling method contributes to the formation of students' communication skills in various situations, to activate vocabulary and the ability to apply it, combine and find new solutions and develop confidence in language proficiency.

References:

1. Meganathan R. Telling a story / British Council Teaching English - Access mode: <https://www.teachingenglish.org.uk/blogs/rama-meganathan/telling-a-story> (Accessed: 20.03.2022).
2. Erdnieva, E. V. Storytelling as a means of forming the communicative competence of bachelors in the humanities / Scientific research: from theory to practice: materials of the III Intern. Scientific-practical. conf. - Cheboksary, 2015.
3. Blaine R., Seely C. Fluency through TPR storytelling: Achieving real language acquisition in school. Berkeley, CA, 2014.
4. Martinez, B. I. (2007). A story-based approach to teaching English-A classroom experience. *Encuentro*, 17(1), 52-56.
5. Alimova, M. CULTURAL BRIDGES.

6. Alimova, M., & Nazarova, Y. (2020). 21ST CENTURY TRENDS: STUDENT-CENTERED INSTRUCTION IN EFL TEACHING AND LEARNING. *Theoretical & Applied Science*, (11), 88-90.
7. Nazarova, Y., & Daminjanova, O. (2022). Using Games in the Language Classroom. *Pindus Journal of Culture, Literature, and ELT*, 2(4), 56-60