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DIGITAL STORYTELLING

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Abstract. Nowadays the new technologies are growing and implementing rapidly to human's life. The influence of new technologies in education has mostly positive way. Teachers are given the chance to enhance their knowledge, skills and experiences. However, the educational system has many issues how to improve students' engagement to provide better educational outcomes. It is also one of the most crucial moments to use innovative technologies to engage learners' speaking in teaching foreign languages. The teachers around the world are using digital storytelling as one of the innovative pedagogical approaches that can provoke students in deep and fruitful learning. The given research article investigated the benefit of digital storytelling when they use them in learning process.

Key words: digital storytelling, technologies, monologue speech, innovative approach, activities.

Introduction. In the modern knowledge society, the social skills and creativity have been identified as the main competencies for learners. Storytelling can be particularly suitable to stimulate and promote the development of social skills and creativity among all different activities. Furthermore, it provides opportunities for social interaction, which improves students' confidence and fluency in speaking. In this article, storytelling is focused as one of the main and effective way of monologue speech. The storytelling activities can be used as creative tasks to stimulate creative thinking, as one of the main and important competence for them.

The quality of teaching foreign languages in a modern society today directly depends on the introduction of technologies and the use of their didactic potential in the educational process. The concept of "information and communication technologies" in the educational and methodological literature also refers to various methods, methods and algorithms for collecting, applying, presenting and transmitting information, but only with the use of computer technology and telecommunications [1, p.4]. There are lots of different methods that help to develop communicative environment in the learning process. The purpose of a foreign language teacher is to choose the most effective methods that contributes to the development of learners' communicative competence, stimulates internal motivation to learn, through the use of methods and different resources.

The storytelling is one of the significant activities in our daily life. We talk about our usual day, deal with friends, read stories on the Internet and hear them.

Stories are lively and interesting narrative that is easier to connect with personal experience than rules or principles. Stories allow learners to form strong psychological connections between the emotions received from the plot and remember the material very well [2,p.272].

In general, the storytelling is one of the significant approaches which is used to enhance speaking skills and outcomes. Today, it is also one of the wide-spread method in social, business talks where speakers share with their experiences and life-stories through storytelling method. A digital story can be viewed as a linking between traditional storytelling and the use of multimedia technology. Technological tools, such as digital cameras, software tools, have increased the use of technology in the classroom to help learners in constructing their own knowledge and ideas to present and share them more effectively and creatively.

It is also effective to enlarge learners' motivation and provides learners with a learning environment conducive for story construction through collaboration, reflection and interpersonal communication. Learners can utilize the technology and multimedia skills to create digital stories based on given educational issues. Digital storytelling is used as an embodiment of multimedia production for education purposes. Moreover, it is becoming an important part of teaching and learning on the threshold of our daily life as well. Mostly, people use such a trendy "stories" mode to share with their friends or others what interesting event takes place in their routine. All of them are being facilitated by ready access to hardware, such as digital cameras and phones, in conjunction with easy to use software [3,p.192]. Many educational institutions have already been exploring the application of digital storytelling for the past few years. Digital storytelling, which is a kind of traditional narration performed in a digital format, has proven to be successful in many countries. The result of the students' narration is a kind of small-form media product that uses digital tools to create a story with interactive elements.

Today, it is turn to look through the power of storytelling as a pedagogical tool has been recognized since the beginning of humanity and in more recent times for e-Learning [4, p. 252]. It is becoming the modern way of traditional storytelling which allows to utilize the help of moving images, music and sound combined with the people's creativity and innovation.

In selected classrooms students and teachers have the opportunity to engage in innovative learning experiences based on digital storytelling. The outcomes of the article is to help teachers and learners tap into the power of digital storytelling and partake in more engaged teaching and learning.

Throughout the history of education and social development, storytelling has been used as a method of sharing of knowledge, ideas and views, because it is a natural way of verbalizing and exchanging experiences. Moreover, it is not new use in teaching. However, the last years much has changed in how the storytelling may be planned and implemented and how the technologies are used to facilitate the dissemination of stories. As we have known that stories are part of our lives and we used to tell them gathering around the fire, but now technologies make them more interesting and apprehensive.

Digital storytelling is defined by The Digital Storytelling Association, as a “modern expression of the ancient art of storytelling”. Although there is not a single digital storytelling definition, the majority emphasize the use of multimedia tools including graphics, audio, video, and animation to tell a story. Benmayor’s digital storytelling definition is: “a short multimedia story that combines voice, image, and music” [5, pp.188-204].

How do we realize the word “digital”, undoubtedly it concerns the word “technology”? Nowadays, the technologies are enormously implementing teaching and learning. Moreover, they positively influence the attribute of learning material, prospering speaking and listening in actual communicative level, expand writing and reading skills and advertise the development of different language skills of learners.

The digital storytelling contributes to the development of both speech skills and universal learning skills: to think creatively and critically, set learning tasks and solve them, use the hidden capabilities of the human mind, work with information using digital technologies (not only to find, but also to create their own content), be attentive to details, learn lessons from what you read, correctly select and use the sound scale, navigate and work with ICT, use oral and written communication effectively, work in cooperation, create project work, etc.[6,p.382]. The given approach is a very attractive form of work for digital natives who were born in the age of high technology and are happy to use them in their studies and everyday life. Thus, the students’ involvement in educational activities are ensured.

Methodology and development. The rationale is identified for exploration the pedagogical benefits of digital storytelling. Thus, it should answer the research question if digital storytelling enhances the student engagement and provide better educational outcomes for learners? The research methodology is designed to utilize both quantitative and qualitative methods.

“Digital storytelling” technology is planned to implement at the end of each module to develop speech skills of beginner learners. Sets of exercises that are designed to consolidate the vocabulary studied, the grammatical material of the topic covered and are also aimed at developing communicative competence. At the end of the implementation of each plan, students perform a control exercise “Make a story according to the pictures”, aimed at preparing students to create their own monologue and receive appropriate marks for this. After the implementation of the plan for the development of speaking skills, the mechanism of working “Digital storytelling” is applied. It includes three steps that are interconnected and represent an algorithm for creating a digital story.

At the end learners should improve communicative skills, rules of pronunciation and intonation, demonstrate the digital stories with the help of technologies on daily topics, such as "Family and friends", "Working day", "Shopping", "Birthday", "Holidays", etc. The use of the active vocabulary and learned grammatical structures is taken into account, as well as the correctness of their use; the fullness and consistency of the message; the use of digital tools, photo, video, audio materials and special effects.

The learners should be asked the control questions at the beginning of the interview. They had to tell in English about their friends and themselves (4-5 sentences). This was taken to identify the communicative competence and as well as to determine the level of his lexical and grammatical skills, to evaluate the pronunciation ability of speech. During the test, the learners were unable to overcome the task, two of twelve students could cope revealing the topic in full, five made more than three rough mistakes, three made more than four lexical and grammatical mistakes, thus receiving scores below average, which corresponds to the assessment "satisfactory". The rest of the students did not cope with the task at all, the purpose of communication was not achieved, the volume of the statement did not meet the requirements, many gross mistakes were made in the speech, which corresponds to the assessment "unsatisfactory". Based on these results of the entrance test, it can be concluded that most students in the classroom are not able to build a speech on a certain topic in English.

The project work is provided after each module in the plan of beginner students. "Digital storytelling" is used during the session of the project work to develop their speaking skills and to create a digital story on the given topics with the help of computer, projector, tablets, headphones and mobile phones. The students took part in the project work with interest, as this was done in English lessons no language was used digital tools for the development of monologue skills. At the end of the, the students had to pass the final test. The volume and level of language complexity of the task corresponded to the input testing. Many students were able to complete the task and showed good results.

In this paper are given main features and characteristics that the digital storytelling should be implemented to teaching process widely as the main technique of developing monologue speech.

Results. As a result, four students coped with the task, revealing the topic in full, and received maximum points for the answer. Six students made no more than three lexical and grammatical mistakes, but they did not manage to fully disclose the topic in full. However, it is worth noting that the language level of students who did not cope with the task at all, the purpose of their communication was not achieved, the volume of utterance did not meet the requirement.

Plans for the development of speaking skills with the help of technologies are addressed to English teachers working in beginner groups. They can be used completely, covering the entire time of the lesson and choose individual exercises to consolidate certain material. The content of these plans includes topics that correspond to the subject content of the approximate basic educational program: "My best friend", "Food", "Animals", "Tell your favorite fairy tale", "My holiday" etc. The teachers can adjust the wording of tasks themselves, it is also possible to change the content of exercises, as it depends on the level of students. Before the implementation of a certain plan, students should already have formed a lexical minimum and grammatical skill on the topic covered. Each plan for developing the ability of monologue speech includes a set of exercises that act as a reinforcement of the material passed. It is advisable to apply the developed plans in the lessons of the "lesson-fixing" type.

Conclusion. In conclusion, it should be noted that the use of “Digital storytelling” technology in English lessons is a time-consuming and energy-consuming process, but despite this, it covers almost all aspects of learning. This type of activity helps to increase motivation as students are interested in using digital tools and resources in the classroom and the task of the teacher is to direct the motivation of students in the right direction. Thus, we can assume that the full-fledged introduction of digital technology “Digital storytelling” in teaching monologue speech will increase the language level of students, their motivation to learn, and possibly help to determine their future professional activities.

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SHAXMAT VA ADABIYOT, SHAXMAT VA IJOD

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Annotatsiya. Ushbu maqolamizda biz shaxmat va adabiyot o‘rtasida juda ko‘p umumiy tomonlar uyg‘unligini yoritib bermoqchimiz, O‘zbekistonning buyuk shoir va adabiyotchilarimizning qalamlariga mansub bo‘lgan she‘rlari keltirilgan.

Kalit so‘zlar: Shaxmat, she‘riyat, barkamol avlod, debyut, mitelshpil, endishpils, adabiyotchilar, tugun, kulminatsiya.

Bizga o‘tmishdan ma‘lumki, ota-bobolarimiz shaxmat sportidan xayotiy extiyoj sifatida foydalanishgan. Xalqimiz ichida epchillik, chaqqonlik, kuchlilik va irodaviy fazilatlarini o‘zlarida mujassam etgan kishilar ko‘p bo‘lganligi buyuk allomalarimiz asarlarida o‘z aksini topgan. Tarixiy manbalarda keltirilishicha, o‘zbek xalqi shaxmat o‘yinini insonni jismoniy tarbiyalash vositasi deb qarashgan. Xalq o‘zida kuchlilikni, chidamlilikni, iroda va botirlikni mehnatkash xalqning axloqiy sofligini mujassamlashtirgan shaxmatchiga hurmat bilan munosabatda bo‘lgan.

Mamlakatimizda bunyodkorlik jarayoni amalga oshayotgan hozirgi paytda ma‘naviy-axloqiy etuk, intellektual rivojlangan, jismonan baquvvat, o‘tkir zehni,