



THE IMPORTANCE OF STORYTELLING IN FOSTERING CHILDREN’S SPEECH IN FOREIGN LANGUAGES DURING PRELIMINARY EDUCATION

Eshim Mardanov

Associate Professor, Head of the Department at Uzbekistan Finland Pedagogical Institute,

Nafosat Salimova

Teacher at University of Economics and Pedagogy

ABSTRACT	KEYWORDS
<p>This article is concerned with the usage and application of stories in preliminary education in order to develop oral speech of children in foreign languages, especially in English. The authors discuss and provide comparison and analysis of the ways in which stories in different genres can be implemented in practice and what sorts of activities can be used for each type of genre.</p>	<p>Storytelling, contextual understanding, cognitive development, memory retention, classic and historical literature.</p>

Introduction

Storytelling holds immense importance in fostering students' oral speech in preliminary education due to its multifaceted benefits. Below we can see a comprehensive analysis of why storytelling is a valuable tool in developing students' oral communication skills:

- Language Acquisition: Storytelling provides a natural and immersive way for students to be exposed to a wide range of vocabulary, idiomatic expressions, and sentence structures in context. This exposure aids in language acquisition and helps students internalize language patterns more effectively than traditional grammar drills.
- Contextual Understanding: Stories offer a meaningful context for language learning, making it easier for students to grasp the subtleties of language use. By encountering new words and phrases within a narrative framework, students are better able to understand and remember them.
- Cognitive Development: Engaging with stories stimulates various cognitive processes such as critical thinking, problem-solving, and inferential reasoning. Students are encouraged to make connections between different story elements, predict outcomes, and analyze character motivations, all of which contribute to their overall cognitive development.
- Emotional Engagement: Stories evoke emotions, empathy, and a sense of connection with the characters and events being narrated. This emotional engagement not only makes the learning experience more enjoyable but also enhances students' ability to express themselves emotionally in the target language.

- **Cultural Awareness:** Stories often reflect cultural beliefs, values, and practices, providing students with insights into the cultural context of the language they are learning. By exploring stories from different cultures, students develop a broader perspective and a deeper appreciation for cultural diversity.
- **Listening Skills:** Listening to stories hones students' listening skills as they follow the narrative, understand dialogue exchanges, and infer meaning from tone and intonation. This practice is essential for improving students' overall listening comprehension and their ability to understand spoken language in real-life situations.
- **Speaking Confidence:** Storytelling encourages students to actively participate in oral communication by retelling stories, discussing plot points, or even creating their own narratives. This process helps build students' speaking confidence, fluency, and pronunciation skills in a supportive and creative environment.
- **Memory Retention:** Stories are inherently memorable due to their narrative structure, characters, and plot twists. By associating new language concepts with memorable story elements, students are more likely to retain and recall vocabulary and grammar rules over time.
- **Creativity and Imagination:** Storytelling nurtures students' creativity and imagination by inviting them to visualize scenes, invent characters, and craft their own narratives. This creative engagement not only enhances language skills but also fosters students' overall cognitive and imaginative abilities.

Below provided are the examples of different types of stories that can enhance language skills in students:

- **Fables and Folktales:**

Example: "The Tortoise and the Hare"

Language Skills: These stories often contain moral lessons and are rich in descriptive language, idiomatic expressions, and dialogue, making them ideal for vocabulary expansion and comprehension practice.

- **Classic Literature:**

Example: Excerpts from "Alice's Adventures in Wonderland" by Lewis Carroll

Language Skills: Classic literature exposes students to sophisticated language structures, literary devices, and cultural references, enhancing their understanding of complex narratives and literary themes.

- **Short Stories:**

Example: "The Gift of the Magi" by O. Henry

Language Skills: Short stories are concise yet impactful, focusing on character development, plot twists, and emotional depth, providing opportunities for students to analyze language use and narrative techniques.

- **Myths and Legends:**

Example: "King Arthur and the Knights of the Round Table"

Language Skills: Myths and legends introduce students to archaic language, mythical creatures, and heroic quests, expanding their vocabulary and cultural knowledge while immersing them in rich storytelling traditions.

○ **Contemporary Fiction:**

Example: "Wonder" by R.J. Palacio

Language Skills: Contemporary fiction addresses modern themes and issues, offering students a chance to engage with current language usage, dialogue patterns, and diverse perspectives in a relatable context.

○ **Picture Books:**

Example: "Where the Wild Things Are" by Maurice Sendak

Language Skills: Picture books combine visual cues with textual narratives, aiding in vocabulary acquisition, sentence structure comprehension, and storytelling skills through a multimedia approach.

○ **Fairy Tales:**

Example: "Cinderella"

Language Skills: Fairy tales feature simple yet engaging plots, repetitive phrases, and moral messages, facilitating language learning through familiar story patterns and character archetypes.

○ **Adventure Stories:**

Example: "Treasure Island" by Robert Louis Stevenson

Language Skills: Adventure stories are filled with action, suspense, and vivid descriptions, encouraging students to engage with dynamic language use, dialogues between characters, and settings that transport them to different worlds.

○ **Historical Fiction:**

Example: "Number the Stars" by Lois Lowry

Language Skills: Historical fiction blends fact with fiction, enabling students to explore historical events, cultural contexts, and diverse language registers while improving their comprehension of period-specific language usage.

Here are some vocabulary exercises tailored to different types of stories that can help students enhance their language skills:

- **Fables and Folktales:**

Exercise: Create a vocabulary list of moral adjectives used in the fables (e.g., wise, greedy, humble). Have students match these adjectives to the characters in the stories and explain why they fit.

- **Classic Literature:**

Exercise: Identify and define archaic or uncommon words found in excerpts from classic literature. Encourage students to use these words in sentences to demonstrate comprehension.

- **Short Stories:**

Exercise: Highlight descriptive language in short stories and ask students to illustrate the scenes described. This exercise helps reinforce vocabulary related to emotions, settings, and character traits.

- **Myths and Legends:**

Exercise: Create a word bank of mythical creatures and magical objects from myths and legends. Challenge students to write short stories incorporating these elements and explain their significance.

- **Contemporary Fiction:**

Exercise: Select dialogue excerpts from contemporary fiction and have students identify slang or informal language used. Discuss the context and meaning of these expressions to enhance students' understanding of conversational language.

- **Picture Books:**

Exercise: In picture books, focus on action verbs and adjectives related to illustrations. Have students write sentences using these words to describe the characters and events depicted in the book.

- **Fairy Tales:**

Exercise: Explore common fairy tale motifs (e.g., magic mirrors, wicked stepmothers) and associated vocabulary. Ask students to categorize these motifs and explain their significance in fairy tale storytelling.

- **Adventure Stories:**

Exercise: Identify sensory language (e.g., vivid descriptions of sights, sounds, smells) in adventure stories. Have students create a sensory word collage or storyboard to represent key scenes from the story.

- **Historical Fiction:**

Exercise: Research historical vocabulary terms related to the time period depicted in the fiction. Ask students to incorporate these terms into a dialogue or narrative set in that historical context to deepen their understanding of the language of the era.

These vocabulary exercises not only reinforce language skills but also encourage critical thinking, creativity, and contextual understanding of the stories being studied. By incorporating these exercises into language learning activities, educators can help students expand their vocabulary, improve their comprehension of different genres, and develop a deeper appreciation for the richness of language in various storytelling formats.

References

1. Aesop. "Aesop's Fables." Published by Penguin Classics, 2002, London.
2. Austen, Jane. "Pride and Prejudice." Published by Wordsworth Editions, 1992, Hertfordshire.
3. Carle, Eric. "The Very Hungry Caterpillar." Published by Penguin Books, 1969, New York.
4. Doerr, Anthony. "All the Light We Cannot See." Published by Scribner, 2014, New York.
5. Green, John. "The Fault in Our Stars." Published by Dutton Books, 2012, New York.
6. Honeyman, Gail. "Eleanor Oliphant Is Completely Fine." Published by HarperCollins, 2017, London.
7. Jackson, Shirley. "The Lottery." Published in The New Yorker, 1948, New York.
8. Melville, Herman. "Moby-Dick." Published by Harper & Brothers, 1851, New York.

9. Poe, Edgar Allan. "The Tell-Tale Heart." Published in *The Pioneer*, 1843, Boston.
10. Silverstein, Shel. "Where the Sidewalk Ends." Published by Harper & Row, 1974, New York.
11. Stevenson, Robert Louis. "Treasure Island." Published by Cassell & Co., 1883, London.
12. Twain, Mark. "The Adventures of Tom Sawyer." Published by Chatto & Windus, 1876, London.
13. Zusak, Markus. "The Book Thief." Published by Picador, 2005, Sydney.