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TEACHING ENGLISH THROUGH STORY TELLING IN ELEMENTARY CLASSES

Cover Page Footnote

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Erratum

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TEACHING ENGLISH THROUGH STORY TELLING IN ELEMENTARY CLASSES

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Abstract: *This article is about teaching English through story telling in elementary classes. In this article it is spoken about the importance of storytelling method and several successful reasons of using it at the English lessons.*

Key words: *Storytelling, characters, warm up, development*

УЧИТЬ АНГЛИЙСКИЙ ЧЕРЕЗ РАССКАЗ В НАЧАЛЬНЫХ КЛАССАХ

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Аннотация: *Эта статья о преподавании английского через рассказывание историй в начальных классах. В этой статье говорится о важности метода повествования и нескольких успешных причинах его использования на уроках английского языка.*

Ключевые слова: *рассказывание историй, персонажи, разминка, развитие*

BOSHLANG'ICH SINFLARDA HIKOYA ORQALI INGLIZ TILINI O'RGATISH

Akbarova Ravzaxon Abdullaxaevna
Namangan davlat universiteti
Ingliz tili fani o'qituvchisi

Annotatsiya *Ushbu maqola boshlang'ich maktabda hikoyalar orqali ingliz tilini o'qitishga bag'ishlangan. Ushbu maqolada hikoya uslubining ahamiyati va uni ingliz sinflarida qo'llashning bir nechta muvaffaqiyatli sabablari haqida so'z yuritiladi.*

Kalit so'zlar: *hikoyalar, belgilar, qiziqish, rivojlanish*

How to make each lesson interesting, exciting and to ensure that it develops cognitive interest, creative, mental activity of children? Teachers need new ideas, effective approaches to solving educational problems. Sometimes these are forgotten old tricks and methods, sometimes these are original modern ideas and techniques. Storytelling is one of the most natural activities in our lives. We constantly talk about how the day went, chatting with friends, reading stories on the Internet and hearing them. This is so natural for a person of any age, and must be used in teaching a foreign language. What is storytelling? One of the possible solutions for early English teaching is to apply alternative teaching methods, such as language games, songs, role-play, storytelling etc. Many language teaching specialists world-wide suggest that storytelling is an appropriate and effective way in enhancing young learners' skills and interest in English and improving their learning output.[1.12]

The storytelling method is the study of a language using small stories on various topics. Storytelling method is an inevitable part of English Language classes. [2.1] Stories allow the use of authentic material, help to work out grammar and vocabulary, contribute to the development of imagination, speaking, listening, and writing. This technique is perfect for a variety of age groups, children, as well as adolescents and adults. The atmosphere in such classes is the most laid-back.

The teacher reads a story, a fairy tale, a story in front of the whole class. At the same time, he changes the voices for different characters in the story, uses gestures, emotions, involves students in the process, asks questions, together with students, and predicts what will happen next. Fairy tales are a mighty industry today together with their film and video adaptations. They provide texts rich in language figures loaded with value-formative associative meaning.[3.1]This reading of the book aloud is great for younger students and helps them further cope with Extensive reading. That is how we most often read large texts in a textbook, all phrases and paragraphs are read in whole and in a row. Usually with this type of reading we are not distracted by the search for unfamiliar English words. This process helps to understand the general meaning and enjoy getting new information.

In the English-speaking world, storytelling is used as a method called TPR Storytelling (Teaching Proficiency through Reading and Storytelling) or TPRS. The teacher told story with simple English to explain each event and showed students the picture in the story book. The students are quiet and listen. Also, teacher used funny voice to interest the student. So, from this activity the writer knew the difference between the story telling using story book and using TPRS method. The teacher uses English to tell the story[4.81]

Listening and storytelling develops imagination, vocabulary, motivates, and serves as a bridge between fantasy and reality.

How does storytelling work in an English lesson? Here are a few types of tasks.

1. The teacher reads a story, a fairy tale, and a story as listening.
2. The teacher tells the story as a warm up, introducing the topic or presenting new vocabulary and grammar.
3. Students themselves make up a story (verbally or in writing) from a series of pictures, phrases, comics, or using story cubes.
4. After reading the text, students retell the story, relying on images, keywords.

The reading person is a thinking person. Children love to listen and read different stories, short stories, and fairy tales. In this case, ideal conditions are created for introducing language material in a context, for training children in the use of lexical units, grammatical structures, and for developing listening skills. At the same time, reading is not only entertainment, but the process of educating one's own soul, requiring the child to work mind and heart, empathize, comprehend, and search for answers to the questions posed by the author. Therefore, at the present stage, it is important to find reserves for increasing the educational potential of the subject "Foreign Language" and, in particular, of such an aspect as reading foreign language texts and discussing what has been read.

Learning foreign languages through storytelling can be a great way! After all, we tell stories while talking on the phone with our friends. We read stories in newspapers and

magazines, we hear stories on the radio or television. These stories help us get an idea of the world in which we live. Children talk about events at school, about things that they think are funny or funny. Children love stories.

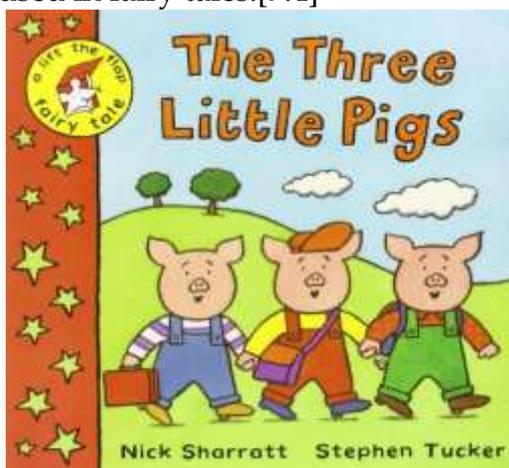
Using stories in education can facilitate not only the cognitive development and effective acquisition of the curriculum, but also communication in another language and learning from other cultures[5.48]

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

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

This question is best answered with an example. Wright states that stories which rely so much on words, offer major and consonant source of language experience for children. Moreover, stories can motivate children, stimulate children's imagination and arouse children's interests, etc. Stories are an ideal way of motivating children, improving listening skills, and teaching vocabulary and structures. Stories develop awareness of the sound and feel of English, and an understanding of language in context. [6. 10] Here is my use case for storytelling in a lesson for younger students. I used the tale of "The three little pigs". Learning goals:

I want my students to know the elements of a fairy tale. I want my students to know how to organize information in proper sequence to use in a summary or retelling of a fairy tale. I want my students to know how to compare and contrast different fairy tales and different versions of the same fairy tale. I want my students to know specific vocabulary words that are used in fairy tales.[7.4]



If the book / fairy tale / story is long, they can be divided into parts. In this case, students will look forward to the next lesson to find out what will happen next. The book that I chose is rich in pictures, which is undoubtedly a plus.

Describe the picture: The classic task, from which you can start and with which you can repeat the vocabulary you have already completed.

For example, when describing these pictures, students can talk about clothes, about the animals, about the houses and the appearance of the characters, even the weather.



Match the words: For example, I took the words with which the images should be connected:

The Three Little Pigs

Vocabulary

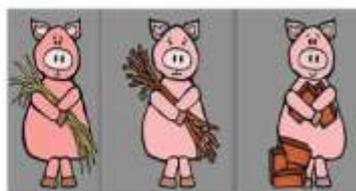
Draw a line to connect the images with the words they match.

	PIG
	PIGS
	BRICKS
	STRAW
	STICKS
	HOUSE
	CHIMNEY
	POT
	WOLF
	HOUSES

Let the children feel like storytellers and complete the sentences at their discretion. To do this, divide the class into pairs / groups and ask them to add sentences. After everyone has shared their options, read the beginning of the tale, you can even discuss whose option was more interesting, funnier or closer to the original.

	
The first pig made a house of _____. The wolf huffed and puffed and _____ _____ _____	The next pig made a house of _____. The wolf huffed and puffed and _____ _____ _____

Take a couple of sentences from the story / book / fairy tale and remove the ending. For example, I took the sentences with which the story begins:



Once upon a time there was an ___ pig with three _____ pigs, and because there was not enough to ___ them, she sent them out to ___ their fortunes.

The _____ little pig went off and met a man who had a bundle of _____. He asked the man, "Please give me that _____ to build a _____." The man gave him the _____ and the little pig _____ a house with it.



Make up a story: We continue to work with the picture. In addition, how to describe what we see, you can pay attention to the characters and what they do. This assignment can again precede the story. For example, in these pictures:

Time to work

1. Fill in the blanks with the word that is correct.

There were _____ little _____.
(three, twenty, thirteen) (goats, cats, pigs)

The first little pig made a house from _____.
(straw, cake, mud)

The second little pig made a house from _____.
(water, sticks, metal)

The third little pig made a house from _____.
(bricks, air, straw)

The big bad wolf could not blow down the _____
little pig's house. (second, first, third)

2. Now draw lines to match the houses with the little pigs.



They are talking. First, ask who it might be. After listening to all the options, divide the class into groups / pairs and ask them to write and then play a dialogue between the three characters. Read it the first time. During the second reading, ask students with gestures, facial expressions to tell the story, depicting the feelings, actions of the characters and what happens to them.

Capped story: For this assignment, you can offer children text with omissions, but only pictures. Ask them to imagine what pictures can be inserted, and to facilitate the task, offer them a list of pictures to choose from. So what to do with the story told next. Story map. To distribute to the students pictures with images of scenes from a fairy tale / story and the main characters. Children need to arrange the pictures in the correct order and tell what is happening on them. Naturally, this task can be performed in groups.

Describe the character. After you have already read the story, you can work with the characters that you met. Remember the characters and ask them to come up with an additional description: where they live, what kind of character they have, how their days go by, etc.

To be continued . Why not come up with a continuation of the story? Yes, and draw your illustrations? You can give this task as a small project that children can carry out together in groups at home, and then present to the whole class. Using these methods, you can introduce storytelling to your ESL class and teach students how to work with storytelling, stories and heroes!

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