



kuchi, chidamlilik, koordinatsiya va umumiy jismoniy holatning yaxshilanishiga olib keldi. Shuningdek, talabalarning sportga bo’lgan ishtiyoqi va o’ziga ishonchi ortgani kuzatildi.

Paralimpiya sportida individual ta’lim rejasining qo’llanilishi pedagogik nazoratni kuchaytiradi, sportchilar bilan ishlashda differentsial yondashuvni ta’minlaydi va ularning o’z salohiyatlarini to’liq namoyon etishiga sharoit yaratadi. Shu asosda aytish mumkinki, kuch sifatini rivojlantirish bo’yicha individual dasturlar nafaqat jismoniy tarbiya tizimida, balki reabilitatsiya va ijtimoiy moslashuv jarayonlarida ham muhim ahamiyat kasb etadi.

Shunday qilib, paralimpiya sport turi bilan shug’ullanuvchi talabalarda kuch sifatini takomillashtirishning individual ta’lim rejasini ishlab chiqish va uni tizimli qo’llash nafaqat sport yutuqlarini, balki insonning hayot sifatini, sog’lom turmush tarzini va ijtimoiy faolligini oshirishda muhim omil bo’lib xizmat qiladi.

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INGLIZ TILIDA RAVONLIK VA IZCHILLIKNI OSHIRISH UCHUN HIKOYA QILISH FAOLIYATINING ROLI

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Annotatsiya. Ravonlik va uyg’unlik og’zaki ingliz tilining asosiy tarkibiy qismidir, ammo ko’pchilik til o’rganuvchilar uchun bir vaqtning o’zida bu ikkala ko’nikmaga erishish qiyin. Quyidagi tadqiqotlar hikoya qilishni ushbu muammoga qarshi kurashishning samarali usuli sifatida o’rganadi. Hikoya o’quvchilarning motivatsiyasini oshirishi, tashvishlanishni kamaytirishi va o’quvchilarning og’zaki nutqdagi fikrlarni tartibga solish va bog’lash qobiliyatini oshirishi mumkin. Bundan tashqari, hikoyalar aytib berish o’quvchilarni yanada chuqurroq gapirishga jalb qilish, ijodkorlik va til rivojlanishini qo’llab-quvvatlashga yordam beradi. Tadqiqot shuni ko’rsatadiki, chet tillari sinflariga hikoya qilish texnikasini joriy qilish



kommunikativ kompetentsiyani kuchaytirishi mumkin, shuningdek, o'quvchilarga ingliz tilida ancha yaxshi ravon va izchil gapirishni mashq qilish uchun ajoyib imkoniyat beradi.

Kalit so'zlar: ravonlik, izchillik, hikoya qilish, raqamli, til jihatlar, hikoyalar

THE ROLE OF STORYTELLING ACTIVITIES TO ENHANCE FLUENCY AND COHERENCE IN ENGLISH

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Abstract. Fluency and coherence are the main components of the spoken English, however, many language learners find it challenging to achieve these both skills at the same time. The following research explores storytelling as an effective method to combat this challenge. Storytelling can increase student motivation, reduce anxiety, and enhance learners' capability to organize and connect ideas in oral speech. Furthermore, telling stories helps learners to get engaged in speaking more deeply, supporting creativity and linguistic development. The study argues that introducing storytelling technique into foreign language classrooms can strengthen communicative competence as well as gives a great opportunity for learners to practice speaking English with much better fluency and coherence.

Key words: fluency, coherence, storytelling, digital, language aspects, narratives

РОЛЬ РАССКАЗЫВАНИЕ ИСТОРИЙ В РАЗВИТИИ БЕГЛОСТИ И СВЯЗНОСТИ РЕЧИ НА АНГЛИЙСКОМ ЯЗЫКЕ

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Аннотация. Беглость и связность речи являются основными компонентами разговорного английского языка, однако многим изучающим язык сложно овладеть этими навыками одновременно. В данном исследовании рассказывание историй рассматривается как эффективный метод решения этой проблемы. Рассказывание историй может повысить мотивацию учащихся, снизить тревожность и улучшить их способность организовывать и связывать мысли в устной речи. Кроме того, рассказывание историй помогает учащимся глубже погрузиться в процесс говорения, способствуя развитию творческих способностей и языковых навыков. В исследовании утверждается, что внедрение техники рассказывания историй на занятиях по иностранным языкам может укрепить коммуникативные навыки, а также дает учащимся прекрасную возможность практиковаться в разговорной речи, демонстрируя гораздо более высокую беглость и связность речи.

Ключевые слова: беглость, связность, рассказывание историй, цифровые технологии, языковые аспекты, повествования

Introduction

Throughout the history of language teaching, many educators have experimented various techniques to enhance the speaking skills of learners, no matter they speak in their native language or second one. They mostly highlighted certain aspects of the speaking skill, namely, fluency and coherence. Before going further, it is better to define these aspects in detail.

Fluency is an aspect of language which means expressing oneself smoothly with a natural rhythm and few pauses and hesitations while coherence stands for organizing ideas in a logical way to be followed easier, plus, the logical use of connecting devices.[2]

These two aspects of language are both extremely crucial in spoken language, especially for foreign language learners. With the use of these aspects, a speaker can convey his or her speech more meaningfully and effectively. To enhance fluency and coherence in speaking, many educators has offered the technique, so-called storytelling which should be an ultimate goal for both learners and their instructors.

Literature Review



A number of studies on storytelling in language learning have been conducted by educators and scientists in recent years. These studies have tried to explore the practicality of storytelling in different forms, namely, oral, written, traditional, digital to develop speaking skills of foreign learners. Among these researchers, Lucarevski found storytelling as a fun, motivating and memorable method which is generally considered much better than traditional textbooks or other methods. [3] Another linguist and educator, González-Robaina et al. highlighted the importance of oral narrative tasks to improve fluency and coherence among EFL learners and found a strong effect on coherence and fluency with the help of structured narrative interventions. [1]

Ooi & Hashim explored that storytelling especially in digital format considerably improved learners' oral skills and motivation to express themselves. [4] They consider this technique as a fun, natural, and powerful tool to enhance fluency and coherence.

Materials and Methods

In certain ways, storytelling is helpful in practicing English spoken discourse for language learners. It improves fluency in certain ways. Firstly, it encourages continuous speech. Indeed, learners can practice speaking for longer periods without pausing frequently. Secondly, telling a story is the best option to reduce hesitation. While telling a story, learner speakers are more likely to focus on the meaning of their speech ignoring grammar which is believed to help them speak more naturally. Also, telling a story enlarges vocabulary stores of learners as stories require different words such as descriptives, connectors and certain expressions. Finally, it is clear that storytelling involves emotions, dialogues, and natural tone which improves intonation and natural rhythm.

There are also implications showing how storytelling improves coherence. For example, the use cohesive devices. Learners are likely to practice connecting devices like at first, then, after that which definitely improves their speech. Besides, stories have logical sequences such as beginning, middle, and end. While telling stories, learners try to stick to this sequencing which gives them a chance to practice structuring their speech clearly. Also, learners try to pay attention to clarity of ideas because narrating events aids learners to make order into their thoughts before speaking. Finally, telling stories students give meaning to grammar especially, past tense while telling events.

There are certain techniques of storytelling to implement in the classrooms, one of which is storytelling based on pictures. In this activity, learners focus on depicting a set of pictures to narrate a story considering sequential meaning of the story. Another possible technique can be personal storytelling, in which learners share their real life experiences and consequently increase their confidence and authenticity. Another common activity among teachers is role playing. In this case, teachers ask their students to play drama roles relevant to their English degrees. These roles often involve monologues or dialogues to be spoken loud, which also enhances creativity and interaction. The last but not the least, Finish the story is another activity which also builds confidence in students to speak more naturally and meaningfully. In this game, a teacher asks one student to start a story which should be continued by others until the final student finishes the story. These kinds of classroom practice activities clearly encourage students to practice more on speaking while paying attention to fluency and coherence.

Discussion and results

There are particular practical benefits of using storytelling activities in the classroom in terms of speaking with fluency and coherence. To start with, practice in telling stories can definitely boost confidence because storytelling is more engaging and interesting than traditional classroom speaking activities. Also, telling stories provides learners a chance to improve their creativity. Students try to speak by themselves to express their ideas ignoring phrases that are memorized. Next, storytelling activities organized in groups or pairs help to enhance interaction among students. As learners are usually engaged in listening and responding all the time in these activities, they are crucial to increase interactive skills. Finally, telling stories has a great role in practicing culture and language. While sharing personal or cultural stories, students are highly likely to be engaged in aspects of culture and traditions. However, storytelling may come with certain challenges and there are ways to address them. Many students show the feeling of shyness or face with lack of ideas while interpreting stories. This shortcoming can be tackled by the introduction of prompts, images, or questions that guide them in their speech. Other learners have a common issue of limited vocabulary. As they feel they are lack of words, they more often than not stop their speech and feel demotivated. This situation can be handled by teachers who can encourage students to paraphrase and use much simpler words.



Also, learners are usually afraid to make mistakes when they try to retell a story. Through encouraging students to communicate more freely ignoring making speech perfect can make their speech more fluent and coherent.

Conclusion

In conclusion, storytelling can be considered as a relevant and essential method to improve fluency and coherence in speaking. It is not only entertainment but a practical educational tool that can be easily implemented in the English speaking lessons. It is suggested that teachers integrate it more regularly in lessons to make their learners natural speakers.

Storytelling activities such as personal narratives, picture-based tasks as well as digital stories can encourage learners to speak without stops, widen their word stock and develop their intonation by enhancing fluency. Meanwhile, the structure of stories, with beginning, middle, and end, fosters logical sequencing and the use of cohesive devices, which directly contribute to coherence. Every lesson that allows students to tell stories using above-mentioned techniques and solutions brings them closer to become more fluent and coherent English speakers.

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CHET TILINI O’QITISHDA AUTENTIK MATERIALLAR: IMKONIYATLAR VA MUAMMOLAR

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Annotatsiya Ushbu maqolada ingliz tili darslarida autentik materiallardan foydalanishning ahamiyati va foydalari ko’rib chiqiladi. Autentik materiallar o’quvchilarning til ko’nikmalarini rivojlantirishga, motivatsiyasini oshirishga hamda real hayotdagi til vaziyatlariga tayyorlashga yordam beradi. Maqolada autentik materiallarning turlari, manbalari va ularni ta’lim jarayoniga samarali integratsiya qilish usullari tahlil qilingan. Shuningdek, autentik materiallardan foydalanishdagi qiyinchiliklar va ularni yengib o’tish yo’llari muhokama qilinadi.

Kalit so’zlar: autentik materiallar, ingliz tili darslari, til ko’nikmalari, motivatsiya, real hayotiy vaziyatlar, dars jarayoni, ta’lim resurslari, chet tilini o’qitish, materiallar manbasi, metodika

АУТЕНТИЧНЫЕ МАТЕРИАЛЫ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ: ВОЗМОЖНОСТИ И ПРОБЛЕМЫ

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