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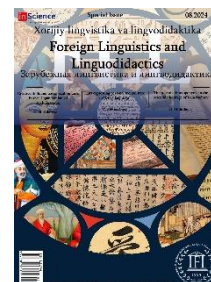
Units expressing personal mental state
in Uzbek language

N. Akhmedova

The role of ethnotoponyms in the
scientific heritage of Tora Nafasov

G. Abdullayev





The importance of fairy tales in developing students' monological speech in teaching English

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ABSTRACT

Monological speech, the ability to deliver an extended, coherent discourse, is crucial for effective communication in any language. For English as a Foreign Language (EFL) learners, mastering this skill is essential for academic and social success, as it enables them to participate confidently in discussions, presentations, and other situations that require extended speaking. This article argues that fairy tales, with their structured narrative patterns, repetitive language, and engaging imagery, offer a rich and effective tool for enhancing monological speech in EFL classrooms, particularly for younger learners. Drawing upon relevant literature and theories, this study explores how fairy tales can be used to foster fluency, coherence, and grammatical accuracy in monological speech. It examines various pedagogical techniques, including retelling, story mapping, role-playing, and creative storytelling, and provides practical classroom applications for each. This research highlights the effectiveness of fairy tales as a culturally relevant and engaging tool for improving structured speech. By immersing students in the rich world of fairy tales, teachers can effectively nurture their monological speech skills, fostering confidence and fluency in English communication while simultaneously creating a fun and stimulating learning environment.

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Ingliz tilini o'qitishda o'quvchilar monologik nutqini rivojlantirishda ertaklarning ahamiyati

ANNOTATSIYA

Kalit so'zlar:
ertaklar,
monologik nutq,
EFL,
hikoya tuzilishi,
hikoya qilish,
ravonlik,
izchillik,
grammatik aniqlik,
tilni rivojlantirish,
pedagogik uslublar,
sinfda qo'llash,
yosh o'quvchilar.

Monologik nutq, ya'ni mantiqan bog'langan, kengaytirilgan fikrlarni ifoda etish qobiliyati, har qanday tilda samarali muloqot qilish uchun muhim ahamiyatga ega. Ingliz tilini chet tili sifatida (EFL) o'rganayotganlar uchun bu ko'nikmaga ega bo'lish akademik va ijtimoiy muvaffaqiyatining kaliti bo'lib, ularga muhokama, taqdimotlar va boshqa uzoq nutq talab qilinadigan vaziyatlarda ishonchli ishtirok etish imkonini beradi. Ushbu maqolada ertaklar o'zlarining tuzilgan hikoya shakllari, takrorlanuvchi tili va jalb qiluvchi tasvirlari bilan EFL darslarida, ayniqsa yosh o'quvchilar uchun monologik nutqni rivojlantirishning samarali vositasi ekanligi ta'kidlanadi. Mazkur tadqiqot tegishli adabiyotlar va nazariyalarga asoslangan holda ertaklardan monologik nutq ravonligi, izchilligi va grammatik aniqligini oshirish uchun qanday foydalanish mumkinligini o'rganadi. U turli pedagogik uslublarni, jumladan, qayta hikoya qilish, voqealar xaritasini tuzish, rolli o'yinlar va ijodiy hikoya qilishni tahlil qiladi hamda har biriga amaliy sinf qo'llanmalarini taqdim etadi. Ushbu tadqiqot ertaklarning madaniy jihatdan ahamiyatli va qiziqarli vosita sifatida tuzilgan nutqni rivojlantirishdagi samaradorligini ko'rsatadi. O'qituvchilar o'quvchilarni ertaklarning boy olamiga jalb qilgan holda, ularning monologik nutq ko'nikmalarini rivojlantirish, ingliz tilida muloqot qilishda ishonch va ravonlikni kuchaytirish bilan birga, qiziqarli va rag'batlantiruvchi ta'lim muhitini yaratishlari mumkin.

Важность сказок в развитии монологической речи учащихся при обучении английскому языку

АННОТАЦИЯ

Ключевые слова:
сказки,
монологическая речь,
EFL, повествовательная структура,
рассказывание историй,
беглость,
связность,
грамматическая точность,
языковое развитие,
педагогические техники,
применение в классе,
младшие учащиеся.

Монологическая речь, способность вести продолжительное, связное высказывание, является ключевым навыком для эффективной коммуникации на любом языке. Для изучающих английский язык как иностранный (EFL) овладение этим навыком особенно важно для успеха как в академической, так и в социальной сферах, поскольку он позволяет уверенно участвовать в обсуждениях, презентациях и других ситуациях, требующих продолжительной устной речи. В данной статье утверждается, что сказки, благодаря своей структурированной повествовательной модели, повторяющимся языковым конструкциям и выразительным образам, представляют собой богатый и эффективный инструмент для развития монологической речи в классах EFL, особенно среди младших учащихся. Опираясь на соответствующую литературу и теории,

исследование рассматривает, как сказки могут быть использованы для развития беглости, связности и грамматической точности в монологической речи. В статье анализируются различные педагогические техники, такие как пересказ, создание карты рассказа, ролевые игры и творческое рассказывание историй, а также предлагаются практические способы их применения в классе. Данное исследование подчеркивает эффективность использования сказок как культурно значимого и увлекательного инструмента для улучшения структурированной речи. Вовлекая учеников в богатый мир сказок, преподаватели могут эффективно развивать навыки монологической речи, укрепляя уверенность и беглость в английской коммуникации, одновременно создавая увлекательную и стимулирующую образовательную среду.

INTRODUCTION

Monological speech, the ability to deliver an extended, coherent discourse, is a crucial aspect of language learning, particularly in the context of learning English as a foreign language (EFL). This skill enables individuals to participate confidently in discussions, presentations, and other situations requiring extended speaking, ultimately contributing to academic and social success. However, for young EFL learners, developing fluency in monological speech can be a significant challenge. They often struggle with grammatical accuracy, vocabulary, and the ability to organize their thoughts into a cohesive narrative.

Fairy tales, with their rich tradition and universal appeal, offer a unique and culturally relevant solution to this challenge. Their structured narrative patterns, repetitive language, and vivid characters provide scaffolding for learners, making them an ideal medium for practicing and improving monological speech in the classroom.

While numerous studies have explored the benefits of storytelling in language education, the specific impact of fairy tales on developing monological speech in EFL students remains underexplored. While scholars like Bettelheim (1976) and Vygotsky (1978) have highlighted the broader cognitive and emotional benefits of fairy tales, few have focused on how fairy tales can effectively enhance structured speech in the context of English language teaching, particularly in non-native English-speaking environments like Uzbekistan.

This study aims to investigate the importance of using fairy tales as a tool to develop monological speech in English language learners, specifically focusing on a group of EFL students in Uzbekistan. By examining how various fairy tale-based techniques can enhance students' ability to deliver coherent and structured monologues in English, this research seeks to demonstrate the practical value of fairy tales in promoting fluency, coherence, and grammatical accuracy in monological speech among EFL learners.

METHODOLOGY OF DEVELOPING STUDENTS' MONOLOGICAL SPEECH

Fairy tales, with their timeless appeal and universal themes, offer a valuable tool for developing monological speech in English as a Foreign Language (EFL) learners. Their

inherent structure, rich vocabulary, and engaging content provide a framework for fostering fluency, coherence, and grammatical accuracy.

Fairy tales typically follow a clear narrative structure with distinct stages: an introduction, a problem or conflict, a climax, and a resolution. This predictable structure provides a framework that students can use when practicing monological speech. According to Vygotsky's theory of language development, stories help children organize their thoughts in a logical sequence, improving their ability to express themselves coherently (Vygotsky, 1978). This structured approach allows learners to confidently build a narrative, enhancing their understanding of the flow of information and the use of transitional phrases.

The repetitive nature of fairy tales, such as the "rule of three" (e.g., three challenges or three attempts), helps reinforce vocabulary and syntactic patterns, which are essential for language fluency. Repeated phrases and structures provide scaffolding for learners, allowing them to internalize language patterns and gain confidence in using them in their speech.

Fairy tales are often filled with vivid imagery and fantastical elements, which engage students' imaginations. As Piaget (1952) emphasizes, cognitive development in children is closely linked to their ability to process symbolic representations, like the characters and events in fairy tales. This engagement with imagery can stimulate creative expression and help students articulate complex ideas in their own words. By describing characters and events in detail, students develop their vocabulary, fluency, and ability to express themselves with confidence.

Fairy tales frequently include emotional and moral lessons that resonate with students, encouraging them to discuss and reflect on the content in a deeper way. Bettelheim (1976) argued that fairy tales help children work through their emotions and internal conflicts, making them more likely to express these feelings verbally. By discussing the themes and morals of fairy tales, students not only improve their critical thinking but also practice explaining abstract concepts - an important aspect of monological speech. This exploration of themes allows students to develop critical thinking skills, express their opinions, and practice using complex language to convey abstract ideas.

Fairy tales provide a valuable resource for EFL teachers looking to develop their students' monological speech skills. Their structured narrative, repetitive language, vivid imagery, and thematic depth offer a unique framework for fostering fluency, coherence, and confidence in spoken English. Here are some practical classroom applications for using fairy tales to enhance monological speech:

Retelling and Summarizing

One of the most effective methods for developing monological speech through fairy tales is retelling. Students can read or listen to a fairy tale and then retell it in their own words, practicing the flow and coherence of their speech. This exercise forces them to organize their thoughts logically, follow the narrative structure, and use appropriate vocabulary. Research by Isbell et al. (2004) shows that story-retelling activities significantly improve both the fluency and grammatical accuracy of young learners. Teachers can encourage different levels of complexity by asking students to summarize the story in a few sentences or to provide a detailed retelling.

Story Mapping

Story mapping is another technique that helps students visually organize the structure of fairy tales before narrating them. Using a graphic organizer, students can map out the beginning, middle, and end of the story, noting key characters, conflicts, and resolutions. This process makes it easier for students to retell the story in a structured way, enhancing their ability to deliver coherent monologues. This technique supports logical thinking and helps students gain confidence in organizing their thoughts and expressing them in a clear, sequential manner.

Role-Playing and Dramatization

Role-playing and dramatization based on fairy tales offer a highly interactive and engaging approach to developing monological speech. Students can take on different roles from the story and narrate their characters' actions and thoughts. This not only promotes active engagement but also requires them to articulate their ideas in a continuous narrative, further reinforcing monological speech skills. Dramatization encourages students to explore different perspectives and express them in an articulate manner, fostering confidence and fluency.

Creative Storytelling

Fairy tales also serve as a springboard for creative storytelling, where students can modify the original plot or invent their own endings. By crafting alternative versions of the tales, students practice producing extended monologues, which enhances their ability to sustain coherent speech for longer periods. As noted by Cameron (2001), such activities help students internalize language patterns and use them independently in their speech. This creative approach encourages imagination, critical thinking, and the ability to elaborate on ideas, all of which contribute to the development of effective monological speech.

By incorporating these techniques into their EFL lessons, teachers can leverage the power of fairy tales to foster fluency, coherence, and confidence in their students' spoken English. These engaging activities provide a fun and effective framework for developing essential monological speech skills.

RESULTS

The study involved 50 EFL students aged 8-10 from a specialized class at secondary school №263 in Tashkent, Uzbekistan. Fairy tales were chosen as the primary material, including both classic English fairy tales and traditional Uzbek fairy tales. The participants had a pre-intermediate level of English proficiency.

The selected fairy tales were translated into simplified English for easier comprehension. The tales were chosen based on their length, narrative complexity, and inclusion of repetitive language patterns, which facilitate monological speech practice. It was prepared lesson plans that incorporated story retelling, role-playing, and story mapping activities, all designed to focus on developing monological speech.

The study was designed as an experimental intervention over eight weeks. The participants were divided into two groups: the experimental group (n=25), which received fairy tale-based instruction, and the control group (n=25), which followed a standard curriculum without fairy tales. Pre- and post-tests measured the students' monological speech abilities, including coherence, fluency, and grammatical accuracy.

The experimental group was exposed to a range of fairy tale-based activities:

1. Retelling: Students listened to a fairy tale and then retold it in their own words.

2. Story Mapping: Students used graphic organizers to map the events of the story, helping them structure their speech.

3. Role-Playing: Students enacted scenes from fairy tales, requiring them to narrate the actions of their characters.

4. Creative Storytelling: Students created alternative endings to the fairy tales and presented them.

Monological speech was assessed using a rubric that evaluated fluency (words per minute), coherence (logical structure of the narrative), and grammatical accuracy (error rate per 100 words). A pre-test was administered at the beginning of the study, and a post-test was given at the end to measure improvements.

The most important finding was that the experimental group showed a significant improvement in fluency, with an average increase of 15 words per minute in their monological speech compared to 5 words per minute in the control group.

Students in the experimental group also demonstrated greater coherence in their speech. The use of fairy tales helped them structure their narratives more logically, with fewer instances of digression or confusion. Additionally, there was a notable improvement in grammatical accuracy, with error rates decreasing by 20% in the experimental group, compared to a 5% improvement in the control group.

Lastly, qualitative observations indicated that students in the experimental group were more engaged and confident during monological speech activities. Teachers reported that the fairy tale-based activities created a more relaxed and enjoyable learning environment, encouraging students to speak more freely.

DISCUSSION

The main finding of this study is that the use of fairy tales significantly improves monological speech in EFL students. The experimental group, which received instruction incorporating fairy tales, demonstrated notable improvements in fluency, coherence, and grammatical accuracy compared to the control group, which received traditional EFL instruction.

The improvement in fluency and coherence was anticipated, given the structured nature of fairy tales and their repetitive language patterns. The predictable narrative structure provides a framework for organizing thoughts and expressing ideas cohesively, while the repetition of key phrases and structures reinforces vocabulary and grammar patterns. However, the significant improvement in grammatical accuracy was somewhat unexpected. It suggests that repeated exposure to well-structured, grammatically simple narratives helps students internalize correct grammar, even when the primary focus is on speaking rather than explicit grammar instruction. This finding highlights the potential of storytelling to indirectly promote grammatical accuracy in EFL learners.

This study aligns with previous research on the educational benefits of storytelling in language acquisition. Numerous scholars have discussed the role of stories in cognitive and linguistic development, emphasizing their contributions to vocabulary acquisition, comprehension, and overall language proficiency. However, this study adds a new dimension by focusing specifically on the development of monological speech in English, an area that has received less attention in Uzbek educational literature.

The results can be explained by the cognitive and linguistic demands that fairy tales place on students. Fairy tales provide a scaffold for students to organize their thoughts, use appropriate vocabulary, and practice coherent speech. The structured narrative, along

with the moral and emotional content of fairy tales, engages students on a deeper level, making them more invested in the storytelling process. This engagement fosters a more natural and enjoyable approach to language learning, contributing to greater fluency, coherence, and ultimately, a deeper understanding of the language.

The findings of this study have significant implications for EFL pedagogy in Uzbekistan. By incorporating fairy tales into their curriculum, teachers can enhance their students' monological speech skills, fostering confidence and fluency in English communication while simultaneously creating a fun and engaging learning environment.

CONCLUSION

This study has demonstrated the significant potential of fairy tales in developing monological speech skills in EFL students. By leveraging their structured narratives, engaging content, and repetitive language patterns, teachers can effectively enhance fluency, coherence, and grammatical accuracy in their learners.

Fairy tales provide a valuable scaffolding for developing monological speech, offering a framework for organizing thoughts, practicing vocabulary, and developing confidence in expressing oneself. The results of this study suggest that incorporating fairy tales into language learning not only makes the process more enjoyable but also significantly improves students' ability to deliver structured and coherent monologues in English.

Further research can explore the long-term impact of using fairy tales in EFL classrooms, focusing on specific age groups and language levels. By investigating the effectiveness of different pedagogical techniques, teachers can optimize their use of fairy tales to further enhance monological speech development in their students.

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