

**EUROPEAN INTERNATIONAL JOURNAL OF MULTIDISCIPLINARY
RESEARCH AND MANAGEMENT STUDIES**

VOLUME03 ISSUE05

DOI: <https://doi.org/10.55640/eijmrms-03-05-34>

Pages: 163-167



IMPROVE LANGUAGE SKILLS USING AUTHENTIC WORKS

Mirzayeva Feruza

Lecturer Of Termez State Pedagogical Institute, Uzbekistan

ABOUT ARTICLE

Key words: Speaking, story, elementary, **Abstract:** In secondary school, foreign language teaching takes place mainly according to standardized texts. However, it is obvious that it is possible to significantly improve language skills using authentic works created for native speakers. With their help, students' speech can include words, phrases and expressions that are used in different life situations.

Received: 21.05.2023

Accepted: 26.05.2023

Published: 31.05.2023

INTRODUCTION

Students love to work with authentic materials primarily because they are motivated by the fact that they can read and understand what has been written for native speakers. Authentic tests can be useful at any language level

For elementary levels, it is enough to choose a simple type of text, which is a fairy tale or a story for younger children. The teacher needs to carefully select the material, taking into account such issues as complexity, interest, topics.

The use of authentic works in English lessons at school contributes to the involvement of students in the creative process, fosters a sense of respect for the culture of the country. Children develop linguo-socio-cultural competence.

Of course, authentic texts have a number of shortcomings, such as the complexity of the language of the work, the inconsistency of the vocabulary of the work being studied at the moment, the abundance of colloquial expressions and idioms that do not correspond to the level or age of students. However, these shortcomings can be easily eliminated with the right choice of material. When choosing a piece, the teacher takes into account many things, such as the age of the students, their interests, the length of the lesson, etc.

Volumetric works are often not suitable in conditions of limited time and crowded classes. A short story seems to be the best option, as working with it seems flexible, it contributes to the formation of all basic skills.

As part of the work with a short story, you can organize work with vocabulary, work in groups and pairs, role-playing games and dialogues on the work. The stages of working with text include: pre-text stage, text stage and post-text stage. At the first stage in secondary school, it is necessary to stimulate children's interest in the text. This can be done by discussing the pictures to it, the title, and try to predict what the text will be about. Also, at the first stage, it is necessary to remove language difficulties by inviting students to work with new words that they will meet there. This could be vocabulary work or language guessing exercises. At the second stage, the reading of the text begins directly. It also requires a set of tasks for understanding the information contained in it. These can be questions on content, headings for paragraphs, drawing up a test plan, working with lexical units from the text. At the last stage, the expression of students' opinions about the text comes to the fore. Here, exercises for partial retelling, discussion in pairs and groups, drawing up your own questions based on what you have read, role-playing on the work are appropriate, a project based on the results of the entire set of exercises is also possible.

We purposes a case of research in teaching speaking through storytelling technique toward A2 level pupils at the first term of 2022/2023 an academic year at school 23 in Termiz city. We Applied qualitative research, a classroom action research. This research used 3 cycles. Each of cycle consisted of planning, acting, observing and reflecting. The subject of the research was the eighth grade "8A" and "8D" pupils in academic year 2022/2023 that consist of 30 males and females. We collected data using observation, test, and discussion that was needed at the time of research. This research employes describe the process in which the researcher using teaching speaking technique especially in English speaking. The result research in improving The Students' Speaking Skill Through Storytelling Technique showed an increasing percentage and average score . Cycle 1 was 45%, in cycle 2 was 73% and last one is 80%. It proved that students' speaking skill thought by storytelling seemed to increase. Through storytelling students can tell a story using English language. They can improve their ability when they spoken.

Based on the research result of improving students' speaking skill through storytelling technique to the eighth grade students of school 23 in Termiz city, the researcher gives conclusion that the ability students' speaking skill through storytelling technique improve significantly in cycle.

From the observing from cycle 1 to cycle 3 was could be seen that using of storytelling technique to improve students' English speaking proven.

The implementation of storytelling technique used by researcher was very appropriate for students at eleventh grade, because they were more active to speak up in class.

The storytelling technique promoted students who were still confuse when they want to speak up and they has lack of confidence. They can develop their pronunciation.

Their enthusiasm were high and were confident to improve their speaking skill. Students should be active speak in English. They can practice with their friends and also do English day in the school. It can increase their ability in speaking and then they can fell more confidence when to practice speak in everyday.

Forms of Storytelling Storytelling builds confidence, develops language skills, encourages speaking and listening fluency, and increases motivation and interaction for the students. By storytelling method the student more enjoyable during learning process. Because, beside the student be able to develop language skill, student also be able to know the histories, information sciences, etc. There are eight forms of storytelling: 1. Cave Painting. In a time before languages and writing, paintings on cave walls told stories of times long ago, be them warnings, depicting moments that happened in the past, or simple stories made up for the entertainment or education of children. 2. Oral Tradition. The tradition of telling stories through word of mouth was the next development in storytelling. As languages came around, and people in larger groups were together as the population grew, and people began talking to each other, stories were being past on much faster, and spreading Although Oral Traditions were one of the earliest forms of storytelling, it is still very much used widely today, which just goes to show, how traditions stick around when they're worth something. 3. Fable. A fable is a short simple story, most often including animals, that is told to teach some sort of moral lesson, often told to young children. Fables that are most popular and well known are most probably "The tortoise and hare" who told many of these short moral stories to the people. One fable that many of your students may already know is the tale of the tortoise and the hare. In this story , The rabbit is so confident in his own abilities that he makes poor choices and ends up losing a footrace with the tortoise. Read the story to your class two times and then ask the following questions.

Who are the characters in the story?

What is the problem?

How does the story end?

What is the Moral or lesson of the story?

Now we should give a chance to retell the story

Have your class arrange their chairs I a circle. Start the story by telling one sentence in your own words. Have your students continue telling the story, one sentence and one person at a time, until you make it all the way around the circle. At logical points in the story ask, your students how the characters probably felt , and have your class make faces to show these feelings .

THE TORTOISE AND HARE

The Hare once boasting of his speed before the other animals. I have never been beaten" said he , " when I put forth my full speed I challenge anyone here to race with me. "The tortoise said quitly, "I accept your challenge." That is good joke," said the Hare. I could dance around you all the way". "Keep your boasting until you have beaten", answered the tortoise . "Shall we race?" So a course was fixed and a start was mode .The Hare darted almost out of sight at once, but soon stopped and, to show his contempt

for the tortoise, lay down to have a nap. The tortoise plodded on and plodded on, and when the hare awoke from his nap, he saw the tortoise nearing the finish line, and he couldn't catch in time to save the race.

One characteristic of a fable is that it uses animal characters to portray human characteristics. Each particular animal will act in a human way. For example, the fox will be a crafty or sly animal. The lion will be a brave individual. Before reading any fables in your classroom, take some time as a class to brainstorm a list of animals and the characteristics for which they are best known.

Encourage your students to notice if these characteristics apply across cultures or whether each culture views a particular animal in a different way. You may also want to talk about specific animals which will appear in the fable or fables you plan to read with your class. Ask each of your students to choose one of these animals which he or she thinks is most representative of himself or herself as a person and a description of himself as that animal.

4. Myth. A myth is a story that is most often about the creation of the world, or about Gods/Goddesses and higher beings, or mythical characters (mythical meaning made up and almost completely unbelievable). Myths originate from Ancient Greek times also, and although they have no truth to them, they are an opinion on the creation and existence of this world. 5. Legend. A Legend is a historical story that is told to show human characteristics such as bravery, courage, honesty etc. Stories such as King Arthur are legends that show a historical figure that represents such characteristics, the said Legend showing human characteristics such as power, bravery and Betrayal. These stories are based on real people, and not fabricated, but may very often be exaggerated or changed in order to show some sort of hero or major event to represent something. They also have been passed on throughout the generations as most forms of storytelling are, and may have changed over time depending on where and when, in order to make sense. 6. Theatre. Theatre was an audience based form of storytelling. It was the move from just telling the story orally to acting it out, to give off a much better interpretation of the story. Theatre started in Ancient Greece, and the Greeks performed stories in giant amphitheatres which were great for the acoustics as the bowl shape allowed the sound of the voices to carry out through to massive audiences. The name audience came from the fact that they could hear the story, more than see it.

After your students have finished retelling the story, tell your students how stories or dramas were communicated in ancient Greece-through theatre. Actors used masks of happy and sad faces to communicate the character's feelings to the audiences. Give your class a chance to make their own theater masks that they will use to retell the fable. Give each person two paper plates and two tongue depressors. Allow your students to decorate their masks -one happy and one sad-using whatever art supplies you have available and then tape a tongue depressor to each mask. Once all the masks are finished, get in your circle again and have your students retell the story. This time instead of making faces to show how the character felt, let your students hold up the appropriate mask. If desired, you can have your students decorate their masks even further to represent either of the main characters of the story.

REFERENCES

1. Сафаров С.Ш. Когнитив тилшунослик. – Жиззах: Сангзор, 2006. – 92 б.
2. Сафаров С.Ш. Семантика. – Тошкент: “Ўзбекистан миллий энциклопедияси” Давлат илмий нашриёти, 2013. – 341 б.
3. Таржимонлик мутахассислигига кириш ўқув қўлланма / И.Ғафуров; Масъул муҳар. О.М. Мўминов; Ўзбекистон Давлат жаҳон тиллари ун-ти, Таржима назарияси ва амалиети кафедраси. – Тошкент: Мехридарё, 2008. – 120 б.
4. Laylo M. Internet as a Means of Teaching a Foreign Language //European Science Methodical Journal. – 2023. – Т. 1. – №. 2. – С. 12-15.
5. Laylo M. Internet as a Means of Teaching a Foreign Language //European Science Methodical Journal. – 2023. – Т. 1. – №. 2. – С. 12-15.
6. Laylo M. Internet as a Means of Teaching a Foreign Language //European Science Methodical Journal. – 2023. – Т. 1. – №. 2. – С. 12-15.
7. Mirzoeva L. TEACHING ENGLISH IN THE FIELDS OF TOURISM //Academic research in educational sciences. – 2021. – Т. 2. – №. 10. – С. 714-717.
8. Mirzoeva L. TEACHING ENGLISH IN THE FIELDS OF TOURISM //Academic research in educational sciences. – 2021. – Т. 2. – №. 10. – С. 714-717.
9. Mirzoeva L. TEACHING ENGLISH IN THE FIELDS OF TOURISM //Academic research in educational sciences. – 2021. – Т. 2. – №. 10. – С. 714-717.
10. Laylo M. COMMUNICATIVE LANGUAGE ACTIVITIES //European International Journal of Multidisciplinary Research and Management Studies. – 2022. – Т. 2. – №. 11. – С. 32-35.
11. Laylo M. COMMUNICATIVE LANGUAGE ACTIVITIES //European International Journal of Multidisciplinary Research and Management Studies. – 2022. – Т. 2. – №. 11. – С. 32-35.
12. Laylo M. Tourism Industry in the World //JournalNX. – С. 336-338.
13. Laylo M. Tourism Industry in the World //JournalNX. – С. 336-338.