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**TEACHING FOREIGN LANGUAGES THROUGH INTERACTIVE METHODS TO PROFESSIONAL EDUCATION STUDENTS*****Kenjabaeva Dilafro'z Abdisalimovna****Doctor of philosophy on pedagogical sciences, PhD, Termez state university, Uzbekistan***ABOUT ARTICLE**

Key words: Intercultural competence, foreign language teaching, teacher training, intercultural awareness in higher education, intercultural communication.

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Abstract: In the field of foreign language teaching in higher education, the scope goes beyond mere language acquisition to include the cultivation of intercultural competence in both teachers and learners. The importance of intercultural competence in foreign language teaching lies in its ability to equip learners with the necessary skills to navigate successfully in diverse cultural environments, especially for students who intend to study abroad or in a multicultural context. The development of such a competence therefore enables them not only to interact effectively with people from different cultural backgrounds, but also to gain a deeper understanding of their own culture and of the cultural nuances embedded in the target language. However, developing this competence is by no means a simple matter; it requires specialised training and continuous professional development for teachers. Teachers are expected to have extensive experience, sensitivity and some knowledge of the cultural implications associated with the language being taught, which presents its own set of challenges.

INTRODUCTION

Using stories for educational purposes is an effective teaching strategy especially for teaching young learners. Most young learners enjoy listening to the stories. Stories have power which can bring the young learners into a world of imagination and draw a colourful picture with many interesting characters in the story.

Storytelling is one of the most useful techniques to attract young learners in learning process effectively. Telling stories have a good chance for young learners to discover experience of real life and the language learning experience together. Storytelling is a kind of teaching method which can help the young learners to knowledge, literacy, imagination, creation and critical thinking. Therefore, storytelling would be very useful to teach foreign language for young learners .

According to Isbell, storytelling promotes expressive language development in oral and written form and present new vocabulary and complex language in the powerful form that inspires children to emulate the model they have experienced. On the other words, storytelling is an important tool for language teaching and learning. Story telling for young learners is vitally important to create constructive and creative comprehension.

Storytelling motivates children to be active participant in the construction of meaning of the story. In this activity, children involved while listening to the story so they can response the language to gain the comprehension response. They experienced in different mental process. The first process is they create mental picture where they try to figure out the meaning of what they listen to. Next, they try to imagine the characters, the situation, and the theme in the story. So, using storytelling can give the experience of language learning in fun situation.

The concept of storytelling

Why should teachers use stories? Most of children love stories. Stories use an approach to language learning that emphasizes children's involvement with the use of foreign language.

Young learners also learn language unconsciously so teachers should formulate activities that will foster this kind of acquisition. Teachers can use stories to help children practice their reading, writing, speaking and listening skills. Storytelling becomes an effective technique for teaching English to early foreign language classes. Story time also creates a safe space for young learners and provides listening experiences with fun activity.

People in all times and places have told stories. In the oral tradition, storytelling includes the teller and the audience. The story teller creates the experience, while the audience perceives the message and creates personal mental images from the words heard and the gestures seen.

Most of the children love stories, and storytelling was regarded as a learning tradition. It plays a very important role in children's language learning. With meaningful contexts, natural repetition, lovely characters and interesting plots, stories can be used to develop children's language skills, such as listening, imagination and predicting.

Young learners exercise their imagination through stories. They "can become personally involved in a story as they identify with the characters and try to interpret the narrative and illustrations.

This imaginative experience helps" students develop their own creative potential. Stories also "develop the different types of 'intelligences' that contribute to language learning, including emotional intelligence" Stories "develop children's learning strategies such as listening for general meaning, predicting, guessing meaning and hypothesizing". "Learning English through stories can lay the foundations for secondary school in terms of learning basic language functions and structures, vocabulary and language learning skills".

Cameron said," it seems a pity to deprive learners of opportunities to hear authentic uses of past tense forms and contrast with the other tenses, in the meaningful contexts of stories, and I can see no intrinsic reason for supposing that use of past tense would prevent children understand a story.

In fact, if they are familiar with stories in their first language, they will probably expect to hear past tense forms and may misconstrue the verbs".

Through participation in storytelling experiences, students learn to build a sense of story by anticipating features of the genre, including how a story may begin and end.

The development of a sense of story allows students to make better predictions, to anticipate what is next, to increase awareness of cause and effect, sequence events, and develop other skills that aid comprehension. Storytelling further assists in the development of a sense of story by incorporating the use of essential story elements. These elements include point of view, plot, style, characters, setting, and theme.

Comprehension, critical listening, and thinking skills are also developed by combining storytelling with questioning, imagery, inference, and retelling.

This development of a sense of story to increase comprehension is particularly critical to people of diverse cultures. Some cultures organize the way they relate events around topics rather than a main idea.

Hence, for some cultures, stories are told as more of a chronicle of particular relationships that focus on the humor of the situation or sharing the feelings of another rather than as a sequence of events. The authors point out that these cultural patterns often result in children being referred for specialized services that may not stem from a disability but from their cultural experiences regarding the use of language. By participating in storytelling experiences that build a sense of story, these students are able to demonstrate increased success in reading comprehension. Some researchers have focused on the practical application of storytelling as a pedagogical strategy to build reading comprehension.

So, we can offer some concrete examples of how to incorporate storytelling to improve comprehension. There are many reasons for using storytelling in language teaching. There are many reasons for using storytelling in language teaching. Our teachers state 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.

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