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Sahifalovchi:

Mahliyo ABDUQODIROVA

Tahririyat manzili:

100038, Toshkent shahri
Matbuotchilar ko'chasi 32-uy.
Telefon: (98) 121-74-16,
(71) 233-03-10, (71) 233-03-45,
(71) 233-03-67.
e-mail: tilvaadabiyotuz@gmail.com

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variations in individual learners, excessive emphasis on superficial imitation, insufficient explicit instruction, restricted attention to suprasegmental features, lack of authenticity and diversity, and limited feedback and assessment. By employing several methodologies

and techniques, instructors can enhance learners' ability to acquire precise and authentic pronunciation abilities in the desired language, resulting in enhanced communication and overall linguistic competency.

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Said-Fozilxon AKMALXONOV

Teacher, Chirchik State Pedagogical University

s.akmalxonov@cspu.uz

ENCOURAGING STUDENTS ENGAGEMENT IN LEARNING ENGLISH GRAMMAR THROUGH DIGITAL TECHNOLOGIES

Annotation: digital storytelling combines traditional storytelling with multimedia technology to create a dynamic and engaging approach to language learning. This paper explores how interactive narratives can be utilized to teach English grammar, leveraging digital tools such as story-based apps, multimedia platforms, and collaborative online writing tools. These digital storytelling platforms, including Storybird, Twine, and Book Creator, offer user-friendly interfaces and diverse multimedia elements that enable educators to design interactive and personalized grammar lessons. By incorporating images, audio, and video, and allowing students to actively participate in creating and modifying narratives, educators can provide contextualized and meaningful grammar practice. The advantages and disadvantages of using digital storytelling tools in education are also discussed, as well as proposes strategies for their effective implementation to transform grammar instruction and empower students as confident, proficient communicators.

Key words: digital storytelling, digital storytelling platforms, grammar practice, collaboration among learners

Аннотация: цифровое повествование сочетает в себе традиционное повествование с мультимедийными технологиями, создавая динамичный и увлекательный подход к изучению языка. В этой статье исследуется, как интерактивные повествования можно использовать для обучения грамматике английского языка, используя цифровые инструменты, такие как приложения на основе историй, мультимедийные платформы и инструменты для совместного онлайн-письма. Эти цифровые платформы для рассказывания историй, в том числе Storybird, Twine и Book Creator, предлагают удобные интерфейсы и разнообразные мультимедийные элементы, которые позволяют преподавателям разрабатывать интерактивные и персонализированные уроки грамматики. Включая изображения, аудио и видео и позволяя учащимся активно участвовать в создании и изменении повествований, преподаватели могут обеспечить контекстуальную и содержательную грамматическую практику. Также обсуждаются преимущества и недостатки использования цифровых инструментов повествования в образовании, а также предлагаются стратегии их эффективного внедрения, чтобы преобразовать обучение грамматике и дать учащимся возможность стать уверенными и опытными коммуникаторами.

Ключевые слова: цифровое повествование, платформы для цифрового повествования, грамматическая практика, сотрудничество между учащимися.

Annotatsiya: raqamli hikoyalar til o'rganishda dinamik va jozibador yondashuvni yaratish uchun multimedia texnologiyasi bilan an'anaviy hikoya qilishni birlashtiradi. Ushbu maqola hikoyaga asoslangan ilovalar, multimedia platformalari va onlayn hamkorlikda yozish vositalari kabi raqamli vositalar yordamida ingliz tili grammatikasini o'rgatish uchun interaktiv hikoyalardan qanday foydalanish mumkinligini o'rganadi. Ushbu raqamli hikoya platformalari, jumladan, Storybird, Twine va Book Creator, o'qituvchilarga interaktiv va shaxsiy grammatika darslarini ishlab chiqish imkonini beruvchi qulay interfeyslar va boy multimedia elementlarini taklif etadi. Tasvirlar, audio va videolarni birlashtirib, o'quvchilarga hikoyalarni yaratish va o'zgartirishda faol ishtirok etishlariga imkon berish orqali o'qituvchilar kontekstli va mazmunli grammatik amaliyotni ta'minlashi mumkin. Shuningdek, u ta'limda raqamli hikoya qilish vositalaridan foydalanishning afzalliklari va kamchiliklarini muhokama qiladi hamda grammatika o'qitishni o'zgartirish va talabalarga ishonchli va malakali muloqotchilar bo'lish imkonini berish uchun ularni samarali amalga oshirish strategiyalarini taklif qiladi.

Kalit so'zlar: *raqamli hikoyalar, raqamli hikoyalar platformalari, grammatika amaliyoti, talabalar hamkorligi.*

Introduction

Digital storytelling describes a simple, creative process through which people with little or no experience in computer film-making gain skills needed to tell a personal story as a two-minute film using predominantly still images and voiceover. As Normann suggested digital storytelling is the result of the combination of traditional storytelling with the use of multimedia technology. It is a tool that allows to significantly enhance the possibilities both in the creation of the stories and in their subsequent transmission. Digital narration tools allow the integration of elements from different sensory fields in the composition of a story (image, sound, movement, etc.), which can be elaborated both individually and collaboratively.

On the other hand, in the transmission of digital stories, the audience is considered as active participants, who can interact and modify the story. In general, online users are considered potential co-creators of information: they can read, criticize, post and share any content, opening the possibility of collaborating in its creation and development. According to the definition of the National Storytelling Network, storytelling can be defined as "the interactive art of using words and actions to transmit the elements and images of a story while stimulating the viewer's narration". Jones and Young underscore the multifaceted benefits of digital storytelling, emphasizing its role in nurturing creativity, critical thinking, and collaboration among learners.

These digital platforms provide educators with a plethora of options to unleash their creativity and tailor storytelling experiences to meet the diverse needs of their students. Storybird, for instance, offers a vast library of professionally curated illustrations and images, allowing educators to choose visuals that resonate with their narrative themes and engage learners visually. Additionally, its intuitive interface enables users to effortlessly drag and drop images into their stories, making the creation process seamless and enjoyable. Similarly, Twine

offers a unique approach to interactive storytelling by allowing users to create branching narratives. Educators can design stories with multiple pathways and decision points, enabling students to explore different scenarios and outcomes based on their choices. This nonlinear storytelling format not only enhances engagement but also encourages critical thinking and problem-solving skills as students navigate through the narrative. Book Creator, on the other hand, empowers users to combine text, images, audio, and video to create multimedia-rich digital books. With its drag-and-drop interface and customizable layouts, educators can design visually stunning narratives that cater to different learning styles and preferences. Book Creator's collaborative features enable students to work together on shared projects, fostering teamwork and peer collaboration.

These digital storytelling tools not only facilitate the creation of interactive narratives but also provide opportunities for assessment and feedback. Educators can embed comprehension questions, quizzes, and interactive elements within the stories to gauge students' understanding and reinforce grammar concepts. Additionally, students can receive immediate feedback on their progress, enabling them to track their learning journey and make revisions as needed. Incorporating these digital tools into English grammar instruction opens up a world of possibilities for creating engaging and immersive learning experiences. By harnessing the power of storytelling, educators can spark students' curiosity, ignite their imagination, and instill a lifelong love for language learning. As technology continues to evolve, the potential for digital storytelling in education is limitless, offering educators innovative ways to enhance English grammar skills and empower students to become confident and proficient communicators.

The utilization of digital storytelling in education offers some advantages while also presenting some challenges that teachers need to monitor. On the positive side, digital narratives provide a highly customizable platform for personalized learning

experiences. Students can engage with grammar concepts at their own pace, allowing for individualized instruction that caters to diverse learning styles and preferences. This flexibility empowers students to take ownership of their learning journey, making a sense of autonomy and self-directed learning.

First of all, the integration of multimedia elements enhances comprehension and engagement, particularly for visual and auditory learners. By incorporating images, videos, and audio clips into digital narratives, educators can create immersive learning experiences that appeal to students' senses and facilitate deeper understanding of grammatical concepts. Visual aids can clarify abstract concepts, while audio elements can reinforce pronunciation and listening skills, making grammar lessons more accessible and enjoyable for all learners. But despite these advantages, the seamless implementation of digital storytelling in the classroom may be hindered by various challenges. Technical issues, such as unreliable internet connectivity or compatibility issues with devices, can disrupt the learning process and frustrate both educators and students. Ensuring that digital storytelling tools are inclusive and accessible to all students requires careful consideration and proactive measures from educators.

Secondly, the effective integration of digital storytelling into the curriculum requires teacher training and professional development. Educators need to familiarize themselves with the features and functionalities of digital storytelling tools, as well as best practices for designing and implementing interactive narratives. Providing ongoing support and resources for teachers is essential to overcome barriers and maximize the educational benefits of digital storytelling in the classroom. The potential

for digital storytelling to enhance English grammar instruction is vast. By addressing technical issues, ensuring accessibility, and investing in teacher training, educators can harness the power of digital narratives to create engaging and meaningful learning experiences for their students. As technology continues to evolve, digital storytelling offers exciting opportunities to revolutionize language education and inspire a new generation of language

Conclusion

Integrating digital storytelling into English grammar instruction offers a transformative approach to contemporary language education. Through the use of interactive narratives, educators can turn traditional grammar lessons into dynamic, engaging, and immersive experiences that accommodate various learning styles. Digital tools such as Storybird, Twine, and Book Creator facilitate the creation of personalized and collaborative learning environments, promoting creativity, critical thinking, and active participation among students. Digital storytelling provides several benefits, including improved comprehension through multimedia integration, the ability to customize learning experiences for individual students, and the opportunity for immediate feedback and assessment. As technology advances, the potential for digital storytelling in education continues to grow. By adopting these tools and addressing the associated challenges, educators can offer students meaningful and effective grammar instruction. This innovative method not only enhances linguistic skills but also cultivates a lifelong passion for language learning, enabling students to become confident and proficient English communicators.

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