

A graphic of the Polish flag, featuring a red and white diagonal split, is positioned in the top right corner of the page.

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**INTERNATIONAL SCIENTIFIC  
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## **CURRENT APPROACHES AND NEW RESEARCH IN MODERN SCIENCES**

An aerial photograph of Wawel Castle in Krakow, Poland, showing its red-tiled roofs and stone walls surrounded by lush green trees.

**POLAND,, KRAKOW**



## SHAHARLARDA ATROF-MUHITNI MUHOFAZA QILISHGA OID XALQARO HUJJATLAR VA ULARNING ASOSIY MAZMUN-MOHIIYATI

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Normatov Ermamat Toyir o'g'li

## ENHANCING GRAMMAR INSTRUCTION FOR SCHOOLCHILDREN THROUGH STORYTELLING

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Nazarova Navbakhor Akhrorovna, Murodova Ozoda

## THE IMPACT OF GROSS DOMESTIC PRODUCT ON CO<sub>2</sub> EMISSIONS (A CASE STUDY OF ASIAN TIGER COUNTRIES).

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## CURRENT UNDERSTANDING OF THE ETIOLOGY, PATHOGENESIS, DIAGNOSIS AND TREATMENT OF CHRONIC NONSPECIFIC CERVICITIS

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## ENHANCING GRAMMAR INSTRUCTION FOR SCHOOLCHILDREN THROUGH STORYTELLING

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**Abstract.** Teaching grammar to second language classrooms has always been known as a challenging task in a language teaching and learning process. However, incorporating stories into grammar can increase students' ability in mastering grammatical structures. This article aims to explain the use of storytelling as a technique to make ESL schoolchildren practice grammar in the meaningful context.

**Key words:** storytelling, grammar, second language, teaching, ESL, context, method

In recent years, there has been a growing interest in the use of storytelling as a teaching tool, particularly in the field of language education. Storytelling has been found to be an effective way to engage students and enhance their understanding and retention of grammar concepts. By incorporating storytelling into grammar lessons, educators can create a more dynamic and immersive learning experience for their students. This article explores the benefits of applying storytelling in teaching grammar and provide practical tips for educators looking to integrate this approach into their language instruction.

Some experts gave their opinions about the benefits of storytelling in teaching grammar: "Stories are a useful tool in linking fantasy and imagination with the child's real world. So, children can make sense of their everyday life. Stories help children to understand the world and to share it with others. Nine to twelve -year-olds are developing their ability to appreciate other viewpoints. At this age stories about family and friends should not only reassure children about themselves but also provide them with new insights into how other families and children cope with various situations. Children at this age enjoy stories that extend their experiences. On the other hand, there is a need to make language learning easier for young children by relating it to their experience in everyday life.

According to Nicole Brun Incorporating stories into grammar practice is particularly effective because students can see how grammar is used in



authentic contexts, remember the grammar more easily than with discrete sentences on unrelated topics, develop their creativity, learn about important people and events, both past and present, feel recognized and empowered when classroom stories mirror or—or even are about—their own experiences, and be inspired to learn more or to take action on a subject of particular importance to them. With a little creativity, stories can be used to teach nearly any grammatical structure. In this section, a few examples are provided for four frequently taught grammar topics: simple past, relative clauses, time-order words and structures, and modals of prediction and possibility.

This theoretical research explores the effectiveness of storytelling in teaching grammar rules to English as a second language (ESL) learners. The study is based on data gathered from online sources and scholarly books.

Storytelling is helpful in teaching grammar for schoolchildren for several reasons. Firstly, storytelling creates a context for grammar rules and concepts, making them more meaningful and easier to understand for students. When grammar is taught in isolation, it can be difficult for students to see the real-life application of these rules. However, when grammar is integrated into a story, students can see how these rules are used in natural language and how they contribute to the overall meaning of the story. For example, by making students create their own story or class story. They can be taught tenses, conditional sentences and even comparatives and time-order words based on teachers' creativity. Connecting grammar concepts with characters or events helps students to understand grammar better and not to forget easily.

Secondly, storytelling helps to engage students and maintain their interest in the lesson. Stories have the power to captivate and hold the attention of students, making the learning experience more enjoyable and memorable. This can be particularly beneficial for students who may struggle to stay focused during traditional grammar lessons.

Additionally, storytelling allows for repetition and reinforcement of grammar concepts in a natural and non-repetitive way. Through the use of storytelling, students are exposed to grammar rules multiple times within the context of the story, which can help solidify their understanding and retention of these concepts.

Furthermore, storytelling encourages creativity and imagination in language learning. When students are exposed to stories, they are not only learning grammar but also expanding their vocabulary and language skills in a





more organic and immersive way. This can aid students to develop a deeper appreciation for the language and its nuances.

Overall, storytelling is helpful in teaching grammar for schoolchildren because it provides a meaningful context for grammar concepts, engages students, reinforces learning through repetition, and fosters creativity and imagination in language learning. By incorporating storytelling into grammar lessons, educators can create a more dynamic and effective learning experience for their students.

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