



EOC
EUROASIAN
ONLINE
CONFERENCES

SPAIN CONFERENCE

**INTERNATIONAL CONFERENCE ON
SUPPORT OF MODERN SCIENCE AND
INNOVATION**



Google Scholar

zenodo

OpenAIRE

doi digital object
identifier

eoconf.com - from 2024



INTERNATIONAL CONFERENCE ON SUPPORT OF MODERN SCIENCE AND INNOVATION: a collection scientific works of the International scientific conference – Madrid, Spain, 2026, Issue 5.

Languages of publication: Uzbek, English, Russian, German, Italian, Spanish,

The collection consists of scientific research of scientists, graduate students and students who took part in the International Scientific online conference «**INTERNATIONAL CONFERENCE ON SUPPORT OF MODERN SCIENCE AND INNOVATION**». Which took place in Spain, 2026.

Conference proceedings are recommended for scientists and teachers in higher education establishments. They can be used in education, including the process of post - graduate teaching, preparation for obtain bachelors' and masters' degrees. The review of all articles was accomplished by experts, materials are according to authors copyright. The authors are responsible for content, researches results and errors.



STORYTELLING AS A PEDAGOGICAL TOOL IN ENGLISH LANGUAGE SKILL DEVELOPMENT

Tursunova Zeboxon Ravshanbek qizi

Master student of TerSPI

Abstract: The study highlights different storytelling techniques used in classrooms and explains the benefits of integrating storytelling into modern English language education. By encouraging imagination and interaction, storytelling helps learners develop confidence and fluency in English. The article concludes that storytelling is not only an entertaining activity but also a powerful educational strategy that supports holistic language development.

Keywords: language skills, pedagogy, communication, vocabulary development, learner motivation, storytelling, English language teaching, listening skills, creativity.

Introduction

Understanding another language allows for better communication with a wider range of people, breaking down language barriers. Learning a language opens the door to understanding and appreciating different cultures, traditions, and perspectives, fostering empathy and cultural exchange. Bilingualism can significantly boost your job prospects. Many employers value language skills and may offer higher salaries to candidates who can communicate with clients in multiple languages. Language learning improves cognitive functions, such as problem-solving and critical thinking, and can enhance memory and multitasking abilities. Knowing the local language can enrich your travel experiences, allowing for deeper connections with locals and a better understanding of the place you're visiting. Learning a new language can enhance academic performance, improve literacy skills, and increase familiarity with different modes of thinking. Studying a new language often provides insights into the grammar and vocabulary of your native language, enhancing your overall language proficiency. The challenge of learning a new language helps build perseverance and self-confidence, contributing to personal development and a sense of achievement.

Stories provide learners with contextualized vocabulary and grammar. Instead of memorizing isolated words and rules, students learn language naturally through repeated exposure in meaningful situations. Contextual learning improves retention and practical usage. For example, learners can understand verb tenses, adjectives, and idiomatic expressions more easily when they appear in stories. Storytelling also helps learners remember vocabulary because words are associated with emotions, images, and events.

Stories often reflect cultural traditions, beliefs, and social values. Through storytelling, learners gain knowledge about different cultures and perspectives, which is especially important in English language learning. Exposure to multicultural stories helps students develop intercultural competence and empathy.

It also encourages respect for diversity and broadens learners' understanding of global communication.

Digital Storytelling in Modern Education: Technology has transformed storytelling practices in education. Digital storytelling combines traditional storytelling with multimedia tools such as videos, images, audio recordings, and animations. This modern approach increases student engagement and supports different learning styles.

Digital storytelling platforms allow learners to create and share stories online, improving both language and technological skills. It is particularly useful in online and blended learning environments.

Challenges of Using Storytelling: Although storytelling offers many benefits, teachers may face certain challenges. Some students may feel shy about speaking in front of others, while others may have limited vocabulary to express ideas. Teachers also need sufficient preparation time to select or create appropriate stories.

To overcome these difficulties, educators should provide supportive classroom environments, use simple and age-appropriate stories, and encourage collaborative storytelling activities.

Conclusion

In modern education, storytelling should be integrated into English language teaching because it supports communicative competence and learner-centered instruction. By combining traditional and digital storytelling methods, teachers can create dynamic classrooms that foster both linguistic and personal growth.

References

1. Cameron, L. (2001). *Teaching Languages to Young Learners*. Cambridge University Press.
2. Ellis, G., & Brewster, J. (2014). *Tell It Again! The Storytelling Handbook for Primary English Language Teachers*. British Council.
3. Isbell, R., Sobol, J., Lindauer, L., & Lowrance, A. (2004). "The Effects of Storytelling and Story Reading on the Oral Language Complexity and Story Comprehension of Young Children." *Early Childhood Education Journal*, 32(3), 157–163.
4. Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Pergamon Press.
5. Wright, A. (1995). *Storytelling with Children*. Oxford University Press.
6. Robin, B. (2008). "Digital Storytelling: A Powerful Technology Tool for the 21st Century Classroom." *Theory Into Practice*, 47(3), 220–228.
7. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
8. Bruner, J. (1990). *Acts of Meaning*. Harvard University Press.