

**THE ROLE OF SHORT STORIES FOR ENHANCING INTEGRATED SKILLS**

**Ibragimova Shahlo Zavkievna**

English teacher at Academic Lyceum of Tashkent State University of Economics

**Abstract:** The article discusses the role of short stories for enhancing integrated of students of non-linguistic universities. The main focus of the article is on the story approach to language teaching and the techniques and tasks that can be employed in engaging learners cognitively, linguistically, affectively and socially, thereby enabling integrated learning of the four major language skills like reading, writing (including creative writing), speaking and listening.

**Key words:** Communicative technique, language competence, storytelling, language communication, creative approach.

The main focus of the article is on the story approach to language teaching and the techniques and tasks that can be employed in engaging learners cognitively, linguistically, affectively and socially, thereby enabling integrated learning of the four major language skills like reading, writing (including creative writing), speaking and listening. Beyond this, the story approach can also foster the “life skill” and intellectual ability of critical thinking, a requisite in any academic set up.

This article proposes use of communicative methodology and advocates intersection between English language and literature for progressive thinking. People have passed down stories from generation to generation. It has served as a way to explain and understand the world. There are many different types of stories, which are told for many different purposes. Stories help explain different phenomena, cultural beliefs, attitudes, traditions, and much more. In this unit we will be focusing on folktales and traditional stories arising from the students’ heritages.

Storytelling has many key values for both the individual telling the story and the people listening to the story being told. Some of the values McGuire touches upon are helping a child recognize patterns in language, stimulating a child’s powers of creativity, providing a child with problem solving and decision making activities, strengthening a child’s capacity to form objective, rational and practical applications, assisting a child to develop skills in dialogue and cooperative interpersonal behavior.

It also familiarizes and introduces a child to symbols, and traditions of different cultural heritages shared among the people around them. There are tremendous gains to be made through storytelling as a strategy to increase the oral language of second language learners in particular. During this unit students will be given the opportunity to have daily language practice in the safe and relaxed environment of their classroom. This daily language practice will allow the students to interact on a personal level with both the teacher and fellow classmates. The students are able to gain language knowledge from their participation both as speakers and listeners.

These personal interactions are meaningful because the students are able to interact with one another, carry on conversations, and hear significant rules being modeled involving sentence structure. Each lesson within the unit will focus on a particular aspect or skill set of storytelling, each week building upon the last in complexity. The skills learned in this unit will help to develop the students’ oral language, which is necessary to become successful academic learners in the classroom. This will further prepare the students to effectively take on the second grade curriculum. Stories are a natural part of how we communicate. Yet many of us are unaware of the different ways we use stories. We will take the intuitive aspects of communicating through stories and break it down into repeatable practices and essential competencies. The story-based

activities in the second half of the book will give you powerful, easy to lead, structured, experiential exercises that can be used in a variety of settings and for lots of different purposes that go beyond training.

During lessons you should provide a structured activity to guide people through an experience of reflection. Practice authentic communication and create a connection with listeners. Give this as an overnight assignment during a multi-day workshop or retreat. Tell participants to think of three personal stories that have some relationship among them and Ask participants to share their stories with the group the next day. This is almost always an easy activity to debrief given the richness of the experience for the teller and the group listening to him or her. The activity runs itself.

Some people may even feel compelled to spontaneously share a story of their own. Encourage the teller and then the group to reflect on the relationship between the stories and discuss insights that have emerged from them. How did the teller's communication style change when he or she was telling a story? How were you impacted as a listener? People who find it difficult to speak in front of a group will experience a real connection with their audience.

#### **References**

1. Bierhorst, John. Latin American Folktales. New York: Pantheon Books, 2002.
2. A collection of Hispano-American folk narratives, good for. Ellis, Brian, and Stephanie McAndrews. Fox Tales International. 2004. Reprinted From the Illinois Reading Council Journal. 6 Apr 2008.
3. MacDonald, Margaret Read. The Storytellers Start-Up Book. Little Rock: August House, 1993.