THE IMPACT OF DIGITAL STORYTELLING ON STUDENT'S WRITING

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Abstract. In modern language education, the integration of innovative technologies has become increasingly important. One of such approaches is digital storytelling, which combines traditional storytelling with multimedia tools. This study examines the impact of digital storytelling on students' writing competence. Special attention is given to how this method influences students' ability to organize ideas, improve vocabulary, and develop coherent written texts. The research is based on descriptive and analytical methods to evaluate the effectiveness of digital storytelling in the learning process. The results show that digital storytelling enhances students' motivation, creativity, and overall writing performance. It also provides a supportive environment for students to express their ideas more freely and confidently.

Key words: digital storytelling, writing competence, student motivation, creativity, language learning, educational technology

Аннотация. В современном языковом образовании всё большее значение приобретает использование инновационных технологий. Одним из таких подходов является цифровое сторителлинг, который сочетает традиционное рассказывание историй с мультимедийными инструментами. Данное исследование рассматривает влияние цифрового сторителлинга на развитие письменной компетенции учащихся. Особое внимание уделяется тому, как этот метод влияет на способность студентов структурировать свои идеи, расширять словарный запас и создавать связные тексты. Исследование основано на описательных и аналитических методах. Результаты показывают, что цифровой сторителлинг повышает мотивацию, креативность и общий уровень письменной речи учащихся.

Ключевые слова: цифровой сторителлинг, письменная компетенция, мотивация студентов, креативность, изучение языка, образовательные технологии

Annotatsiya. Zamonaviy til ta'limida innovatsion texnologiyalardan foydalanish tobora muhim ahamiyat kasb etmoqda. Shunday yondashuvlardan biri — raqamli hikoya qilish (digital storytelling) bo'lib, u an'anaviy hikoya qilish usullarini multimedia vositalari bilan uyg'unlashtiradi. Ushbu tadqiqot raqamli hikoya qilishning talabalarning yozma kompetensiyasiga ta'sirini o'rganadi. Asosiy e'tibor ushbu metodning talabalar fikrlarini tartibga solish, lug'at boyligini oshirish va mantiqiy matn

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tuzish ko'nikmalariga ta'siriga qaratilgan. Tadqiqot tavsifiy va tahliliy metodlarga asoslangan. Natijalar shuni ko'rsatadiki, raqamli hikoya qilish talabalar motivatsiyasini, ijodkorligini va yozma nutq sifatini oshiradi.

Kalit so'zlar: raqamli hikoya qilish, yozma kompetensiya, talabalar motivatsiyasi, ijodkorlik, til o'rganish, ta'lim texnologiyalari

Introduction. One of the main goals of teaching foreign languages is to help students become proficient writers. Writing is a difficult skill that calls for not only grammatical knowledge but also the capacity to arrange thoughts, employ suitable vocabulary, and keep a text coherent[1]. Despite its significance, a lack of motivation and a lack of language resources cause many students to struggle with writing. The use of digital technologies in the classroom has opened up new avenues for language proficiency improvement in recent years. Digital storytelling has drawn the most attention of these strategies. It allows students to present their ideas in a more imaginative and captivating way by fusing elements of traditional storytelling with digital tools like images, audio, and video[2].

Students are encouraged to actively engage in the learning process through digital storytelling. Instead of completing conventional writing assignments, students write their own stories, which fosters the development of their language and creative skills. Recent research indicates that these interactive approaches can greatly enhance students' writing performance and engagement[4].

The capacity of digital storytelling to facilitate idea generation and organization is one of its key benefits. Students must plan the structure, choose suitable vocabulary, and guarantee logical coherence when working on a story[3]. Naturally, this process aids in the growth of writing proficiency. However, a number of variables, such as students' digital proficiency, access to technology, and teacher supervision, affect how effective digital storytelling is. Thus, it's critical to consider both the advantages and potential drawbacks of this approach.

Furthermore, digital storytelling creates a learner-centered environment where students take responsibility for their own learning. By engaging in the process of creating stories, students are encouraged to think critically about the content they produce. They analyze their ideas, select relevant information, and present it in a structured form. This not only improves their writing skills but also develops their independent thinking and problem-solving abilities.

In addition, digital storytelling supports the integration of language skills. While focusing on writing, students also practice reading, listening, and sometimes speaking when they present their stories. Such integration makes the learning process more effective and meaningful. As a result, students do not see writing as an isolated skill but as a part of overall language development, which positively influences their academic performance.

Conclusion. Digital storytelling is a useful tool for improving students' writing skills. It boosts students' motivation and interest in learning in addition to helping them better organize their thoughts and use appropriate language.The results of this study show that using digital storytelling in the classroom makes for a more dynamic and interesting learning environment. Pupils grow more comfortable sharing their thoughts and are more eager to take part in writing assignments.

At the same time, digital storytelling should not replace traditional teaching methods completely. Instead, it should be used as a complementary approach that enhances the overall learning process. Teachers play a crucial role in guiding students and ensuring that technology is used effectively. Overall, the use of digital storytelling in language education has significant potential for improving writing competence. Further research may focus on its long-term impact and its application in different educational contexts.

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