TA'LIM OLUVCHILARNING LUG'AT BOYLIGINI NARRATIV HIKOYA TUZISH USULI ORQALI RIVOJLANTIRISH

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Annotatsiya: Lug'at o'rganish barcha til ko'nikmalari uchun asos hisoblanadi. Bir nechta tadqiqotlar ingliz tilini o'rganayotganlar orasida lug'at o'rganishni yaxshilash vositasi sifatida narrativ hikoyalardan foydalanish ta'sirini o'rganmoqda. Narrativ hikoya usullari an'anaviy lug'at yodlashdan ko'ra chuqur bilvosita o'rganishni taklif qiladi. Taqqoslash usuli orqali o'rganuvchilar mazmunli hikoyalar yaratish, xotirada saqlash darajasini oshirish va ijodkorlikni rivojlantirish imkoniyatiga ega bo'ladi. Natijalar shuni ko'rsatadiki, hikoya asosida lug'at o'rgangan o'rganuvchilar nafaqat lug'atni samarali eslab qoladi, balki yangi so'zlardan foydalanishda qiziqish va ishonchni oshiradi. Ushbu usul o'rganuvchilarning lug'at o'rganishini yaxshilash, hamkorlik va til o'rganishga bo'lgan muhabbatni rag'batlantirish uchun istiqbolli hisoblanadi. Ushbu tezisda narrativ hikoya usuli va uning samaradorligi, lug'atni xotirada saqlash darajasini oshirishning ijodiy yo'llari va bilvosita o'rganish nazariyalari yoritiladi.

Kalit so'zlar: Narrativ hikoya usuli, lug'at o'rganish, bilvosita o'rganish, an'anaviy yodlash, hikoya yaratish, ingliz tilini o'rganish.

Annotation: Vocabulary learning is the foundation for all skills. Several studies are learning the impact of using narrative stories as a tool for improving vocabulary learning among English language learners. Narrative story techniques offer deep incidental learning rather than rote memorization. Through a comparative approach, learners can have an opportunity to create meaning stories, enhance both retention levels and creativity. Findings reveal that learners taught through storytelling not only remember vocabulary more effectively but also express greater interest and confidence in using new words. This method is promising to improve learners' vocabulary learning and motivate collaboration and love for language learning. This thesis introduces narrative story technique and its effectiveness, creative ways to boost vocabulary retention levels, and incidental learning theories.

Keywords: Narrative Story Technique, vocabulary learning, incidental learning, rote memorization, storytelling, english language learning

Аннотация: Изучение словарного запаса является основой для всех языковых навыков. В нескольких исследованиях изучается влияние использования нарративных историй в качестве инструмента для улучшения усвоения лексики среди изучающих английский язык. Техники нарративного повествования предлагают глубокое инцидентное обучение, а не механическое заучивание. Используя сравнительный подход, обучающиеся получают возможность создавать значимые истории, что способствует улучшению запоминания и развитию креативности. Результаты показывают, что

обучающиеся, прошедшие обучение с использованием историй, не только лучше запоминают лексику, но и проявляют больший интерес и уверенность при использовании новых слов. Этот метод является перспективным для повышения уровня усвоения лексики и стимулирования сотрудничества и любви к изучению языка. В данной работе рассматриваются техники нарративного повествования и их эффективность, креативные способы повышения уровня запоминания лексики и теории инцидентного обучения.

Ключевые слова: *техника нарративного повествования, изучение лексики, инцидентное обучение, механическое заучивание, повествование, изучение английского языка.*

INTRODUCTION

Vocabulary acquisition is a crucial part of language learning and forms the foundation for fluency. Traditional vocabulary learning methods – like rote memorization – often result in poor engagement and low retention. Researchers argue that embedding vocabulary in meaningful contexts, like narrative stories, can lead to improved recall and comprehension. This thesis explores the use of narrative story techniques in the TESOL classroom, analyzing how the structure and context of stories support vocabulary retention and learner motivation.

LITERATURE REVIEW

I believe that learning vocabulary is at the center of language learning. As Wilkins stated, "Without grammar, very little can be conveyed; without vocabulary nothing can be conveyed". In other words, grammar helps learners structure sentences, but words are what make communication possible. Especially for beginners, vocabulary is the main skill they use to share ideas and understand others. Schmitt also supports this idea, calling vocabulary "the foundation of proficiency," which emphasizes that words are the very first component we need to communicate. In language teaching, it is essential to recognize that the lexical approach also promotes the role of learning vocabulary. Ellis suggested that teaching vocabulary to L2 learners helps them not only understand the direct translation of words but also implied meanings, useful in real-life situations. This approach connects with the story chain technique I am studying in my research, allowing learners to learn new words in different contexts through stories. The story chain technique not only makes vocabulary easier to remember but also makes the learning process more enjoyable. Research has shown that vocabulary learning takes more time compared to other aspects, and many learners struggle to improve their vocabulary knowledge. Lack of vocabulary is a significant obstacle for L2 learners, as they struggle to express meaning and ideas without an adequate word bank, even when they know what they want to say. Nation states that vocabulary knowledge is directly connected to learners' overall language skills: listening, reading, speaking, and writing.

It is true that vocabulary is essential when learning a second language, and several studies have shown that learning up to 20,000 words – the approximate vocabulary of a native speaker – is not necessary for English learners to understand written texts and spoken discourse. Instead, as Nation analyzed, up to 3,000 high-

frequency word families should be learned to comprehend basic and complex conversations as well as spoken/written discourses. Without a strong understanding of vocabulary, L2 learners fail to grasp basic written and spoken tasks, let alone advanced communication. Another factor making vocabulary difficult to learn is the absence of clear rules for teaching or learning vocabulary, unlike grammar. This lack of structure means that learners and educators often struggle to find the best techniques to acquire vocabulary or to choose which vocabulary items and topics to prioritize.

Using stories as a language learning tool has been shown to help learners remember and apply new vocabulary. Research by Krashen supports this idea through his input hypothesis, which suggests that language is best acquired in meaningful contexts that are slightly beyond the learner's current level. When vocabulary is integrated into stories, learners benefit from repeated exposure and contextual clues, making words easier to remember. Furthermore, Elley's work on vocabulary learning emphasizes that storytelling increases retention as learners form associations with the narrative, thereby boosting recall. For example, in a study with young English learners, participants who learned vocabulary through stories were able to recall and use 30% more words than those using lists.

Narrative techniques are also known to create emotional engagement, which strengthens memory. According to Zhang and Hyland, when learners enjoy stories, they are more likely to retain vocabulary. This approach aligns with communicative language teaching principles, where language is taught in meaningful, context-rich scenarios to enhance acquisition. Results indicated a notable improvement in vocabulary retention and usage among learners who used the narrative story technique. The experimental group showed a 25% increase in vocabulary retention compared to the control group, who used rote memorization. Moreover, feedback from interviews revealed that learners found storytelling enjoyable and engaging, which motivated them to use new words more frequently.

DISCUSSION AND RESULTS

The narrative story technique supports vocabulary acquisition by providing learners with meaningful contexts. Studies show that this approach improves retention and fosters practical language use. By embedding vocabulary in engaging stories, learners form emotional and contextual connections that facilitate long-term recall. This is especially relevant for TESOL practitioners, as vocabulary learning must go beyond memorization to support fluency. The findings align with Krashen's input hypothesis, which advocates for contextualized language input as a means of acquiring language naturally. By making vocabulary learning enjoyable, the narrative technique also addresses affective factors, such as motivation and confidence, which are essential for language acquisition. Learners' enthusiasm for storytelling showed that this technique may foster intrinsic motivation, a critical component in sustained language learning.

Using different stories in the classroom is a great way to facilitate learning and help students remember vocabulary effectively. Harahap noted that combining stories with lessons helps create a fun and meaningful environment for learning new words.

This approach eases students' work by allowing them to learn words in action. Additionally, various studies support the idea that stories positively impact vocabulary learning. For instance, Salma and Idris found that Malaysian university students who learned vocabulary through storytelling improved their vocabulary levels and speaking skills more than those using traditional methods. According to the authors, the students felt more confident using new words, which is crucial in language learning. Horst also suggested that stories help connect new words to characters, events, and places, which aids in retention. This is likely because creating stories is engaging and keeps learners focused. When learners are immersed in the story, they learn vocabulary in context without even realizing they are memorizing words. Additionally, stories activate what Santiago Salcedo called "Schemata" – mental structures that help learners process new information. When narrating stories, learners connect words to a story and use schemata to help them apply new words appropriately in different contexts.

CONCLUSION

In conclusion, vocabulary is the backbone of effective language learning, enabling true communication and expression. While grammar provides structure, it is vocabulary that carries meaning, especially for beginners. Teaching vocabulary not only aids in basic comprehension but also supports nuanced understanding in real-life situations, making it a critical focus for language instruction. The story chain technique, with an emphasis on high-frequency words, can make vocabulary learning both manageable and enjoyable. By prioritizing vocabulary, educators can help learners build a solid foundation in all language skills, ultimately enhancing overall proficiency. The narrative story technique offers an effective and engaging approach to vocabulary acquisition in TESOL. Improving vocabulary through narratives boosts retention, engagement, and practical language usage, underscoring the benefits of integrating storytelling into language classrooms as an alternative to traditional vocabulary methods. Future research could explore the impact of storytelling on vocabulary acquisition across various proficiency levels and cultural contexts.

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