

The improvement of collaborative learning through the digital storytelling tasks

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Annotation

The purpose of the following article is to demonstrate the effectiveness of digital storytelling tasks in EFL classes. Digital storytelling tasks can be useful instruments to enhance learners' interest toward to lesson process and at the same time improve collaboration as well as creativity in English classrooms. The usage of digital storytelling tasks aid educators to attain better results in their lessons. This work also shows that digital storytelling activity has positive effect on the interaction process among learners.

Key words: Digital storytelling, technologies, interaction, integration, collaboration, EFL classrooms

The modern teaching reality illustrates that the production of interesting and interactive content can be regarded as challenge for numerous teachers. A certain technology may have exceptional pedagogical potential. Therefore, the effectiveness of technology for pedagogical goals hinge on technology itself and on its users. The effective tool for creating useful activities will be Web 2.0 technologies. The integration of technologies into the education process is a vital approach that effect not only on learning and teaching process but also on syllabus of subjects. According to Castells (2000) technologies deeply integrated into the society and thereby, new technological paradigm aids the transition of information among people. Bates & Bates (2005) points out that the integration of technology in teaching process foster positive engagement of students across all language levels.

Digital storytelling encompasses the integration of multimedia in a teaching process which allows educators the usage of the latest Web 2.0 technologies among their students. Hughes (2005) mentioned that digital storytelling task as a tool can be invaluable constructive means for transforming learners' learning processes that focus mostly on production, collaboration, project management, group work, and critical thinking. Barret (2007) noted that digital storytelling can stimulate high order thinking skills. Damasio (1994) emphasized that digital storytelling positive effect on learners' emotional and cognitive development. As a result, students' overall comprehension of the material will boost during the lesson.

Digital storytelling in teaching develops learning and innovation skills such as creativity, critical thinking and problem solving. Besides that, we can mention that digital storytelling accelerate the process of communication and collaboration skills which are indispensable not only in the learning process but in our life as well. Lowe (2002) noted that digital storytelling will create a more inquisitive society, one that encourages learning and understanding process in the classrooms. According to author, digital storytelling helps learners to

overcome language barriers and allow them to connect with their peers and share their experiences as well as opinions. Moreover, interaction process among learners help them to socialize with each other and create amiable environment for collaborative work in the class. In addition to previous point, digital storytelling creates friendly ambient in the classroom which allows learners to produce new ideas and share them during the lesson. Digital storytelling activities can be done collaboratively, providing learners with the opportunity to practice their interpersonal skills, such as negotiation and problem solving. Digital storytelling activities require learners to take an active role in their language learning. They must engage with the language, work on their pronunciation, intonation, and grammar while creating their stories. This type of active learning results in deeper comprehension than passive forms of learning, such as reading or listening.

Digital storytelling can provide dynamic process for both teachers and learners. Additionally, digital storytelling assists learners to understand language, culture, overall comprehension and logical thinking abilities. Digital storytelling tasks comprises various literacies and language skills, it combines production and presentation skills with traditional tasks like writing and oral production abilities. Wells (1986) noted that digital storytelling activities improve learners' language development and this process equally influence on learners' main language skills such as reading, writing, listening and speaking.

Hennessey and Amabile (1988) pointed out that digital storytelling tasks activate learners' creativity and imagination during the lesson. Digital storytelling activities are relevant to real-life situations. They help learners to practice using the target language in a meaningful context, developing communication skills that are useful in daily life. It is significant for teachers to give learners different opportunities to express themselves. Consequently, digital storytelling activities help learners to utilize their creativity and imagination in order to complete the task. Creating digital stories encourages learners to be creative in their language use, incorporating new vocabulary and grammar in a way that is engaging and memorable.

Conclusion

In conclusion, digital storytelling is a valuable tool for language teachers who want to engage and inspire their students. By using digital storytelling tools and activities, teachers can help students improve their language skills and develop the critical thinking skills they need to succeed in the 21st century. With the right tools and strategies, digital storytelling can be a fun and effective way to enhance language learning for students of all ages and abilities. Digital storytelling is a powerful tool for language teachers. It allows students to engage with language in a more creative and interactive way. As technology continues to evolve, the possibilities for digital storytelling in language education are endless. In the future, we can expect to see even more innovative and exciting ways to use digital storytelling in the language classroom.

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