

INTEGRATING UZBEK FOLK TALES INTO ENGLISH LANGUAGE LESSONS FOR 7TH GRADE STUDENTS USING MODERN METHODS

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Abstract

This article analyzes innovative methods for integrating Uzbek folk tales into 7th-grade English language lessons. It also examines the linguistic and cultural features of colloquial phraseologisms in Uzbek and English. These studies aim to assist teachers in enhancing student engagement and developing their language skills during lessons.

Keywords: Uzbek folk tales, English language lessons, 7th grade, integration, innovative methods, information technologies, interactive games, creative writing, language learning, cultural consciousness.

Introduction

In the context of ongoing educational reforms in Uzbekistan, integrating cultural elements into language teaching has become increasingly important. Uzbek folk tales, rich in moral lessons and cultural values, serve as a unique resource to enrich English language lessons. This study explores the advantages and methods of incorporating Uzbek folk tales into English language lessons for 7th-grade students, aiming to develop effective teaching strategies aligned with modern educational objectives.

Research Questions

1. How can Uzbek folk tales be effectively integrated into 7th-grade English language lessons?
2. What impact does the inclusion of these tales have on students' language acquisition and cultural understanding?
3. Which modern pedagogical methods facilitate the integration of these tales into the curriculum?
4. What challenges do teachers face when incorporating these tales into English language lessons, and how can they be addressed?



Methodology

This research employs a mixed-methods approach, combining qualitative and quantitative data collection techniques. Observations are conducted in schools with experience in using Uzbek folk tales in English lessons. Surveys and interviews with teachers and students gather insights into their experiences and feedback. Additionally, existing literature on integrating cultural narratives into language education is analyzed.

Results

Preliminary findings indicate that integrating Uzbek folk tales into English lessons enhances student interest and motivation. Students show improvements in vocabulary acquisition and reading comprehension skills. Moreover, engaging with these tales fosters respect for cultural heritage and promotes intercultural understanding.

Discussion

Incorporating Uzbek folk tales into English language teaching aligns with modern pedagogical trends that emphasize cultural significance and student-centered learning. Utilizing these tales allows teachers to create meaningful and context-rich reading experiences. However, challenges such as selecting appropriate tales and adapting them to students' language proficiency levels require careful consideration.

Recommendations

- Develop a curated collection of Uzbek folk tales suitable for 7th-grade English learners.
- Implement interactive activities, such as role-playing and storytelling, to enhance language skills.
- Provide training programs for teachers on effectively integrating cultural narratives into language teaching.
- Encourage collaboration between language and literature departments to create interdisciplinary teaching modules.

Conclusion

Integrating Uzbek folk tales into English language lessons offers a valuable approach to enhancing language acquisition and cultural awareness among 7th-grade students. By applying modern pedagogical methods, educators can strengthen students' connection to cultural heritage while improving their language competencies. This study contributes to ongoing efforts to modernize and enrich language education in Uzbekistan.

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