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THE IMPORTANCE OF CREATING DIGITAL STORIES IN DEVELOPING ENGLISH PRONUNCIATION SKILLS IN SECONDARY SCHOOL

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Abstract

This thesis highlights the significance of digital storytelling as a modern pedagogical tool for improving English pronunciation skills among secondary school students. Traditional methods, often based on drilling and repetition, may not sufficiently motivate learners or provide meaningful contexts for practice. The study emphasizes that the integration of digital stories into language teaching creates opportunities for students to practice phonetic accuracy, stress, and intonation through recording their voices, creating narratives, and presenting them in digital formats. Such an approach not only enhances pronunciation but also boosts students' confidence, creativity, and motivation in the learning process.

Keywords: digital storytelling, English language, pronunciation, secondary school, motivation, communicative competence

ЗНАЧЕНИЕ СОЗДАНИЯ ЦИФРОВЫХ ИСТОРИЙ В РАЗВИТИИ НАВЫКОВ АНГЛИЙСКОГО ПРОИЗНОШЕНИЯ В СРЕДНЕЙ ШКОЛЕ

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Аннотация

В данной диссертации подчеркивается важность цифрового повествования как современного педагогического инструмента для улучшения навыков английского произношения у учащихся средних школ. Традиционные методы, часто основанные на многократном повторении, могут недостаточно



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мотивировать учащихся и не обеспечивать значимый контекст для практики. В исследовании подчеркивается, что интеграция цифровых историй в преподавание языка создает возможности для учащихся практиковать фонетическую точность, ударение и интонацию путем записи своего голоса, создания повествований и представления их в цифровых форматах. Такой подход не только улучшает произношение, но и повышает уверенность, креативность и мотивацию учащихся в процессе обучения.

Ключевые слова: цифровое повествование, произношение, средняя школа, мотивация, коммуникативная компетенция

O'RTA MAKTABLARDA INGLIZ TILI TALAFFUZ KO'NIKMALARINI RIVOJLANTIRISHDA RAQAMLI HIKOYALAR YARATISHNING AHAMIYATI

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Annotatsiya

Ushbu dissertatsiya o'rta maktab o'quvchilarining ingliz tili talaffuz ko'nikmalarini takomillashtirishda raqamli hikoya aytishning zamonaviy pedagogik vosita sifatidagi muhim ahamiyatini yoritib beradi. An'anaviy usullar, asosan mashq qilish va takrorlashga asoslangan bo'lib, o'quvchilarni yetarlicha rag'batlantirolmasligi yoki amaliyot uchun ma'noli muhit yarata olmasligi mumkin. Tadqiqot shuni ko'rsatadiki, til o'qitishga raqamli hikoyalarni kiritish o'quvchilarga ovozlarini yozib olish, hikoyalalar yaratish va ularni raqamli shakllarda taqdim etish orqali fonetik aniqlik, urg'u va ohangni mashq qilish imkoniyatini beradi. Bunday yondashuv nafaqat talaffuzni yaxshilaydi, balki o'quvchilarning o'rganish jarayonidagi o'ziga ishonchini, ijodkorligini va motivatsiyasini ham oshiradi.



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Kalit so‘zlar: raqamli hikoya aytish, talaffuz, o‘rta maktab, motivatsiya, kommunikativ kompetensiya

The development of accurate pronunciation remains one of the most challenging aspects of English language learning in secondary education. In many contexts, students face persistent difficulties with mastering phonetic accuracy, stress, rhythm, and intonation, all of which are essential components of oral communication. Pronunciation not only affects the clarity of speech but also influences learners' confidence, intelligibility, and willingness to participate in communication. Without adequate pronunciation skills, learners may experience barriers in expressing themselves effectively, even if they possess sufficient vocabulary and grammar knowledge. This issue underscores the urgent need for innovative, engaging, and learner-centered methods that can make pronunciation practice both meaningful and sustainable. One such promising method is digital storytelling, which integrates creativity, technology, and pedagogy into a unified learning experience.

Digital storytelling allows learners to combine voice recording, visuals, background music, and written narratives into a single digital project. By creating personal or collaborative stories, students engage in repeated pronunciation practice while being immersed in meaningful contexts. Unlike traditional drilling or mechanical repetition, which may be perceived as monotonous, digital storytelling motivates learners through purposeful communication and creativity. Learners rehearse lines, adjust intonation, and refine articulation to make their stories more expressive and authentic. Moreover, the process includes opportunities for peer collaboration, teacher feedback, and self-reflection, as students can replay their recordings to identify errors and monitor progress. This cyclical process develops learner autonomy, enhances self-confidence, and raises critical phonetic awareness.

From a theoretical perspective, digital storytelling aligns with the principles of communicative language teaching (CLT) and constructivist pedagogy. It shifts the focus from teacher-centered instruction to learner-centered engagement, positioning students as active participants rather than passive recipients of knowledge. Through the design and presentation of digital stories, learners undertake meaningful tasks that extend beyond linguistic accuracy to include creativity, problem-solving,



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teamwork, and critical thinking. This integrative approach not only strengthens pronunciation skills but also contributes to the development of communicative competence and broader 21st-century skills.

In practical classroom settings, digital storytelling can be applied in multiple ways: as a project-based assignment, a supplementary pronunciation activity, or even as part of blended and online learning environments. With the availability of accessible digital tools and applications, students can easily record, edit, and share their stories, making the learning process interactive and collaborative. Teachers, in turn, can use these projects for assessment, formative feedback, and the promotion of learner autonomy.

Findings from recent studies and classroom practices suggest that digital storytelling is significantly more effective than traditional pronunciation exercises. It engages students not only cognitively but also emotionally and socially, which enhances motivation and long-term retention. It also bridges the gap between language learning and technology, making classroom activities more dynamic and relevant to digital-native learners. Furthermore, it provides an inclusive platform where even less confident students can participate, rehearse privately, and gradually build oral proficiency in a supportive environment.

Consequently, integrating digital storytelling into English language education contributes to the sustainable development of pronunciation skills, fosters intrinsic learner motivation, and modernizes the teaching process in secondary schools. As technology continues to evolve, future research should further explore the impact of artificial intelligence, virtual reality, and interactive applications in enriching digital storytelling practices for pronunciation training. Such innovations have the potential to transform language classrooms into creative, learner-driven environments that prepare students for authentic global communication.

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