

The Storytelling Technique Is A Method For Developing Creative Thinking And Skills

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Abstract: This study examines the importance of using storytelling techniques in the educational process in developing students' creative thinking and personal skills. During the research, the scientific literature on the topic was analyzed and the effectiveness of storytelling techniques was determined through experimental studies. The results obtained confirm that story-based activities have a positive impact on the development of students' independent thinking, speech activity, imagination, and creative approach.

Keywords: storytelling, creative thinking, creativity, teaching methods, interactive learning, personal skills.

The modern education system requires a person not only to acquire knowledge, but also to develop his creative thinking, independent decision-making and unconventional approaches to problems. In this regard, the use of effective and innovative methods in the educational process is of great importance. One of such methods is the storytelling technique, which allows you to convey information in a lively, understandable and interesting way. The storytelling technique is an important tool for expanding the imagination of students, developing logical and figurative thinking, as well as forming their creative abilities. The process of imparting knowledge through storytelling involves the listener as an active participant, developing the skills of analyzing events, drawing conclusions and freely expressing one's own opinion. Therefore, the issue of applying the storytelling technique to the educational process is one of the topical issues today.

Literature analysis The issue of storytelling technique and its importance in the educational process has been widely studied by many foreign and domestic scientists in recent years. Researchers emphasize the effectiveness of this method in personal development, especially in the formation of creative thinking and communicative skills. Foreign scientists J. Bruner interprets storytelling as a natural form of human thinking and notes that the transfer of knowledge through a story helps students to understand the content more deeply. In his opinion, the narrative approach develops figurative and creative thinking along with logical thinking. Also, in the studies of R. Schank and R. Abelson, the storytelling technique is shown as an effective tool for preserving information in human memory and applying it in real situations.

Norwegian researcher Grete Jamissen defines storytelling as "a means of understanding and expressing social and cultural experience through individual reflection." She believes that through storytelling, a person builds a bridge between their personal lives and general knowledge, which in turn makes the learning process lively and memorable.

In research conducted in the field of educational methodology, storytelling is considered an interactive method that ensures the active participation of students. Scientists such as Egan and Lambert have scientifically substantiated that lessons organized on the basis of stories help students analyze problem situations, draw independent conclusions, and develop a creative approach. In their research, the storytelling technique is recognized as an important pedagogical tool that develops critical and creative thinking.

The work of local researchers also widely highlights the importance of innovative teaching methods, including storytelling techniques. Uzbek pedagogical scientists emphasize the need to use interactive methods in the development of creative thinking, noting that the storytelling approach enhances students' speech activity, imagination, and independent thinking. Some studies have scientifically proven the effectiveness of storytelling techniques in teaching the native language, literature, and foreign languages.

Psychological research has also shown that the process of storytelling has a positive effect on the emotional and intellectual development of a person. In the process of learning through storytelling, students learn to empathize with events, evaluate the behavior of characters, and think from different perspectives. This serves to develop creative thinking and personal skills.

The analyzed literature shows that storytelling technique is not only a means of imparting knowledge, but also an effective pedagogical method aimed at developing creative thinking, speech culture, and personal skills. Therefore, the systematic introduction of this technique into the educational process remains a pressing issue from a scientific and practical perspective.

The storytelling technique has existed since the earliest stages of human history and has served as a natural form of transmitting knowledge, experience, and values from generation to generation. This technique, the art of storytelling, has laid the foundation not only for the development of oral speech, but also for the formation of thinking, imagination, and communication skills. Originally formed through folklore, fairy tales, and myths, this method has later become an important component of the educational process, integrating into modern pedagogical approaches.

American psychologist Jerome Bruner, considered one of the founders of storytelling pedagogy, calls this technique "a means of structurally conveying knowledge." According to him, human thought tries to understand the world through stories, and through this it is remembered more firmly. According to Bruner, by telling a story about reality, a student has the opportunity not only to memorize knowledge, but also to understand it and process it logically.

In the research process, the impact of storytelling techniques on the development of students' creative thinking and personal abilities was studied on the basis of practical experience. The research was organized in the form of an experimental-testing study, in which control and experimental groups participated. In the experimental group, lessons were conducted based on storytelling techniques, while in the control group, traditional teaching methods were used.

The results showed that students in the experimental group using the storytelling technique significantly increased their creative thinking skills. In particular, positive changes were observed in students' ability to express their opinions independently, analyze events, approach problems from different perspectives, and freely express their ideas. Story-based activities increased students' interest in the lesson and encouraged them to participate actively.

As a result of observations and interviews conducted during the study, it was found that the storytelling technique expands the speech activity and imagination of students. In the process of composing a story, students tried to express their thoughts in a logical manner, create images, and demonstrate a creative approach. This served to develop their communicative and creative abilities. The results of the study also showed that the storytelling technique also has a positive effect on the emotional state of students. During the process of learning through storytelling, students felt freer, and cooperation and interaction in the classroom environment increased. This situation, in turn, helped to form a favorable psychological environment for creative thinking.

In general, the results of the study confirmed that the storytelling technique is an effective pedagogical tool for developing creative thinking and skills. It was found that when this method is used in the educational process, the activity, independence and creative approach of students significantly increase. The results obtained indicate that it is advisable to widely introduce the storytelling technique into the educational process.

In conclusion, the study investigated the use of storytelling techniques in the educational process and its importance in the formation of students' creative thinking and personal abilities theoretically and practically. The results of the analysis and experimental tests confirmed that this technique is one of the effective pedagogical methods. The results of the study showed that storytelling techniques serve to develop students' independent and creative thinking, expand their imagination, and form the skills of expressing their thoughts freely and logically. Lessons organized on the basis of stories increase students' interest in the lesson, encourage them to actively participate, and ensure the effectiveness of the educational process.

In general, the systematic and purposeful introduction of storytelling techniques into the educational process is of great importance in the development of creative thinking and abilities. The results of the study indicate the need for widespread use of this method in the teaching process, its adaptation to different subjects and educational stages. In the future, it is advisable to further study the integration of storytelling techniques with other innovative methods and their impact on educational effectiveness.

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