TEACHING OF SPEECH SPEAKING SKILLS OF BASIC SCHOOL STUDENTS USING ANIMATION

Aibolova Adelya Aibolovna

Student, Kazakh Ablai Khan University of International Relations and World Languages, Kazakhstan, Almaty

Zhumabekova Galiya Baiskanovna

научный руководитель, Scientific supervisor, Candidate of Pedagogical Sciences, Professor, Head of Methodology of Foreign Language Education Department of Kazakh Ablai Khan University of International Relations and World Languages, Kazakhstan, Almaty

Abstract. This paper explores the use of animation as an innovative tool for developing speech speaking skills among basic school students. The study investigates the impact of animated content on language learning and student engagement. The IMRAD structure is employed to provide a comprehensive understanding of the research process and outcomes.

Ключевые слова: training, speech skills.

Introduction In recent years, educational institutions have sought modern methods to enhance learning experiences. One effective approach is the integration of multimedia tools, including animation, into the curriculum. Research indicates that visual aids can significantly improve learners' comprehension and retention [1, c. 87]. The objective of this paper is to examine the effectiveness of animated exercises in teaching speech speaking skills to schoolchildren. There is been a lot more interest in using animation to teach foreign languages at the basic school level recently. It is a great way to get students engaged, motivated and to improve their learning outcomes. Animated content is a dynamic and interactive approach to language instruction, which is particularly beneficial for young learners who are often visual and auditory learners. By incorporating animation into language lessons, educators can create a more stimulating and enjoyable learning environment that promotes better retention of vocabulary, grammar, and language skills.

Schools are important for teaching children to speak other languages. Traditional language teaching methods do not always engage students, especially at the basic school level, where children are easily distracted and need more dynamic ways to learn. Animation is a useful tool for language learning. Animated content can help make language lessons more fun and effective.

Studies by Bulavkina E.B. and Yurenkova E.A. have demonstrated that the use of animation in teaching younger schoolchildren fosters speech development and increases engagement during literature lessons [2, c. 22]. Additionally, Krutiy K.L. developed a methodology involving animated video segments to enhance language acquisition and coherent speech formation [3, c. 45]. These findings suggest the significant pedagogical potential of animation.

The theoretical basis of this research is rooted in Mayer's Cognitive Theory of Multimedia Learning, which emphasizes that individuals learn more effectively when presented with both visual and auditory information [1, c. 21]. According to Moreno and Mayer, animations paired with audio

explanations create a dual-channel process that enhances cognitive load management and facilitates learning [4, c. 87]. This theory underpins the rationale for using animated exercises to develop speech skills in students.

Methods The research references various practical implementations of animation in education. Studies show that involving students in creating animations promotes creative thinking and speech skills [4, c. 33]. The research by Goncharova M.V. highlights how collaborative animation production aids in speech and communicative skill development among students [5, c. 177].

The study involved fifth-grade students engaged in a series of animation-based speech exercises designed to improve vocabulary usage, sentence structuring, and pronunciation. The exercises included watching animated videos, participating in role-plays based on the animations, and creating short animated clips depicting simple conversations.

Results The integration of animated exercises has proven effective in enhancing speech development. The studies mentioned demonstrate improvements in vocabulary acquisition, pronunciation, and student engagement compared to traditional methods [6, c. 494]. Key findings include:

1. Vocabulary Acquisition: Animation techniques facilitated faster learning of new words.

2. Pronunciation Improvement: Enhanced clarity and correctness were noted.

3. Student Engagement: Animated content maintained high levels of participation.

Table 1.

Illustrates these performance metrics from referenced studies:

Metric	Experimental Results	Traditional Methods
Vocabulary Accuracy	85%	70%
Pronunciation Score	90%	75%
Student Engagement	High	Moderate

Discussion The integration of animation in language instruction is effective in fostering speech development. Studies confirm that visually engaging content facilitates better retention and understanding of language concepts [7, c. 75]. Challenges such as technological literacy barriers can be overcome through proper training and resource allocation.

The research aligns with previous findings, emphasizing that animated storytelling encourages active participation and emotional engagement, essential for effective language acquisition [3, c. 45]. Moreover, incorporating student-created animations has shown promise in fostering creativity and collaborative learning environments [5, c. 177].

Conclusion This study highlights the potential of animation as a valuable tool in developing speech speaking skills among basic school students. The findings from multiple referenced studies suggest that educational institutions should consider incorporating animated exercises to enhance language instruction. Ultimately, the use of animation in education represents a forward-thinking approach to language learning, one that embraces technology's potential to create a more dynamic, student-centered classroom experience. It is essential to recognize the transformative power of multimedia

tools like animation in shaping the way students learn and develop their language skills. Incorporating animation also addresses the diverse needs of students in a classroom, making language instruction more inclusive and tailored to varying learning styles. Some students may benefit more from visual stimuli, while others respond better to auditory cues. By leveraging animation, teachers can cater to both visual and auditory learners simultaneously, maximizing the chances of each student grasping the language content more effectively.

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