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## Using storytelling method in educational process

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### Abstract

Educational technologies have changed greatly in the modern educational space – a system of creative teaching methods is replacing traditional methods. Today's academic audience is becoming an active participant and co-author of the educational process. Students not only passively perceive information, but also have the ability to produce it independently. The introduction of creative ways of working with educational material into the educational process contributing to the development of students' desire for self-sufficient activity, is a requirement of modern education. The active position of a student helps to ensure the effectiveness of the educational process. Storytelling is an actual pedagogical technique used in the process of teaching foreign languages. It includes the selection of the necessary material, ensuring its quality, teaching techniques and methods.

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### Keywords

Educational process, educational technologies, foreign language, language skills, communicative techniques, storytelling, educational information, creativity.

## Introduction

The tasks that modern educational institutions set for themselves in teaching foreign languages are aimed at finding effective communicative methods with the help of which higher-quality teaching of foreign language interaction with representatives of other countries and cultures is possible [Agapova, Aisner, Basic forms of interaction..., 2019].

In many countries, the storytelling method based on teaching through stories has proven to be a successful method. Previously, it was used only for young children, but now it is a universal method that is applied in working with different age categories and language training [Maslova, Grebenyuk, 2021].

This method was first introduced by D. Armstrong in the book "Managing by storying around". Storytelling is a teaching method that uses any plot-related narrative. It can also be described as a method of transmitting and processing educational information by compiling and then presenting stories. But stories should be vivid, expressive and easy to remember, and in the process of communication they should influence the behavior of listeners [Armstrong, 1992].

One of the advantages of this pedagogical technique is that there are no strict rules, but, on the contrary, there is an opportunity to show creativity. This technique allows you to convey the necessary information in an easy manner, reducing the learning time.

Creative educational techniques are a unique tool at the teacher's disposal that can be used in teaching any age group and any training [Bobyleva, Tsaritsyna, 2023]. They allow teachers to do emotional connections and help students remember the story. In addition, this method contributes to mastering communication skills in an interesting form [Erdnieva, 2015].

## The structure of the lesson when using the technology of storytelling

R. Blaine believes that storytelling is realized through the creation of a spoken class story in the classroom, the basis of which is prepared in advance by a teacher. He presents the storyline, asks students questions; they add their own details, resulting in a joint story. The plot of the story should be simple: a hero has a problem that requires a solution, in search of which he is forced to travel to different places and solve a number of tasks. During the lesson, a teacher repeatedly reproduces the vocabulary to be learned. He tries to achieve a complete understanding of his speech (remaining within the framework of vocabulary and grammar familiar to students); asks questions; makes brief reminders; offers to stage the story being told; achieves a full assimilation of the material by everyone [Danilova, 2022].

The structure of the lesson when using the technology of storytelling is as follows (table 1):

**Table 1 - The structure of the lesson**

Teacher	Students
tells students a story	listen
explains, comments, gives advice	ask questions
repeats the story, asks students questions	answer questions

But storytelling is an interactive technique that contributes to the development of all skills: grammar, listening, reading, writing, speaking, as well as expanding vocabulary. Students have the opportunity to express their opinions, possible scenarios, using the active vocabulary and grammar of the lesson. Moreover, at a certain stage of the discussion, a teacher can give students the opportunity to

communicate with each other while remaining an observer [Agapova, Aisner, The role of intercultural communication..., 2019].

This transition from passive to interactive storytelling looks like this (table 2):

**Table 2 – Passive and interactive storytelling**

The passive listener stage		The interactive storytelling stage	
Teacher	Students	Teacher	Students
tells a story	get involved in the process	observes, comments	take an active part, ask questions, predict possible endings of the story

## Rules and structure of storytelling

In order to make listening to the story as effective as possible and involve students in its discussion, it is necessary to follow a number of rules when making up a story:

- 1) to fill the plot with such events that could interest this category of students;
  - 2) the plot should develop dynamically not to lose the concentration of students' attention; the simpler and shorter the story, the more interesting it is;
  - 3) the presence of vivid presentations, visualization elements, video materials (emotional aspect).
- There are such plots that can be used in the educational process (table 3):

**Table 3 – Plots in the educational process**

Plot	Structure	Examples
"Victory over the monster"	In this story, the main hero must fight with some evil force, defeat it, which is often not easy, and receive a reward.	A.S. Pushkin "Ruslan and Lyudmila"
"Everything is for the best"	The hero gets into trouble, solves a number of necessary tasks and acquires valuable experience.	Sh. Perrault "Puss in Boots"
"Quest"	The main character of the story must go on a long journey to achieve a certain goal, overcoming many obstacles on his way.	J. Verne "Children of Captain Grant", G.H. Andersen "The Snow Queen"
"From dirt to princes"	At first, the hero is a banal loser. He lives a life that doesn't suit him, but he meets someone who helps him change his life.	Sh. Perrault "Cinderella", G.H. Andersen "The Ugly Duckling"
"Edifying failure"	The hero acts incorrectly and fails. Then he realizes his mistakes, corrects them and achieves success.	S.Ya. Marshak "Cat's House"
"Round trip"	The journey, as a result of which the main hero appears in an known and threatening world, from which it is necessary to get out in order to return home, gaining wisdom and life experience.	L. Carroll "Alice in Wonderland", K. Lewis "The Chronicles of Narnia"

The story should have the following structure [Isakova, 2019]:

**Introduction.** The main task of the introduction is to prepare the listener for the story. The teacher presents the thematic words and lexical and grammatical structures to students necessary for listening to the story, works out new material in exercises.

**Story itself.** The story should be concise and easy to remember. This is especially important when teaching students with poor language skills. There should be one plot in the story, a minimum number of participants and events. The teacher should pronounce the story in such a way that listeners do not have difficulties in understanding it (timbre of voice, tempo, pauses).

**Denouement.** The denouement must contain the results of the hero's actions, which can be both positive and negative. The resolution of the conflict should be shown in the denouement.

**Conclusions.** The conclusions should be announced: either by the teacher, or by students, or together. If the story has several conclusions, then the emphasis should be on the conclusion that requires attention in this situation.

If the story is made up in this way, students are most likely to study the necessary material. To work out and consolidate the material, the following tasks are offered [Agapova, Aisner, 2018; Aisner, Agapova, 2017]:

- 1) students must act out the story on behalf of characters;
- 2) students need to present their versions of the end of the story;
- 3) students need to continue the story.

All discussions take place using the vocabulary and grammar presented by a teacher at the beginning of the lesson before telling the story. To consolidate the material, students are given a task to make up their story according to a given scheme.

## Conclusions

Using storytelling technologies in teaching foreign languages stimulates the ability to listen; promotes the formation of students' communication skills in various situations, the accumulation of an active vocabulary and the ability to apply it, combine and find new solutions and, as a result, develop confidence in language proficiency (reading, speaking, writing); stimulates partnerships between students, contributes to the development of skills in a team (teambuilding). Storytelling can be successfully used both for teaching the common language and the language of the professional sphere. But it depends on the choice of stories. Storytelling gives a teacher the opportunity to use a variety of educational activities and exercises, which puts it in a number of promising methods of teaching foreign languages at school and university.

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## **Использование метода сторителлинга в образовательном процессе**

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### **Аннотация**

В современном образовательном пространстве кардинально изменились образовательные технологии – на смену традиционным методам приходит система креативных методов преподавания. Сегодняшняя учебная аудитория становится активным участником и соавтором учебного процесса. Обучающиеся являются не только пассивным источником восприятия информации, но и обладают способностью самостоятельно ее продуцировать. Внедрение в образовательный процесс креативных способов работы с учебным материалом, способствующих развитию у обучающихся стремления к самостоятельной деятельности, является потребностью современного образования. Активная позиция обучающегося помогает обеспечить эффективность образовательного процесса. Сторителлинг является актуальной педагогической техникой, применяемой в процессе обучения иностранным языкам. Сюда входит подбор необходимого материала, обеспечение его качества, техника и методы преподавания.

### **Для цитирования в научных исследованиях**

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### **Ключевые слова**

Образовательный процесс, образовательные технологии, иностранный язык, языковые навыки, коммуникативные методики, сторителлинг, учебная информация, творчество.

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