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PEDAGOGICAL POWER OF STORYTELLING IN ENGLISH LESSONS

Abstract. The article focuses on storytelling as one of the pedagogical technologies. Educational storytelling has been an integral part of human communication since its inception. However, the effectiveness of this technique is not always appreciated by teachers. This article explains the concept of storytelling, introduces the relationship between learning and storytelling and shows why storytelling works as a pedagogical technology. There are also suggestions and recommendations for the implementation of storytelling as a pedagogical technology.

Keywords: storytelling, stories, learning a foreign language, English lessons, students.

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ЭФФЕКТИВНОСТЬ ПРИМЕНЕНИЯ СТОРИТЕЛЛИНГА НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

Аннотация: Статья посвящена сторителлингу как одной из педагогических технологий. Рассказывание историй в образовательных целях

является неотъемлемой частью человеческого общения с момента его появления. Однако эффективность данной технологии не всегда оценивается педагогами по достоинству. В данной статье раскрывается суть понятия сторителлинг, представлена связь между обучением и сторителлингом; дается объяснение, почему рассказывание историй работает как педагогическая технология. Представлены предложения и рекомендации по реализации сторителлинга как педагогической технологии.

Ключевые слова: *сторителлинг, истории, изучение иностранного языка, уроки английского.*

Storytelling technology has gained significant popularity over the past few years; it is used in various professional fields. Initially, storytelling was successfully implemented and tested by David Armstrong, a head of the international company Armstrong International, as a human resource management tool. According to Armstrong, stories are better remembered, they are given more importance, their influence on people's behavior turns out to be stronger.

A correctly told story makes it possible to influence a person and his actions [Chelnokova, 2017], since it is not just a way of transmitting information: stories are interactive and are recreated in the imagination of listeners [Kesenbury, Brox, 2013]. At general company meetings, Armstrong shared employee success stories, encouraging others to imitate them.

Then storytelling began to be actively used in marketing, journalism, and education. It became obvious that storytelling allows implicitly accentuating the necessary meanings, using the archetypes inherent in human consciousness, described in the first third of the 20th century by the outstanding folklorist V. Propp. V. Propp, a representative of the structural-typological method in philology, discovered certain patterns in narrative stories, described constant values functions of characters and their sequence) and variables (character motivations, their attributes, etc.) [Propp, 2006].

Starting from V. Propp's ideas, we can say that all stories have common structural (compositional) features, and in content they are more or less built on

archetypal cultural images (hero, antagonist, sender, giver, magic helper, etc.). This statement refers to stories embodied in different discourses (management, pedagogy, media, etc.).

Our research focus is *pedagogical storytelling.*

Storytelling is one of the most natural activities in our life. We constantly talk about our day, chat with friends, read stories on the Internet and hear them. Stories are always lively and interesting narrative that is easier to connect with personal experience than rules or principles. Stories allow students to form certain psychological connections between the emotions received from the plot and the necessary material (vocabulary, grammar) and thus, it is better to remember the material. It is natural for a person of any age and must be used in teaching a foreign language.

Storytelling is language learning through short stories on different topics. Stories allow using authentic material, help to work out grammar and vocabulary, promote the development of imagination, speaking, listening, writing. This technique is appropriate for a wide variety of age groups, children, as well as adolescents and adults. The atmosphere in such classes is the most relaxing.

In English-speaking culture, storytelling is used as a method called TPR Storytelling (Teaching Proficiency through Reading and Storytelling) or TPRS.

Listening and storytelling develops imagination, vocabulary, motivates, connects fantasy and reality.

The options of implementation of storytelling in the classroom:

The teacher tells a story:

1.   The teacher reads a story, a fairy tale, a story in front of the whole class. At the same time, he or she changes voices for different characters in the story, uses gestures, emotions, involves students in the process, asks questions, and together with students predicts what can happen next. This reading of the book aloud is great for younger students and helps them to cope with extensive reading in the future. Usually with this type of reading we are not distracted by looking for unknown English words. This process helps students to understand the main idea and enjoy the new material.

2.   The teacher tells the story during the warm-up phase, introduction to the topic or presentation of new vocabulary and grammar. For example, a story for the presentation of the word «stunning»*: I would like to tell you a story about my first travelling. When I was a student I went to the mountains. The nature was just amazing. I've never seen a more beautiful view in my life. That was stunning. What word did I use to say «very beautiful»? (stunning).*

3.   Students make up a story:

 Prepare some pictures or words (words can be formatted in a *mind-map* or *word cloud*) or sentences on the topic of the lesson. Students pull out a few pictures, words or sentences and make a story with them. Students can invent stories orally or in writing.

After reading the text, students retell the story based on pictures, keywords.

 Ask students to change the end of the story, or change the story using a different genre. For example, write "Red Riding Hood" in detective style.

 Give the students the beginning of the story (you can even skip or insert pictures instead of the words learned) and they should compose the continuation of the story.

 Give students a small picture, you can create intrigue and give a part of the picture. Ask students to compose the story by answering the questions. For example:

Who are these people? Where are they?

What are they doing? Why are they so sad?

What is going to happen next?

Students can also write their own stories. You can help them by asking them to stick to the plan or discussing their options together.

The following points can be included:

1) the genre for the story

2)   main character(s)

3)   the setting

4)   the plot

So, stories in English lessons are a really useful form of work: they create a linguistic environment for learners, giving the teacher the opportunity to incorporate fun and authentic practice of different skills into the lesson.

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