

TEACHING FOREIGN LANGUAGES IN NON-LINGUISTIC HIGHER EDUCATION INSTITUTIONS: "STORYTELLING" TECHNOLOGY

ВИКЛАДАННЯ ІНОЗЕМНИХ МОВ У ВИЩИХ НЕМОВНИХ НАВЧАЛЬНИХ ЗАКЛАДАХ: ТЕХНОЛОГІЯ «STORYTELLING»

The article covers aspects of using "storytelling" technology in teaching English in non-linguistic higher education institutions. The influence of stories and texts for specific purposes on the development of students' language and speech competencies has been substantiated. The principles of using "storytelling" technology, which are implemented in the process of teaching English, have been considered. Types of "storytelling" technology, presented in popular science sources, have been analyzed. The content of the definition "learning technology" has been revealed to clarify the essence of the "storytelling" technology.

Key words: "storytelling" technology, teaching English, learning technology, language and speech competences, non-linguistic higher education institution, types of "storytelling".

У статті висвітлено аспекти застосування технології «storytelling» у навчанні англійської мови в немовних вищих навчальних закладах. Обґрунтовано вплив оповідань та спеціалізованих текстів на розвиток мовної та мовленнєвої компетенцій студентів. Розглянуто принципи застосування технології «storytelling», які реалізуються в процесі викладання англійської мови. Проаналізовано різноманітні види технології «storytelling», які

представлено в науково-популярних джерелах. Розкрито зміст поняття «технологія навчання» для з'ясування сутності технології «storytelling».

Ключові слова: технологія «storytelling», викладання англійської мови, технологія навчання, мовна та мовленнєва компетенції, немовний вищий навчальний заклад, види «storytelling».

В статье освещены аспекты применения технологии «storytelling» в обучении английскому языку в неязыковых вузах. Обосновано влияние рассказов и специализированных текстов на развитие языковой и речевой компетенций студентов. Рассмотрены принципы применения технологии «storytelling», которые реализуются в процессе преподавания английского языка. Проанализированы виды технологии «storytelling», представленные в научно-популярных источниках. Раскрыто содержание понятия «технология обучения» для выяснения сущности технологии «storytelling».

Ключевые слова: технология «storytelling», преподавание английского языка, технология обучения, языковая и речевая компетенции, неязыковой вуз, виды «storytelling».

UDC 378.14+371.31

Sikaliuk A.I.,

Candidate of Pedagogical Sciences,
Associate Professor at the Department
of Foreign Languages
for Specific Purposes of
Chernihiv National University
of Technology

Perminova V.A.,

Candidate of Pedagogical Sciences,
Associate Professor at the Department
of Foreign Languages
for Specific Purposes of
Chernihiv National University
of Technology

Target setting. Modern Ukrainian society requires the improvement of education to the European level. Relying on European values, a person must be mobile, competitive, creative and tolerant. The University has to provide students with the intellectual and social development of the individual, which is the basis for their future employment.

The most important task of education is to provide students with the scientific knowledge and practical skills, which are based on the activation of educational and cognitive activity. The importance of learning for the versatile development of students is of great importance. Therefore, we have been engaged in the search for learning tools aimed at developing students' creative abilities. It is necessary to use the teaching methods that are interesting for students to create conditions for improving their cognitive activity in the process of learning. It is the use of "storytelling" technology at English classes gives an impetus to the foreign language competence development of the students of non-linguistic higher education institutions.

Actual scientific researches and issues analysis. As the analysis of the sources shows, at the turn of the 80's and 90's of the last century, many scientific works appeared, in particular the American ones, which revealed the theoretical and practical foundations of the storytelling: C. Peg, D. Polkinghorne, L. Richard, Hunter McEwan, P. Jackson, L. Thomas.

With the onset of a new phase in the implementation and research of storytelling, M. Rossiter's work "Narrative and Stories in Adult Teaching and Learning" refers to the use of stories in adult learning, including students of higher education.

For Ukrainian pedagogy storytelling is a new concept and is discussed only in recent years. We managed to find works in which storytelling is considered in the preparation of the heads of educational institutions (S.G. Nemchenko); in the pedagogical activity of the teacher (Yu.A. Makovetska-Gudz); as digital technology of adult education (L.F. Panchenko); while studying individual educational disciplines (G.M. Gich, K.O. Symonenko); as a separate technology (N.I. Gushchina) and others.

Uninvestigated parts of general matters defining. The use of "storytelling" technology at English language classes at the university requires in-depth study because it provides the student's communicative, speech, linguistic, and socio-cultural development.

Thus, the research objective is to cover aspects of using the "storytelling" technology in teaching English in non-linguistic higher education institutions, and to substantiate the impact of stories and texts for specific purposes on the development of students' language and speech competencies.

The statement of basic materials. There is still a discrepancy in the perception and application of

storytelling, which manifests itself in defining it as a method of learning, means, or technology. We will rely on the fact that it is a method, because it allows you to organize the interaction between the narrator and the listeners. Also, sometimes this method is identified with the fairy-tale therapy [5]. We consider this approach to be somewhat erratic, since the fairy-tale therapy has its own age audience (pre-school and junior school age), where it can get the best result in shaping the child's necessary qualities and moral values and has its own peculiarities in the construction, which are different from the story. The latter allows to reach a wider audience of the age and influence not only the outlook, emotional, motivational, cognitive sphere of the participants of the storytelling, but also to form the necessary competencies in them. Before analyzing the storytelling, we note that we will consider it as one of the methods of teaching students of non-linguistic higher education institutions.

Modernization of the content of English language teaching at universities is primarily due to the development of students with all necessary vital competencies. At the same time, this is provided by the reevaluation of foreign language education at the educational institution for the communicative and cultural process.

This point of view leads to a rethinking of the theoretical approaches to the selection of effective teaching methods for English. At the junior level, the teaching of a foreign language should dominate oral speech. As nothing else, the students' oral skills have a positive effect on the development of skills in all types of speech activities. The basic curriculum for higher education envisages the study of a foreign language from the first year of the non-linguistic higher education institute. Since English is not native to students, there are some difficulties in its study. The high school aims to educate not only the intellectual person, but also the communicative, responsible, creative person who is capable of self-development, ready to solve in practice the professional and life problems. The main purpose of higher educational institutions is realized, first of all, at competence-oriented classes. The leading function of the English teacher is the function of the organizer of the process of formation of students' foreign communication skills. Competency approach leads to the acquisition of skills, knowledge and skills in the complex, because the goal of development of foreign language competences is the formation of readiness for foreign language communication.

We propose to consider the principles of implementation of storytelling, which are implemented in the process of teaching English: *emotionality* – a challenge for students of active emotional response to the information presented; *formation of positive emotional and value attitude* to the characters of the history and innovations in the educational sphere; *creating* an atmosphere of empathy, honesty, justice and responsibility; *activity* – creating a situation

involving students in the storyline of history, their assumptions, their own thoughts, attitudes, discussion of experience, discussions, presentations of previously elaborated relevant information; *induction of responsibility* for their own professional development; *duality* – the cooperation of a teacher and students that involves mutual understanding, mutual support, trust, common interest, tolerance to mistakes or lack of experience, conflicting thoughts; *the ability of the teacher to "see", interpret and take into account the student's reaction*, the presence of feedback; *persuasiveness* – the teacher, in the role of the narrator, must be persuasive and inspired, the story presented to them must have all the signs of truthfulness; *dramatic* – accentuation of attention in history on those conditions and circumstances that are an obstacle for the character in achieving the goals, his self-development and self-realization; *presentation of a hopeless situation*, discussion of it injustice; *detail* – use of the necessary amount of parts to emphasize truthfulness of history, transfer of emotionality of a situation or a case; *expressiveness* – possession of a teacher oratory art; good use of facial expressions, gestures, movements, intonations; *informational* – taking into account different ways of perception of information by students (visual, aural, discrete); *concise and meaningful* – expedient story.

Nowadays in popular science sources various types of storytelling are presented, which are conventionally divided into two groups: commercial (the one with the help of which a certain brand is created, to promote the brand, product, idea, to attract people) and non-commercial (which does not have the purpose creation of conditions for profit). Often, in different sources, the following types of storytelling are mentioned: family (story transmitted from generation to generation in one family); cultural (resistance to ethical behavior, moral and spiritual values, religious outlook); social (stories about famous people, gossip); friendly (stories that unite friends); personal (the stories of individuals who pass on their experience and experience); myths, legends (stories that reflect the culture, tell about possible in true events, but do not have proof); mystical stories (tell that there is no or not in general about not confirming facts or people, often these horrible stories about mystical creatures, ghosts, unidentified flying objects, superhuman possibilities).

Here it is important to emphasize on two types of storytelling: passive and active. During the first narrator, he presents a pre-prepared story on his own, and listeners perceive it, can give clarification questions. The active form allows you to engage listeners as contributors, which allows you to increase students' activity while considering the issue and implement a greater number of functions of storytelling. In this version, the narrator should have the ability to guide students in building the story in the necessary direction.

The "storytelling" technology aims to consolidate and improve the skills and abilities of using foreign language vocabulary and grammar in all types of speech activities. In order to clarify the essence of "storytelling", we will define the concept of "technology learning". The technology of learning (from the Greek language – the art of words, learning) is in the general sense – a systematic method for the creation, application and definition of the whole process of learning, taking into account technical and human resources and their interaction, which aims to optimize education [2, p. 75].

"Storytelling" technology aims to teach students to write text-stories based on the words on the given topic, to form skills to summarize and consistently express opinions, to convey it in writing; to improve skills of literary pronunciation of foreign words; enrich the vocabulary of students; to develop attention, imagination.

Text-story in high school should have the following characteristics: simple for perception, a small volume of work, according to the age group of students; effectiveness, that is, the high level of achievement by each student of the goal; profitability - assimilation of the whole volume of educational material per unit time (classes); ergonomics of learning in a positive emotional environment, cooperation, in the absence of overload and overwork; high motivation in the study of the subject [4].

Storytelling plays an important role in learning spoken language, vocabulary, grammar and listening. The main characteristic of the exercise is the free choice of the content of the message, the means for its creation, which are conditioned by the student's personal interests.

It is the use of short stories to be one of the most effective technologies for teaching foreign language grammar material, since it maximizes the understanding and assimilation of material. In addition, the interest of students in the new curriculum and the unusual form of educational activities significantly increase their motivation to study foreign grammar, thus creating a favorable atmosphere for learning a foreign language and supporting students' attention.

Usually, students enjoy listening to stories, completing them with their own ideas. The work with the story helps the students to realize that they need to be transmitted logically, consistently, to select accurate words for data transmission. Simply telling stories, we can convey our ideas, thoughts and emotions to listeners. You can make others feel what you feel, make them more active, because our brain becomes more active at a time when we tell or listen to stories.

The story is the expansion of the rights and opportunities for the student, the ability to express their thoughts and feelings through oral speech. Their purpose is to develop cognitive interest, memory attention, sense of speech. The development of imagina-

tion will allow students to consider new and creative ideas, contribute to self-confidence and personal motivation. Students demonstrate themselves as individuals who are competent and able to fulfill their hopes and dreams.

The task of the teacher is to develop the students' creative abilities, to instill a love for English-language poetry, to cultivate a positive attitude to the study of English.

Teachers can effectively model stories in an interesting, expressive language for students. In the story you can enter a new vocabulary that is easier to perceive in the context of the story. Teaching students to tell memory stories is the best way to learn all kinds of important skills. Students, listening and retelling different stories, enrich their knowledge, ideas, and imagination, shape their attention. Also, this is a good way to emphasize the uniqueness of each student's imagination.

The beginning of the English class has the great importance for improving the efficiency of it. It is necessary to focus the students' attention on the topic of conversation, to teach them to listen carefully to each other and, in the same way, to reflect on the questions that the teacher puts to a group worker. With the correct work on the story, the individual characteristics of the student is revealed, such as fantasy, creativity, independence.

Applying the technology of "storytelling" can be in various ways: drawing up a narrative based on a storyline, which contributes to the formation of skills to make a detailed story in the picture; compilation of stories about the case of own life of students in drawings [2]. It enriches the vocabulary of students, the development of their oral speech; compilation of the story through consistently attached illustrations to episodes of specialized text.

It is necessary to practice the practice of exercises in pairs, in small groups, teams, because these forms of work are aimed at ensuring the creative cooperation and interaction of students, applying a variety of tasks in a foreign language in higher education [3]. Students need to do many exercises in the classroom for the development of the skills of a coherent self-expression.

The stories of various, interesting students, stories provide a natural way to develop a rich imagination, so that they can independently process and compile stories of different character.

Writing stories, students develop their creative abilities. The purpose of speaking in a foreign language, like a native, is the need for a person to inform others about something, establish contact, express their own opinion, feelings, emotions, etc. Students are constantly formed the motives of learning. They are interested in professional texts, stories about famous people, about computer technologies. During the educational process, the interests of the student

are enriched and change. The educational activity drives interest in the learning process and its outcomes for many students,

An important factor in teaching English is speech memory. It is precisely that it is closely connected with the processes of comprehension, the establishment of logical correspondences, systematization, and, therefore, for the effective work of memory, the most important factor is the understanding, meaningfulness of the activity being performed. When learning communication in English, it is necessary to take into account the social experience of students, the development of psychological mechanisms.

The story can be a vivid way to remind students that their words are pronounced aloud strong, that listening and understanding are important, and that clear communication between people is art.

Conclusions. Summarizing the above information, we can conclude that the "storytelling" technology encompasses the communicative, speech and language competences of the students, plays an important role in teaching English. The implementation of this technology at foreign language classes is rather effective in teaching grammar material. For the successful organization of the educational process, the teacher must know and remember that each student perceives the material in his own way,

and a creative attitude to work and study is a guarantee of effective English class. It is necessary to give students the opportunity to show their initiative and creativity as much as possible. That's why, we consider that the future research is in the sphere of systematizing various "storytelling" exercises according to the themes, which are defined by the curriculum of higher education.

REFERENCES:

1. David M. Armstrong. *Managing by Storying Around: A New Method of Leadership*. New York: Doubleday Currency, 1992. 272 p.
2. Egan K. *Teaching as Story Telling: An Alternative Approach to Teaching and Curriculum in the Elementary School*. University of Chicago Press, 1986. 122 p.
3. Idler S. *Popular Methods for Online Storytelling*. URL: <https://www.webpagefx.com/blog/webdesign/online-storytelling-methods/> (last accessed: 20.01.2019).
4. Karobi M. *Storytelling as an Active Learning Tool to Engage Students in a Genetics Classroom*. *Journal of Microbiology and Biology Education*. 2014. V. 15 (2). P. 24–26.
5. Rossiter M. *Narrative and stories in adult teaching and learning*. ERIC Clearinghouse on Adult Career and Vocational Education: Columbus, 2002. 186 p.
6. *Storytelling*. URL: <https://www.armstronginternational.com/culture/david-armstrong-storytelling-ceo> (last accessed: 22.01.2019).