FEASIBILITY OF USING STORYTELLING AT PRACTICAL ENGLISH LANGUAGE CLASSES FOR STUDENTS OF NON-PHILOLOGICAL SPECIALITIES

Abstract. The article is devoted to the study of storytelling as an efficient instrument at the English classes, its types, functions and results of implementation. Storytelling as a language learning method is gaining more and more popularity. Storytelling is known to be is the art of exciting story sharing, the technology of creating a story and using it to convey the necessary information in order to influence the listener’s emotional, motivational, and cognitive spheres. It is considered to be a very effective pedagogical tool in the development of language skills. The attempt is made to analyze the advantages of storytelling: the stories are motivating and exciting, they help to develop a positive attitude towards learning English; listening to stories is the acquisition of the common social experience and emotional development intelligence; storytelling allows the teacher to introduce students to new vocabulary and grammatical structures, students master the language in diverse and interesting contexts that are well remembered, enrich their thinking and gradually become part of their language practice.

The implementation of storytelling increases students’ readiness to convey thoughts and feelings to others; encourages active participation in class; increases the level of speech competence; encourages the use of imagination and creativity; encourages cooperation between students; develops the ability to listen.

The storytelling method can be applied at different stages of the lesson, because modern learning technologies used in the educational process in
higher education institutions are primarily aimed at the development of critical thinking and the development of communication skills.

With the help of digital storytelling, it is possible to make students of higher education interested and teach certain behavioral models. Despite the game form, stories contribute to the systematization of knowledge, encourage analysis, a creative approach and motivate university students to do independent research of material.

**Keywords:** storytelling, teaching method, visual storytelling, functions of storytelling, English language classes, communicative competence.

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**ДОЦІЛЬНІСТЬ ЗАСТОСУВАННЯ СТОРІТЕЛІНГУ НА ПРАКТИЧНИХ ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ ДЛЯ СТУДЕНТІВ НЕФІЛОЛОГІЧНИХ СПЕЦІАЛЬНОСТЕЙ**

Анотація. Стаття присвячена дослідженню сторітелінгу як ефективного інструменту на заняттях з англійської мови, його видів, функцій та результатів впровадження. Сторітелінг як метод вивчення мови набуває все більшої популярності. Відомо, що сторітелінг – це мистецтво захоплюючого обміну історіями, технологія створення історії та її використання для передачі необхідної інформації з метою впливу на емоційну, мотиваційну та пізнавальну сфери слухача, що вважається надзвичайно ефективним педагогічним інструментом у розвитку мовних навичок. Зроблено спробу проаналізувати переваги сторітелінгу: історії мотивують і захоплюють, допомагають викликати позитивне ставлення до вивчення англійської мови; слухання історій – це набуття спільного соціального досвіду та емоційний розвиток інтелекту; розповідь дозволяє викладачеві знайомити студентів з новою лексикою та граматичними конструкціями, студенти опановують мову в різноманітних і цікавих контекстах, які добре запам’ятовуються, збагачують їхній світогляд та поступово стають частиною їхньої мовної практики.

Впровадження сторітелінгу підвищує готовність студентів до передачі думок і почуттів іншим; спонукає до активної участі у занятті; підвищує рівень мовленнивої компетенції; заохочує до використання уяви та творчості; заохочує співпрацю між студентами; розвиває вміння слухати.
Метод сторітелінгу можна застосовувати на різних етапах практичного заняття з англійської мови, адже сучасні технології навчання, які використовуються в освітньому процесі у закладах вищої освіти, насамперед спрямовані на розвиток критичного мислення та розвиток комунікативних навичок. За допомогою цифрового сторітелінгу можливо зацікавити здобувачів вищої освіти та навчити певним моделям поведінки. Незважаючи на ігрову форму, розповіді сприяють систематизації знань, спонукають до аналізу, творчого підходу та спонукають до самостійного дослідження матеріалу.

Ключові слова: сторітелінг, метод викладання, візуальний сторітелінг, функції сторітелінгу, заняття з англійської мови, комунікативна компетентність.

Formulation of the problem. Since today’s university students are a generation that works with information and media tools, teachers should apply the latest trends and modern methods in their work, as well as use modern educational tools. It is the storytelling method that makes it possible to present educational material as effectively as possible, which causes positive motivation to study the subject among students of higher education institutions.

Storytelling is the art of telling stories for the purpose of learning, management by conveying the content of the message using a special technique.

Analysis of the researches. Storytelling was first used at the end of the last century by the head of the American corporation D. Armstrong to effectively train new employees of his company Armstrong International Inc. Originated in the field of management as a method of personnel selection and management, it quickly gained practical application in other areas of human activity: mass media, film industry, politics, pedagogy, etc.

According to K. Egan, all educational programs are built according to the logical principle “from simple to complex” and ignore students’ imagination, that is, they are aimed at expanding the scope of knowledge, without a creative approach to its formation. The uniqueness of stories lies in the fact that they evoke certain emotions that stimulate the cognitive tools of the psyche, develop memory and imagination, provide motivation for action and satisfaction with the result [1, p. 34].

Storytelling has been discussed in Ukrainian pedagogy only in recent years. Therefore, there is a number of works in which this method is investigated. Among the modern scientific works, the articles by H. M. Hych [2],
The research by Yu. Makovetsko-Hudz attracts attention to what emphasizes the method of storytelling, which contributes to the formation of students’ orientation learn the basics of behavior in language situations; entity the experience of expressing one’s position in communication, the ability to present oneself [3].

T. Chernenko describes the opportunities of using storytelling in higher education. She reveals the advantages of storytelling as a means of motivating students while studying the discipline as a basis for inclusive education [5, p. 362].

V. Harriot and S. Martin state that speech practice with the help of storytelling contributes to the development of speech and oral communication skills related to pronunciation and articulation [6, p. 51].

B. Robin claims that digital storytelling is a way of telling and presenting stories using digital media, including graphics, sound, and music. It is usually used to refer to short personal stories created using widely available, inexpensive digital media technologies [7, p. 222].

R. Benmayor considers digital storytelling to be a pedagogy based on activities in which students can bring to the fore their knowledge and experience in the field of culture in order to change their thinking and expand their capabilities [8, p. 126].

Educators-scientists S. Palamar and M. Naumenko indicate the main difference between storytelling and other methods which is “ease, lack of intrusive suggestions”, emphasizing that the use of this method does not depend on the time and place of implementation; consider the main functions of storytelling in the context of work with students of higher education (9).

**The objectives of the article. The aim of the research** is to justify the expediency of using the storytelling method in the course of English classes for students of higher education. **The main task of the article** is to analyze the content and structure of the storytelling method, to define the main functions, its types; to get acquainted with the method of using storytelling in English classes.

**Presentation of the main material of the study.** Communicative competence is the mastery of complex communication skills and abilities, the formation of adequate skills in new social structures, knowledge of cultural norms and restrictions in communication, knowledge of customs, traditions, etiquette in the field of communication, observance of decency, education; orientation in the means of communication inherent in the national, state mentality, mastering the role repertoire within the limits of one's environment [10, p. 79].
Storytelling is important for the development of communicative competence. According to V. Kravchenko, the main functions in the educational process are: motivational, unifying, communicative, influencing tool, utilitarian. The motivational method is a way of persuading students, which makes it possible to inspire them to show initiative in the educational process. Unifying function means that stories are a tool for developing friendly, collective interpersonal relationships in the school team. Communicative one provides an increase in the effectiveness of communication at various levels. Storytelling technology as a tool of influence allows not to influence students and to form socially useful beliefs in them. Utilitarian one means that this is one of the easiest ways to convey the content of a task or project [11, p. 100].

Pedagogical storytelling can be classical (the teacher narrates), active (students are involved in the process of creating a story on the basis of an event set by the teacher), digital (the story is supplemented with a presentation, video). Active storytelling is best used in final classes, while passive one in introductory topics or lectures.

Storytelling used in education can be both passive and active. The passive type of storytelling (the teacher is the author of the story and the narrator, the student of higher education acts as a narrator) is used in English classes language during the explanation of a new topic, for example: presentation of theoretical material. An active type of storytelling (a student of higher education takes part in creating a story-narrative, and the teacher directs, corrects the actions, prompts with leading questions to the correct conclusion) is usually used to consolidate the studied material.

According to the method of narration, it is divided into the following types:
- a story on a topic proposed by the teacher;
- story according to plan;
- a story based on the proposed beginning;
- story based on supporting words;
- composing a fairy tale based on one’s own plot [12].

In the educational process, it is important not only to use such a method as storytelling, but also to diversify and present such stories; application of modern educational tools for creation of high-quality content and interesting design of storytelling. Visual storytelling is gaining more and more popularity. It is the visual background that helps to give the atmosphere in the story more positive dynamics, effectively reveal the topic, to provide additional liveliness and involve the listener in the events of the story. It is
worth thinking in advance before the class which elements of graphic content could help a certain story unfold, for example, photos, presentation, illustrations, infographics, etc.

The tools which provide the visual part include the following:
- Storyjumper is a cloud resource that has a set tools for creating illustrated books with different stories;
- Pixton is a comic book designer;
- Ourboox is a platform for creating author-electronic books; are placed in the books video materials, didactic games;
- Canva is a service for graphic design banners and informational posters;
- Piktochart is an informational web application, which enables users to easily create visual images using thematic ones templates with the addition of short texts;
- Twine is an application for creating and working with multimedia stories [5, p. 363].

Modern realities of distance education require diversification teaching techniques. Therefore, a concept appeared in pedagogy “digital storytelling”. O. Burduzha notes: “During distance learning, digital storytelling can be effective. This format involves supplementing the information (story) with a visual series (for instance, photos, videos, etc.). With the help of digital storytelling, the following important tasks are solved:
- there is an opportunity to simulate various situations, processes and phenomena without spending a lot of time and money;
- a large number of students can be involved in the learning process;
- the explanation becomes more convincing and visual;
- the data submission format is significantly expanded;
- information reaches the addressee faster; there is individualization of education” [13].

Among the reasons why teachers of the English language might use the storytelling method, the following can be mentioned: stories are motivating, interesting and enjoyable, therefore, they help to develop a positive attitude towards learning a foreign language; listening to stories together is the acquisition of a common social experience, as the plot of the stories causes a common reaction of laughter, sadness, excitement and anticipation, contributing to the emotional development of a young person; listening to stories allows the teacher to introduce new vocabulary and grammar constructions, introduce students to the language in various bright contexts, which enriches their thinking and gradually becomes their own
language practice; the stories touch on universal themes that go beyond the “utilitarian” level of educational dialogues and everyday problems [14, p. 135].

The teacher should select a story on a topic which attracts students’ attention, with a well-developed consistent plot, a clear presentation style, standardized characteristics, dramatic appeal, and strong emotional content. At the same time, you should avoid stories with long explanations or descriptions, as well as literary devices that disrupt the flow of the story. The content should be interesting and useful for the listener. High-quality content and appropriate visual design will add up to an exciting material that will be remembered for a long time [15, p. 212].

Yu. Derkach and M. Chmil distinguish four main types of storytelling that can be used in the educational process:

1. Digital storytelling. Technology development leads to an increase in the popularity of stories that are told using different audio-visual materials, such as voice recordings, images, animations, and videos. This type of storytelling is often used for transmission personal experience, creation of virtual tours, presentations or holding debates.

2. Storytelling based on real situations. It is used in cases where understanding the problem is more important than the correct solution. It is important to teach students how to behave in certain situations or how to apply skills and knowledge rather than just memorizing facts. This variety is a great tool for team building, as it can be used for group discussions and exchange of opinions.

3. Storytelling based on the story: a fictional or real storyteller presents the necessary information. This variety is used to increase students’ interest in the topic. For example, two characters teach how to manage their time effectively.

4. Storytelling based on the script: the students become the part of the story and achieve different results depending on what decisions they make. It is well suited for situations that occur infrequently or when the goal is for students to apply previously acquired knowledge and experience. The use of scenarios adds meaning to students’ knowledge and helps to apply them in real problem solving situations and apply knowledge in practice [16, p. 69].

It will be relevant in English classes to tell the story based on the suggested photos, fill in the gaps in the story with the most suitable words by content, describe the suggested situation, write the ending of the story yourself, create a story based on keywords, etc. The English class can also be turned into an interview, when students can practice answering questions from potential employers, or into a press conference, during which students can talk to “journalists” (their role will, of course, be played by groupmates).
Storytelling provides gaining the following important results: enlivening the atmosphere in the auditorium; creating a relaxed atmosphere; stress relief; attracting and retaining attention.

**Conclusions and prospects for further research.** The article attempts to analyze the main features, functions and results of the implementation of storytelling during the English language classes in Ukrainian higher education institutions. The application of interactive teaching methods, in particular storytelling, confirms the relevance of using this method in work with students, because the difference between storytelling and other methods is ease, the absence of intrusive suggestions, the development of imagination, logic and increasing the level of cultural education of students. The theoretical and methodological aspects of pedagogical storytelling, its essence and advantages over other methods of training future specialists in higher education institutions are considered. The article emphasizes the specific results of such a pedagogical process, built on the principles of storytelling.

Thus, storytelling as a teaching method has numerous practical benefits, namely easy assimilation of material, development of imagination, and self-discovery. It appears as a suitable tool for the development of students’ creativity. Storytelling encourages finding different options for solving tasks and using interactive forms of work. This method has a positive effect on the quality of the educational process, as students obtain practical skills of professional activity, and the teacher creates conditions for motivation to study in general.

We conclude that turning to storytelling during the English language classes with students of higher education institutions makes the language learning process lively and interesting, diversifies the topics covered in syllabus, encourages students to discuss various ethical issues, develops empathy, emotional intelligence and critical thinking. Storytelling is an efficient means of developing the communicative competence by students of non-philological faculties, as well as a method of shaping students’ creative thinking.

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