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## PSYCHOLOGICZNO-PEDAGOGICZNE I METODYCZNE ASPEKTY ZASTOSOWANIA STORYTELLINGU W PROCESIE NAUKI JĘZYKA ANGIELSKIEGO W SZKOŁACH WYŻSZYCH

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**Adnotacja.** W artykule ujawniono treść interaktywnej metody nauczania i wychowania – storytellingu oraz podstawowe podstawy psychologiczno-pedagogiczne jej wykorzystania w nauce języka angielskiego w szkołach wyższych, biorąc pod uwagę osobiste doświadczenia zawodowe. Należy zauważyć, że ta interaktywna metoda jest w stanie zapewnić nie tylko kształtowanie obcojęzycznych kompetencji komunikacyjnych i kultury obcojęzycznej komunikacji, ale także rozwój sfery poznawczej i cech osobistych przyszłych specjalistów. Przedstawiono główne etapy stosowania tej metody w nauce języka angielskiego, a także wymagania metodyczne dotyczące organizacji procesu edukacyjnego w szkołach wyższych w celu skutecznego przyswajania przez uczniów języka angielskiego i kształtowania ich kompetencji obcojęzycznych. Zastosowanie storytellingu jako interaktywnej metody nauczania dywersyfikuje proces nauki języka angielskiego, ma duży potencjał do rozwoju sfery poznawczej osobowości, zapewnia stworzenie obcego środowiska komunikacyjnego w procesie nauczania.

**Słowa kluczowe:** storytelling, metody interaktywne, kompetencje, kompetencje komunikacyjne, kompetencje obcojęzyczne, procesy poznawcze.

## PSYCHO-PEDAGOGICAL AND METHODOLOGICAL ASPECTS OF STORYTELLING IN THE PROCESS OF LEARNING ENGLISH IN HIGHER EDUCATIONAL INSTITUTIONS

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**Abstract.** The article reveals the content of the interactive method of teaching and upbringing – storytelling and the main psychological and pedagogical principles of its use in the study of English in higher education institutions, taking into account personal experience. It is emphasized that this interactive method is able to provide not only the formation of foreign language communicative competence and culture of foreign language communication but also the development of the cognitive sphere and personal qualities of future specialists. The main stages of the application of this method in learning English, as well as methodological requirements for the organization of the educational process in higher education institutions for the effective acquisition of English by students and the formation of their foreign language competence, are presented. The use of storytelling as an interactive teaching method diversifies the process of learning

English, has excellent potential for the development of the cognitive sphere of the individual and provides the creation of a foreign language communicative environment in the learning process.

**Key words:** the storytelling, the interactive methods, the competence, the communicative competence, the foreign language competence, the cognitive processes.

## ПСИХОЛОГО-ПЕДАГОГІЧНІ ТА МЕТОДИЧНІ АСПЕКТИ ЗАСТОСУВАННЯ СТОРИТЕЛЛІНГУ У ПРОЦЕСІ ВИВЧЕННЯ АНГЛІЙСЬКОЇ МОВИ У ЗВО

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**Анотація.** У статті розкрито зміст інтерактивного методу навчання та виховання - сторітеллінгу й основні психолого-педагогічні засади його використання при вивченні англійської мови у закладах вищої освіти з урахуванням особистого досвіду роботи. Наголошено, що цей інтерактивний метод здатний забезпечити не тільки формування іншомовної комунікативної компетенції та культури іншомовного спілкування, а й розвиток когнітивної сфери та особистісних якостей майбутніх фахівців. Подано основні етапи застосування цього методу при вивченні англійської мови, а також методичні вимоги до організації освітнього процесу в ЗВО для ефективного засвоєння студентами англійської мови та формування їхньої іншомовної компетентності. Застосування сторітеллінгу як інтерактивного методу навчання урізноманітнює процес вивчення англійської мови, має великий потенціал для розвитку когнітивної сфери особистості, забезпечує створення іншомовного комунікативного середовища в процесі навчання.

**Ключові слова:** сторітеллінг, інтерактивні методи, компетентність, комунікативна компетентність, іншомовна компетентність, пізнавальні процеси.

**Introduction.** The development of modern education is impossible without the development and implementation of new methods of teaching and upbringing in pedagogical practice. Prevalent are interactive methods that change the approach to teaching, activating the mental activity of students and thereby providing high-quality learning material and developing personal qualities. In studying at a higher education institution, the task is to form a system of professional knowledge, skills, and competencies and create favourable conditions for the comprehensive development of the future specialist.

In current conditions, the communicative competence of the future specialist and the ability to implement it in a foreign language environment is of decisive importance. The essence of this basic competence lies in possession of various means of communication, skills and abilities to apply them in everyday life, professional and scientific activities, as well as the established culture of oral and written speech, which provides both social activity and professional and personal self-realization. The storytelling method is designed to promote its development.

Storytelling effectively conveys information by telling touching, instructive, funny stories (Bondarenko, 2019: 130–135). The application of this method is based on the psychological features of perception, imagination, attention, thinking, etc. Cognitive mental processes, on the one hand, are involved in the development of the personality in general and the formation of competencies. On the other hand, they develop in the process of using storytelling as a teaching method, providing the ability for educational and cognitive activities.

Teachers of higher educational institutions often note difficulties in forming students' oral and written foreign language communication skills, the formation of vocabulary and communicative culture, the ability to apply the acquired knowledge, etc. Therefore, using this method in educational and cognitive activities can effectively improve the quality of foreign language learning, the formation of communicative competence and unique culture as a component of professional and personal development.

**Analysis of the research and publications.** The concept of "Storytelling" in pedagogical theory and practice began to be used relatively recently, although teachers have long used this method. Its application in education stimulated the development of a theoretical basis and mechanisms for implementation in practice by teachers and lecturers (Dubovyk, 2020: 81–85; Loginova, 2015: 805–809; Mykytiuk, 2019: 134–137; Skakun, 2018: 184–188).

New requirements for the formation of a personality and a specialist and the development of the communicative competence of a modern person make it necessary to look for new, more effective forms, methods and technologies for organizing the education and upbringing of young people. In this regard, the storytelling method is increasingly attracting the attention of scientists and practitioners. Thus, over the past twenty years, many scientific studies have been conducted on various aspects of the problem of its implementation in preschool, school and higher education.

There are different approaches to applying the studied method in educational and cognitive activity. In particular, V. Sukhomlynsky constantly emphasized the importance of using fairy tales, stories, and stories in the teaching and upbringing of schoolchildren, especially in primary school, which ensures the development of the individual's inner world, psyche, intellectual and emotional spheres. His personal experience is invaluable in the treasury of national pedagogy.

Modern scientists are also devoted to this problem, based on the new realities and challenges facing the education system. Thus, N. Bondarenko considers storytelling as a communicative trend and interdisciplinary teaching method (Bondarenko, 2019: 130–135). In turn, I. Gerasimova, J. Ermolaeva, O. Lopukhova, O. Saburova, V. Smirnova refer it to innovative pedagogical technologies that ensure high quality of learning and the formation of communicative competence (Makohonchuk, 2020: 44–47; Mykytiuk, 2019: 134–137).

Attention is also paid to the peculiarities of the application of this method in preschool education for personality formation (K. Krutii, L. Zdanevych, S. Fedorova), in primary school (S. Dubovyk, V. Naumets), in the study of Ukrainian language and literature in secondary and high school (N. Bilousova, O. Vasilets, N. Makohonchuk), in English lessons (O. Kolominova, K. Simonenko, S. Roman), etc.

The analysis of publications shows that the problem of using storytelling in higher education institutions, particularly in English, is also being studied (V. Luchkevych, G. Kutasevych, N. Sayenko, G. Sozykina). A number of publications are devoted to implementing this method in the professional training of future teachers (S. Palamar, M. Naumenko, T. Chernenko), health care workers (L. Kaidalova), economists, human resources specialists, etc.

The analysis of scientific sources indicates that storytelling is considered not only as a method of transmitting information but also as broadcasting of values through short narrative texts, as a genre of discourse, and as communicative tactics, which has a certain value-coloured final result (V. Hrushevska) and affects the development of the personality in general.

Scientific research also shows the great potential of this “all-subject” teaching and personal development practice, both in educational institutions and in the postgraduate education system.

At the same time, as scientists note, storytelling in higher education, particularly in the study of English, has its characteristics and requires more profound research.

**The purpose of the article is** to reveal the psychological and pedagogical features of the use of storytelling in studying English in higher education institutions. The realization of the set goal is achieved by solving several tasks: clarifying the essence of storytelling as an educational method; determining the specifics and stages of its application for students of higher education institutions when learning a foreign language.

**Materials and research methods.** Pedagogical science has a clearly expressed applied value. Therefore, current research results are directly aimed at improving the quality of education in general and personal development in particular and indirectly provide positive dynamic changes in all spheres of human activity. The development of new and improvement of existing technologies and methods of teaching, upbringing and personal development are aimed at solving modern global and local education problems. Modern pedagogical research occurs in the methodological, theoretical and practical planes, which are closely interconnected. The development of pedagogy as a science is based on interpenetration with psychology, sociology, philosophy, management, etc. Therefore, it is no coincidence that storytelling, a method used in personnel management and business, attracted teachers' attention and found its application in the education system.

There are many interpretations of the concept of storytelling in the scientific and pedagogical literature. Thus, N. Skakun believes that “storytelling is the art of broadcasting real stories through metaphors, fairy tales, and stories in the learning process” (Skakun, 2018: 184–188). A. Karnaukhova notes that “storytelling includes everything you hear or see around you: radio programs, entertainment programs on television, fairy tales for children, etc. It should be noted that storytelling is not always funny stories. They can be sad, scary, funny, touching, but they have in common that they all evoke emotions” (Karnaukhova, 2021: 78–82). According to N. Makogonchuk, storytelling is an effective method, the essence of which is a fascinating story and the transmission of the necessary information with its help to influence the emotional and cognitive spheres of the listener. Storytelling is the broadcasting of stories with “meaning”. Such a “story” is understood as any plot-related narrative that expresses a person's opinion about the events of history (Makohonchuk, 2020: 44–47).

In our opinion, storytelling is a teaching method that, through the transfer of information in the form of a story or narrative, activates cognitive processes, emotional and motivational spheres of the individual, provides effective learning, development of communication skills, and formation of values and behaviour of the individual, his intellectual, mental and spiritual development.

Researchers and practising teachers note the vast possibilities of using this method in the age category – from preschoolers to adults, and in studying various subjects – not only humanities but also natural sciences. This is because it directly affects the cognitive functions of a person and his emotional sphere. Therefore, in order to ensure its high effectiveness, it is important not only to know the methodology and algorithm of use to choose the right

stories but also to understand the psychological mechanisms of cognitive processes and their components, as this is the basis of the organization of the educational process at all levels, including in higher education.

Improving the quality of foreign language learning in higher education institutions is impossible without considering the psychological and pedagogical foundations in applying various technologies and methods, including the storytelling method.

Scientific research and pedagogical practice analysis shows that storytelling is actively used in preschools, primary and secondary schools, and in some cases in higher education institutions. It promotes the formation of interest and retention of students' attention, provides the emotional perception of information and better memorization (emotional memory is triggered and developed).

**Results.** One of the goals of learning English is the formation of communicative foreign language competence, in particular, the ability of a high school graduate to communicate in a foreign language, including in professional activities. Practice shows that most students have problems in the unrestricted use of vocabulary and language structures in direct situational communication in a foreign language. Therefore, classes should be organized in such a way as to form practical skills in foreign language communication, creating an appropriate environment. This can be facilitated by the use of storytelling in the process of mastering foreign language communication (Sayenko, 2020: 210–214).

The implementation of the storytelling method in learning English is based on the principles of accessibility, clarity, connection with life, emotionality of information transfer, etc. Its correct implementation in global terms contributes to the activation of cognitive processes and speech activity, the use of life experience, the formation of associative ties, values and behaviour, encourages reflection, as well as forms a vocabulary, the basics of behaviour in certain language situations, the experience of language communication in a foreign language environment, the ability to express one's opinion and position. At the same time, it is essential to consider the peculiarities of the educational process of higher education institutions and students. First of all, it aims to form general and professional competencies, and an important place among them is occupied by communication. To ensure its formation, it is necessary to consider the peculiarities of students' cognitive mental processes, such as perception, attention, imagination, memory, thinking, and speech. The method of storytelling is not only based on them but also contributes to the development of the cognitive sphere of students.

It is well known that the learning process involves the interaction of subject and object, that is, it is a communication process or act. As M. Vakhnovan emphasizes, "any simple communicative act involves at least three cognitive processes: memory, attention and thinking" (Vakhnovan, 2015:91-102). Therefore, the formation of foreign language communicative competence is impossible without communication and the use of basic cognitive processes.

The storytelling method involves transmitting information as a story told by the addressee (carrier of information) to the addressee (recipient) and receiving feedback on how it is perceived, understood, assimilated and can be applied in practice. In fact, it is a communication process of educational and interpersonal nature. It can be passive when the addressee is a teacher and active when a student performs this function. Given the peculiarities of the educational process in higher education, it is essential to ensure maximum student activity, which largely determines the quality of training of future specialists (Vasilets, 2019: 59–64; Dubovyk, 2020: 81–85).

The storytelling method's application in teaching English involves three stages: preparatory (projective), direct application and reflection. The preparatory stage significantly determines its effectiveness. At this stage, first of all, it is necessary to determine who will be the carrier of the story – the teacher or the student, depending on the lesson's goals. Our experience shows that in applying this method in the student environment, it is advisable to change the emphasis from the storyteller-teacher to the storyteller-student because the latter already has enough knowledge and experience to find and transmit the story under the guidance of the teacher to fellow students. This revitalizes the learning process, activates cognitive activity, increases self-esteem, and actualizes the internal resources and limitations of students. The teacher's role is to guide, direct, and consult when choosing the story's content (story), the form and manner of its presentation, the need for visual support, emphasis on details, etc. It is possible to use existing stories, for example, from the country's history, science, culture, technology development, information means, the life of famous people, etc.

However, it is worth offering students a specific topic to develop creativity to prepare the author's story. It is also advisable to use additional conditions to prepare the story. For example, to use at least 20–30 adjectives, nouns, adverbs, etc. based on the lesson's topic, as well as to set requirements for the use of a particular list of words, grammatical structures, etc.

A critical pedagogical condition is to provide an opportunity for each student to play the role of a narrator. Therefore, it is worth using both oral stories and written ones, for example, in the form of essays.

The direct presentation of the story in the classroom aims to convey its content and sufficient lexical richness, emotionality and accessibility for understanding, sometimes the ability to improvise. This stage of storytelling application necessarily goes into the next one – reflection, as the effectiveness of this method, increases if conditions are created for discussing the story, expressing students' opinions or positions, self-assessment, as well as reviewing their colleague's story, conclusions of moral, cognitive and instructive nature (all in English).

At this stage, the role of the teacher is to coordinate the communication process, provide feedback, focus on the correct application of vocabulary and grammar, and analyse the fulfilment of the prerequisites (tasks) regarding the content and lexical and grammatical design of the story. It is essential to evaluate the vocabulary, the ability to convey the essence of the story, keeping the listeners' attention, the emotional saturation of the story, and the use of verbal and non-verbal means of communication.



Classes with the task of continuing the story (story) are interesting. A teacher or a student can present the beginning of it, and then the participants continue the story to the end or create a collective one. This method of storytelling in learning English at a higher education institution promotes the development of imagination, fantasy, and creativity in general and provides active individual language practice.

Our experience shows that the use of storytelling as an interactive teaching method not only diversifies the process of learning English but also has excellent potential for the development of the individual's cognitive sphere, providing the creation of a foreign language communicative environment in the learning process.

**Conclusions.** The analysis of the theory and practice of using storytelling in learning English in higher education institutions shows its universality and accessibility, which ensure the optimization of the educational process. Its use should be based on the psychological, pedagogical and methodological foundations of adult learning in the process of acquiring a profession and provides cognitive and personal development of students, the formation of their communicative competence and culture of foreign language communication.

Prospects for further research. There is a need for more profound research and development of storytelling methods in learning English at different educational levels.

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