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TEACHING PROFICIENCY THROUGH READING AND STORYTELLING

Abstract

In this article, the authors consider the key aspects of the storytelling. Storytelling is a kind of teaching method which can help the students to get knowledge of literacy, imagination, creation and critical thinking. The authors of the article have come to the conclusion that storytelling is a unique way for students to develop an understanding, respect and appreciation for other cultures. Stories can allow students to explore their own cultural roots and experience diverse cultures, offer insights into different traditions and values and offer insights into universal life experiences.

Keywords

storytelling, teaching foreign languages, performance skills, teaching method, expressive language development, new vocabulary, intercultural understanding and communication, storytelling techniques

We often give stories to our students to read, but how often do we tell them a story? This article looks at the benefits of storytelling and gives advice on performance skills. What can storytelling offer?

Using stories for educational purposes is an effective teaching strategy. Storytelling is one of the most useful techniques to attract learners in learning process effectively. Telling stories has a good chance for them to discover experience of real life and language learning experience. Storytelling is a kind of teaching method which can help the students to get knowledge of literacy, imagination, creation and critical thinking.

Storytelling promotes expressive language development in oral and written forms and present new vocabulary and complex language in the powerful form that inspires students to emulate the model they have experienced. In other words, storytelling is an important tool for language teaching and learning. Storytelling for students is vitally important to create constructive and creative comprehension process. Storytelling motivates students to be active participant in the

creation of the story. In this activity, students are involved while listening to the story so they can respond to the language to gain the comprehension response. They experience in different mental processes. The first is the creation of a mental picture where they try to figure out the meaning of what they are listening to. Then, they try to imagine the characters, the situation, and the plot in the story.

Of course, teachers have to use stories to help students practice their reading, writing, speaking and listening skills. Storytelling includes the teller and the audience. The storyteller creates the experience, while the audience perceives the message and creates personal mental images from the words heard and the gestures seen.

With meaningful contexts, natural repetition, lovely characters and interesting plots, stories can be used to develop students' language skills, such as listening, imagination and predicting. Through participation in storytelling experiences, students learn to build a sense of story by anticipating features of the genre, including how a story may begin and end.

Storytelling further assists in the development of a sense of story by incorporating the use of essential story elements. These elements include point of view, plot, style, characters, setting, and theme. Comprehension, critical listening, and thinking skills are also developed by combining storytelling with questioning, imagery, inference, and retelling. This development of a sense of a story increases comprehension of diverse cultures.

Storytelling is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions. There are a number of ways in which storytelling can enhance student intercultural understanding and communication. Stories can allow students to explore their own cultural roots and experience diverse cultures, offer insights into different traditions and values and offer insights into universal life experiences. Storytelling helps students consider new ideas and reveal differences and commonalities of cultures around the world.

Stories reveal universal truths about the world. Through stories, we see how different people share the same life experiences and how human nature can transcend culture.

Telling a story with right techniques can captivate the audience. There are some useful techniques for students for remembering and retelling the plot, for example, map the plot or use story skeletons to help to remember the key events. Then, you can think of the plot as a film or a series of connected images and finally tell yourself the story in your own words or create your own version of the story and retell it numerous times until it feels like a story.

Storytellers also have to remember to use some performance skills. They should vary the volume, pitch and tempo of their voice; use their faces, body and gestures. Storytellers should maintain engaging eye contact with the audience, create a charismatic presence (make the audience believe in you) and always remember to regain your style as a narrator and use silence and pauses to add dramatic effect.

Students share a remarkable variety of personal experiences, values and ways of understanding. The language they learn in the classroom is the tool they use to shape their thoughts and feelings. It is more than a way of exchanging information and extending ideas, it is their means of reaching out and connecting with other people. Stories can link not only between the world of classroom and home but also between the classroom and beyond. Stories provide a common thread that can help unite cultures and provide a bridge across the cultural gap.

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МОТИВАЦИОННО - ЦЕННОСТНЫЙ КОМПОНЕНТ КУЛЬТУРЫ УЧЕБНО - ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ СТУДЕНТОВ МЛАДШИХ КУРСОВ ВУЗА

Аннотация

В статье рассматривается актуальность проблемы формирования культуры учебно - исследовательской деятельности у студентов младших курсов вуза. Автор определил структурно - содержательные компоненты культуры учебно - исследовательской деятельности, рассмотрел сущность мотивационно - ценностного компонента.

Ключевые слова:

Культура, учебно - исследовательская деятельность, компоненты, мотивационно - ценностный компонент.

Представляя собой довольно сложное и неоднозначное педагогическое понятие, культура учебно - исследовательской деятельности на современном этапе рассматривается в рамках актуальной проблемы обеспечения качества высшего образования, реализуемого на базе оптимального соотношения фундаментального и профессионально - прикладного содержания образования.

В контексте идей, выраженных в Болонской декларации, и традиций университетского образования в России одним из путей повышения качества подготовки студентов является их участие в исследовательской деятельности, так как формирование опыта исследовательской деятельности студентов – необходимый компонент процесса их подготовки к решению всевозможных учебных, позже – производственных и житейских задач.

Большое значение имеет также признание Советом Европы в 1996г. пяти ключевых компетенций как основополагающих в процессе обучения в высшей школе. Кроме политических и социальных компетенций, это компетенции, связанные с жизнью в

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