

UDC 378:378.147.091.33-27.22]:811(043.3)
DOI <https://doi.org/10.24919/2308-4863/68-2-44>

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STORYTELLING IN ENGLISH LANGUAGE CLASSES DURING THE TRAINING OF FUTURE ECOLOGISTS

The article deals with the problem of applying storytelling technique to English classes when training ecologists to be. Developed as a technology for management and marketing, it has become helpful in the field of education as well. Synthesizing achievements of sociology, journalism, media, advertising, linguistics, psychology, pedagogy and linguistic didactics, etc this method cannot but be used in modern practice of teaching English. The authors emphasize that the technique of storytelling helps to develop English language proficiency and also enhances the ability to convey results, contribute to environmental conservation, and address critical global ecological issues. The authors analyze storytelling in a historical context and its contemporary applications. Following the fundamental principles of storytelling technique, a set of tasks has been created. Using examples of their own tasks, the authors demonstrate the effectiveness of applying this method in English language classes for future ecologists. The developed exercises are thematically aligned with the topics of the classes approved by the program requirements of the higher educational institution. The developed tasks include: exercises involving vocabulary and synonyms (adjectives, verbs). Tasks for working with material from the Britannica encyclopedia. Description of pictures, photographs, and the feelings of the characters mentioned in the texts. Educational games with elements of drama. Tasks for the development of public speaking skills and the ability to control yourself in front of a large audience. Creative tasks related to the organization of scientific experiments that promote the development of creative abilities and scientific curiosity. The authors highlight key factors that should be considered when preparing assignments for students: the factor of cultural sensitivity and inclusivity, cognitive development, language acquisition, engagement and motivation, global awareness, respect for cultural differences, empathy and social skill.

Key words: *storytelling, technique, English language proficiency, student, ecologist, exercise.*

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МИСТЕЦТВО СТОРІТЕЛІНГ НА ЗАНЯТТЯХ З АНГЛІЙСЬКОЇ МОВИ У ПРОЦЕСІ ПІДГОТОВКИ МАЙБУТНІХ ЕКОЛОГІВ

Стаття розглядає проблему застосування техніки сторітелінгу (storytelling) на заняттях з англійської мови під час навчання майбутніх екологів. Розроблена як технологія для управління та маркетингу, вона також стала корисною в галузі освіти. Синтезуючи досягнення соціології, журналістики, медіа, реклами, лінгвістики, психології, педагогіки та лінгвістичної дидактики, цей метод не використовується в сучасній практиці викладання англійської мови. Автори підкреслюють, що техніка сторітелінгу допомагає розвивати рівень володіння англійською мовою, а також покращує здатність доносити результати, сприяти збереженню навколишнього середовища та вирішувати критичні глобальні екологічні проблеми. Автори аналізують сторітелінг в історичному контексті та його сучасні застосування. Дотримуючись основних принципів техніки розповіді, створено комплекс завдань. За допомогою прикладів власних завдань, автори демонструють ефективність застосування цього методу на заняттях з англійської мови для майбутніх екологів. Розроблені вправи тематично спрямовані та відповідають темам занять, що затверджені програмовими вимогами вищого навчального закладу. Розроблені завдання включають: вправи, що використовують лексику та синоніми (прикметники, дієслова). Завдання на опрацювання матеріалу з енциклопедії Britannica. Опис зображень, фотографій та почуттів персонажів, згаданих у текстах. Навчальні ігри з елементами драматургії. Завдання на розвиток навичок публічних виступів та вміння контролювати себе перед великою аудиторією. Креативні завдання, пов'язані з організацією наукових експериментів, що сприяють розвитку творчих здібностей та наукової цікавості. Автори висвітлюють ключові фактори, які слід враховувати при підготовці завдань для студентів: фактор культурної чутливості та інклюзивності, пізнавальний розвиток, засвоєння мови, залученість та мотивація, глобальна свідомість, повага до культурних відмінностей, співчуття та соціальні навички.

Ключові слова: сторітелінг, техніка, володіння англійською мовою, студент, еколог, вправа.

Problem Statement. Today English as the lingua franca of international communication and scientific discourse has become an indispensable tool for professionals in various fields, including ecology. The importance of English language proficiency cannot be overstated, especially for aspiring ecologists as they play a crucial role in understanding and preserving the natural world. English language proficiency provides future ecologists with access to a vast amount of scientific literature and opens up a world of international opportunities. It allows them to pursue higher education, research fellowships, and job opportunities in renowned institutions and organizations across the globe. English language proficiency increases their chances of securing scholarships, grants, and internships, enabling students to gain valuable experiences and broaden their perspectives in the field of ecology. Therefore, proper training of future ecologists in English allows for all of this to be achieved. We consider storytelling as the technology of creating a story to transmit the necessary information in order to influence the listener's emotional, motivational, and cognitive spheres as an effective teaching tool. In the field of education, storytelling is a great way to motivate students to study well in order to achieve success and get own recipes for getting out of the most difficult

situations, solutions difficult problems, preventing repetition of someone's mistakes.

Analysis of recent research and publications. Storytelling, as a technology, which was developed for management and marketing, has proven to be useful in the field of education. This method synthesizes the achievements of several branches of science: sociology, journalism, media, advertising and PR communications, cultural studies, linguistics, psychology, pedagogy, linguistic didactics, theater studies and others.

In pedagogy, the storytelling method has been known since the 90s of the 20th century. Exemplary works are the foreign works of S. Bryant «How to Tell Stories to Children: And Some Stories to Tell» (Bryant, 1985). K Egan «Teaching as storytelling», M. Rossiter «Narrative and Stories in Adult Teaching and Learning» (Holl, 2020). In Ukraine, they began to study the method of storytelling recently and today it is considered innovative in education. Storytelling in preschool education was studied by A. Karnaukhova, K. Krutiy, L. Zdanevich; the use of storytelling in professional training future teachers by S. Palamar, M. Naumenko, T. Chernenko; in modern media industry by N. Lashuk; creation of multimedia platforms by T. Lugova.

O. Burduzha, L. Hilevych (Hilevych), H. Gych (Gych, 2015) consider storytelling as an innovative and promising method of language competence formation school students. Storytelling is considered as a technique that not only improves students' linguistic competence, and is used as an audio form of learning: one student tells his story, and other students listen. In their opinion, this technique allows you to implement the learning process in general educational institutions using fundamentally different methodological approaches with the wide use of multimedia forms of teaching material.

According to the Concept of English Language Development in Universities (5), where English is recognized as a key competence in the conditions of economic integration and globalization, and an international communication tool, all undergraduates must have a B2 level. Special attention is paid to the English language of professional direction (ESP) and teaching of professional disciplines in English (EMI). The concept refers to the teaching of ESP and EMI using methods that ensure the formation of target competencies and are student-centered, which promote independence, engagement and motivation of students. In the context of our research the storytelling method meets all these requirements. The relevance of the article is due to insufficient coverage of the problem of using the storytelling method in higher education institutions in English classes.

The aim of this study is to investigate storytelling as an effective technique for teaching the English language and to demonstrate exercises developed by the authors that promote the development of students' linguistic competence during the training of ecologists.

Presenting main material. In the context of ecological studies, English language classes are essential. They are integral to the success of ecological studies. They enable ecologists to bridge linguistic and cultural barriers, access global resources, collaborate effectively, and make meaningful contributions to the field. Proficiency in English enhances their ability to communicate their findings, promote environmental conservation, and address critical ecological challenges on a global scale.

The method of storytelling, or telling stories, is especially effective in the age of technology, when the facts that students have to remember in class are lost in the information noise. A well-constructed story has a great chance to take root among the student audience conveying an idea, not just information.

There exist various methods and techniques for integrating storytelling into language lessons. They are using of authentic materials, storytelling prompts, picture-based storytelling, storytelling games, digital storytelling, sequential storytelling, personal story-

telling, storytelling with music, guest storytellers, storytelling competition, etc.

When preparing for the lesson it is also important for the teacher to follow several key factors. Among them are the factor of cultural sensitivity and inclusivity (you should highlight the importance of creating an inclusive classroom environment where students from diverse backgrounds feel valued and represented); cognitive development (you should emphasize that stories should align with their developmental milestones). Language acquisition means that you should select stories that match the language proficiency level of the students can significantly affect their language acquisition process. Engagement and motivation factors mean that you should share the idea that students are more likely to engage with and be motivated by stories that resonate with their age group and cultural background. Promoting global awareness factor means that you should explain how culturally, diverse stories could expose students to a wide range of global cultures and perspectives, fostering a sense of global awareness and interconnectedness. Respect for cultural differences factor pursues the importance of promoting respect for cultural differences through storytelling, empathy and social skill factor as well as involves discussion of how stories featuring diverse characters and cultural settings can help students develop empathy and social skills.

Here are some examples of how the storytelling technique can be applied to classes of English while teaching students of the specialty Ecology (bachelor's degree) at university. The developed exercises are thematically aligned with the topics of the classes approved by the program requirements of the higher educational institution.

1. While discussing a topic on ecology of the planet, ask students to make up a story on the topic, using, for example, some of 20 verbs or adjectives. Give the list of them. For example, here are 10 verbs and 10 adjectives related to the topic of the ecology of the planet.

Verbs: observe, preserve, recycle, protect, sustain, restore, reduce, replenish, reclaim, cultivate, mitigate, reforest, regenerate, cleanse, advocate, monitor, alleviate, adapt, educate, and investigate;

Adjectives: sustainable, eco-friendly, green, bio-diverse, resilient, renewable, thriving, clean, harmonious, fragile, balanced, pristine, vulnerable, healthy, degraded, imperiled, precious, undisturbed, endangered, restored.

2. As the sequel for the previous task, you may ask the students to make up a shared story on the topic «The Earth is our home». You can also experiment with youth slang: look for synonyms for the word «cool» together and include them in the story.

Such tasks significantly increase the vocabulary; affect the accuracy and purity of speech. They develop oral and written communication. The exercise is also effective when it is necessary to consolidate knowledge about individual parts of speech.

3. Ask the students to choose one character from the text taken from the encyclopedia Britannica and prepare a short performance-narrative on the topic «What kind of character am I? » In the performance, it is worth including interesting facts about the character.

Animals in the News

Scientists have recently made interesting discoveries about many different animals. A cute cat-sized fossil koala was unearthed in Australia. Speaking of cats, studies of their taste receptors show they are uniquely suited to detecting the umami flavor of tuna. Several rodent species have been found living at the harsh summits of the Andes. A new beetle's body is mostly a termite in disguise. Finally, a tiny snake can swallow objects five times its diameter (6).

Benefits. Performing such type of the task, students learn to analyze and compare important facts, think through the structure of a public speech. For listeners, this also has a good effect: the probability that they will remember the facts and specific moments from it increases significantly.

4. Turn a lesson into a press conference. Invite the students to imagine themselves, for example, as famous defenders of nature, and talk to the «journalists» (their role will be played by classmates, of course) about their past, present and plans for the future. Condition to use words from the lexical topic that the students are studying now. In each new question from the «journalist» and in each answer from the «star» at least two new words from the current topic must be used.

Benefits. Public speaking and preparation help you better remember and learn to use new vocabulary and language structures. In addition, such exercises allow you to understand the logic of tense forms and motivate you to use them in practice.

5. For another task you will need short stories in English for storytelling on certain topics. Thanks to this simple method, learning English is much more interesting. Below we provide examples of storytelling in English using the story “The Weather Wizard of the UK”, as well as various tasks:

The Weather Wizard of the UK

Once upon a time, in the quaint village of Weatherly, nestled deep within the heart of the United Kingdom, lived a peculiar man named Winston. Winston had an unusual talent, one that had been passed down through generations of his family. He was the Weather Wizard of Weatherly, a village known far and wide for its unpredictable weather.

One sunny morning, as Winston sipped his cup of Earl Grey tea and gazed out of his cottage window, he noticed something strange. The clouds were forming a peculiar pattern, one that he had never seen before. This was no ordinary weather day; it was the day his unique powers would come in handy.

Winston quickly put on his weathered raincoat and grabbed his trusty umbrella, which was more like a wizard's staff to him. He stepped outside and raised his umbrella high above his head. With a focused mind and a whispered incantation, he began to work his magic. A gust of wind swirled around him as he chanted ancient weather spells.

Within moments, the sky darkened, and a light drizzle turned into a heavy rain. Thunder rumbled, and lightning crackled in the sky. The villagers of Weatherly scurried indoors, grateful for Winston's intervention. He had once again saved the day, ensuring that the crops received the nourishing rain they needed.

Winston's abilities were not limited to bringing rain. He could summon sunshine on a gloomy day, conjure gentle breezes for a perfect picnic, and even create snow in the midst of summer. But he was always careful not to overuse his powers, as he knew the delicate balance of nature had to be maintained.

As the years passed, Winston became a beloved figure in Weatherly. He would often hold weather workshops for the village children, teaching them about the science behind the weather and the importance of respecting nature. His workshops were not only informative but also filled with fun and wonder.

Tasks. The teacher shows a picture with the characters of the story in order to draw their attention to them and their actions. Ask students “What is the name of this or that character”, “what does he do?” etc.

The teacher may also ask the students to describe the picture. This activity easily helps to repeat the vocabulary learned, for example, to describe, appearance, weather.

6. One more task on the story is as follows. Choose a specific passage from the story, where the most characters and changes in emotions. Read it, then ask the students to describe all the feelings and actions of the characters with gestures and facial expressions.

For creative students you may ask to come up with a story or even draw illustrations on their own.

7. Weather Forecasting Game.

In this exercise, participants can take on the role of weather forecasters and make predictions for different scenarios. Each scenario is based on the unpredictable UK weather.

Scenario 1: A bright and sunny morning suddenly turns into a heavy downpour. Have participants explain why this sudden change might occur and what the forecast would be.

Scenario 2: A chilly, overcast day with a light breeze is expected to turn into a warm and sunny afternoon. Participants should explain the factors that could cause this change in weather.

Scenario 3: A day that starts with thick fog is predicted to clear up by midday. Ask participants to describe the science behind the dissipation of fog and what conditions favor it.

8. Create Your Weather Spell.

Encourage participants to get creative and invent their own «weather spells» like Winston in the story. These spells can be whimsical or based on scientific principles. For example, a spell to make a sunny day even brighter or a spell to bring a gentle, cooling rain.

9. Weather Science Experiment.

Have participants conduct a simple weather-related science experiment. One idea is to create a homemade rain gauge using a plastic bottle, a ruler, and a funnel. They can place it outside and measure the rainfall over a period of time, keeping a weather journal to track changes.

Benefits. These exercises can help engage students in understanding the fascinating and ever-changing weather patterns of the UK while fostering creativity and scientific curiosity.

Conclusion. Storytelling as the technology of creating a story to transmit the necessary information in order to influence the listener's emotional and motivational, and cognitive spheres is an effective teaching tool. Developed as a technology for management and marketing, it has become helpful in the field of education as well. Synthesizing achievements of sociology, journalism, media, advertising, linguistics, psychology, pedagogy and linguistic didactics, etc this method cannot but be used in modern practice of teaching English. It improves students' linguistic competence. Following the fundamental principles of storytelling technique, a set of tasks has been created. They were successfully applied to university classes when teaching ecologists to be. Their application helps to achieve English language proficiency that provides access to a vast amount of scientific literature and opens up a world of international opportunities.

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