

УДК:37.091.33=111

READING AND TELLING STORIES IN CLASS IS A NATURAL WAY TO LEARN A NEW LANGUAGE

ЧТЕНИЕ И РАССКАЗ – ИННОВАЦИОННЫЙ МЕТОД В ИЗУЧЕНИИ ИНОСТРАННОГО ЯЗЫКА

САБАКТА АҢГЕМЕНИ ОКУП ЖАНА АЙТЫП БЕРҮҮ ЧЕТ ТИЛИН ҮЙРӨНҮҮНҮН ЗАМАНБАП ЖОЛУ

*Osmonova K. - teacher, Arslanbekova N.-teacher,
Jalal-Abad State University, Philology Faculty
English Language and Literature Department
Contact: 0778292874 Kenjebu@mail.ru*

Annotations: The article is intended to show the new ways of working on stories in class. Using stories in class are very interesting. The article is about how to work on stories, what activities to use in order to interest the students to the lesson.

В этой статье показаны новые методы над работой с рассказами на уроках. Очень интересно работать с рассказами во время урока. В этой статье говорится о том, как проводить уроки интересными используя новые навыки и методы.

Бул макалада сабак мезгилинде аңгеме же текст менен иштөөнүн жаңы жолдору көрсөтүлгөн.

Сабакмезгилинде аңгеме колдонуу абдан кызыктуу.

Бул макалада англис тил сабагында текст менен иштөөнүн ар түрдүү ыкмалары,

түрдүү усулдарды колдонуу,

сабакты кызыктуу өтүп,

окуучуларга жеткиребилүү жөнүндө баяндалат.

Stories make us read or listen on, because through them we experience suspense or surprise, excitement, fear and its resolution, empathy with main characters, insights into our own lives and beliefs, the fantastic or the impossible. Stories both oral and literary, have combinations of some or all of these elements.

Young learners tend to have short attention spans and a lot of physical energy. One way to capture their attention and keep them engaged in activities is to supplement the activities with lots of brightly colored visuals, toys, puppets, or objects to match the ones used in the stories that you tell. These can also help make the language input comprehensible and can be used for follow-up activities, such as re-telling stories or guessing games.

Included with the concept of visuals are gestures, which are very effective for students to gain understanding of language. In addition, tapping into children's physical energy is always recommendable, so any time movement around the classroom or even outside can be used with a story, game, or activity, do it! Total Physical Response (TPR), where children listen and physically respond to a series of instructions from the teacher, is a very popular method among teachers of young learners. This popular method can be used as a technique with storytelling activity language related to any kind of movement or physical action. Children have fun with movement, and the more fun for students, the better they will remember the language learned.

All learners from babies to grandmothers, learn better with stories. Stories are energizers. When someone says, "Let me tell you a story," listeners perk up their ears and smile. Even hard truths can be taught easily through story.

Stories told and read at home and school both entertain and educate young learners. Using stories in the classroom is fun, but the activity should not be considered trivial or frivolous. Indeed, there is strong support for story telling in pedagogical theory. The scientists point out that storytelling is fundamental to education and specifically to language teaching. The scientists find

stories a basic part of the whole language approach to learning, reaching the “whole person” and appealing to the subconscious. According to scientists, reading and telling stories in class is a natural way to learn a new language. Stories - whether they are fairy tales, folktales, legends, fables, or are based on real-life incidents experienced by students themselves – can help learners appreciate and respect the culture and the values of various groups. These stories foster the transformative powers of education. Stories from around the world are excellent to use in the classroom, but teachers also need to use stories from the students’ own culture and heritage. Using local or national stories insures that the students know the background culture and may already know the story. The scientists point out that the themes of folk stories and myths are universal; people everywhere appreciate tales from other groups, even if they aren’t from the learners’ own culture. But students are especially pleased – and their self esteem is likely to be enhanced – when they learn that a story comes from their own part of the world.

We were privileged to work with teacher trainers at the elementary and secondary school level. In our workshops, we used stories to promote all four skills, showing the benefits of using stories as culture bearers. Oral literature has been both a form of entertainment and a way of passing on the knowledge, traditions, and customs of the community from one generation to another. Thus the stories carried the wisdom, teaching, and culture of the elders that were to be inherited by the new generation.

Unfortunately, radio, television, and other technologies are fast replacing the elders who, in traditional family huts, used to tell folktales and fables by the fireplace. Today, parents, children, and grandchildren listening to the radio or watching television are absorbing material divorced from their ancient culture, and little of their heritage is being transmitted. Unless teachers make an effort to continue the tradition of storytelling, today’s children will have little of their culture and heritage to pass on to the next generation.

Stories are very much part of our lives as adults as well as children. We hear stories every day on the news, read them in the newspaper, exchange them with friends as jokes, anecdotes, stories overhead or ways of sharing confidences. We collect stories we consider funny, surprising or shocking, and which throw light on what is happening in the world and our views about this. It is one way we exchange information, both about events that have really happened and those that have been imagined.

In many countries, a shortage of teaching/learning resources is a major constraint. Teachers can use stories to teach language and to introduce other subjects. Even in the absence of books, storytelling or reading can enable teachers to manage large classes. In such situations, teachers can exploit stories, enhancing them by using simple objects, to improve the language skills of their students.

It is fun to use stories in class and the teacher should try to use different activities to interest the children to the lesson. Each activity should include group or pair work that focuses on listening and speaking: oral storytelling, followed by a writing stage with explicit guidance for teacher and learner as to areas of accuracy and skills to be developed. This means each activity can be used to practice oral skills only or can be extended into a writing task that focuses on fluency, coherence, specific vocabulary or grammatical accuracy. Each activity can be developed for the purposes of group dynamic and team-building, fluency skills or specific language skills. The activities as a whole work with the key story-building features, so the learner will be able to develop a story idea in every lesson and across a sequence of lessons, will gain a ‘toolkit’ of skills for generating longer stories. These skills will include: finding starting points for stories, developing a character in a story, describing settings and situations in stories and starting and finishing stories in different ways.

In planning the lessons collect all types of stories – fairy tales, folk stories, fables, - as well as pictures, children’s books, and small everyday objects or toys. Folk stories, fairy tales, legends,

fables: start by using stories from the culture of the children. They may know the stories in their native language and this will promote understanding and self-esteem among the learners. A story will give the students confidence that they can tell a story, too. After the groups create stories, have each group tell its story to another group or to the whole class.

Read or tell simple stories to the students. You can use pictures or the small objects. Telling stories has certain advantages over reading in that the teacher-teller can hold the attention of the learners with the power of eye contact, while at the same time permitting the teacher to observe how well the students are following the story. Telling allows you to use your body more than you do when reading.

After the initial telling, have the learners tell the story. This technique is most effective if it involves several students. Choose one person to start re-telling the story, then call on others to continue the story, letting each child say one to three sentences until the whole story has been retold. If a child gets confused and misses something important, or remembers it wrong, the teacher can make a correction.

Read the story aloud the first time, or let the learners read the story silently the first time. A third option is to let the students read the story aloud, with each child reading one sentence. This provides an opportunity to help students with pronunciation. One method of introducing a story is *choral reading*, which involves the teacher reading a phrase or sentence and the class repeating it. Read the story quickly, using a chant-like rhythm. Students improve their intonation and pronunciation with this method. Choral reading is possible even if the students do not have a copy of the story, in which case it also becomes a listening activity.

After the first reading, ask comprehension questions to find out what the students understood. Help them with parts of the story they do not understand.

Use the same story for several different activities. One story provides rich material for other activities, such as discussion of values, role play, creating small playlets, even creating individual books. Have the learners draw or paint a scene or character from a story and then write at least one line from the story under the picture.

Use a variation of the speaking activities above (storytelling with objects or storytelling with pictures). After the learners create the story, have the group dictate it as one person writes it down. Once the stories are complete, this can be turned into a speaking activity, with each group reading/telling its story to the class. Have students each write their own story, using objects or pictures. Then they can compare their stories within small groups.

Through oral retelling, students can demonstrate their comprehension of a story. Help students by emphasizing the beginning, middle, and end of the story. Then have students, working in pairs, retell the story first to each other and later to the entire class. Introduce a story by asking the students to predict what it is about by looking at its pictures. Pre-teach vocabulary; then read the story several times. Instead of reading the story to the class, tell it or have a student tell it. Have students do simple line drawings of the story in time sequence such as is found in an animated movie or comic book. Take short stories, such as fables, and put them on cards or construction paper. Have students, working in pairs, read the stories and then tell them to their partner.

Separate a story into four equal parts. Number each part and post each one in a different corner of the room. Divide the students into groups of four and have students in each group number off from one to four. Then ask students to go to the corner that matches their number and silently read the story piece there. They then return to their seats and write down from memory what they recall of the story. After they finish writing, in numerical order each student tells the others in the group his or her part of the story.

Storytelling can develop the memory; we retell stories we have just heard, we remember the sequences of events, names of characters. But in retelling, we also summarize, edit, and

develop; we add a detail here, a conversation there. Having told our story, we evaluate its success, recall the timing or wording that made our audience laugh, exaggerate a character to make him/her funnier or more frightening, revise the punch line so we make our point more clearly. The building blocks of story can help us – character, plot, settings – but these are not enough to make a story work. We need to be clear about what we want to say, why, how and for whom and to work on making the story in our head match as closely as possible the story that is read or listened to.

So to prepare the ground well as a storyteller is to give your students many learning opportunities that will help them both inside and outside the language classroom. A good writer of stories is a good writer; a good storyteller is a skilled and confident speaker.

References:

1. Classroom teaching skills
2. The practice of English language teaching. Jeremy Harmer
3. Forum
4. World Book

Рецензент:

Сатыбалдиева Г.А. – филол.и., доцент