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EXPLORING THE USE OF STORYTELLING IN EDUCATION

In the modern world, possessing communicative skills is an exceptionally important aspect of personal development and successful professional growth. Specifically, monological communication, the ability to express thoughts and ideas directly and convincingly, is a key element in achieving success both in education and in future professional life. However, the development of competence in monological communication requires a purposeful approach and effective teaching methods. By using the methodology of storytelling, we aim to increase students' motivation for active verbal communication, enhance their creative abilities, emotional intelligence, and deepen their understanding of language norms and structures.

Storytelling is the process of conveying information using a narrative format, based on the sequential presentation of events or facts with the goal of captivating the attention of listeners or readers. In the context of storytelling, stories become means of communication that provide emotional enhancement to information and allow to increase memorability and have impact on the audience.

K. Egan defines storytelling as “the art of conveying an idea or message through narration, capturing the attention of listeners, creating emotional involvement, and enhancing memorability” [1, p. 7].

One of the scholars studying storytelling in the context of education, P. Hoston, defines storytelling as the process of “narrating a story using various linguistic, cognitive, and emotional means to establish a deep connection with the audience, convey knowledge, and evoke emotional reactions” [2, p. 79]. He emphasizes that storytelling can be used to develop critical thinking, facilitate the understanding of complex concepts, and stimulate self-expression of students.

Another researcher, D. McCidney, views storytelling as a “mean of constructing shared knowledge through interaction and collaboration between students and teachers” [3, p. 125]. According to him, storytelling helps create a space for mutual sharing of experiences, active participation of each student, and the stimulation of creativity.

Let's examine examples of exercises of various types that utilize storytelling as a tool for developing foreign language competence.

Exercise 1. Instructions: Work in two groups. Create a visual representation of

a story, including plot points, characters, and settings. Be creative and use colours, shapes, and symbols to represent different aspects of the story.

This exercise falls under the category of creative visualization and aims to develop participants' skills in visually representing information and fostering creative thinking. It is a combination of receptive-reproductive activity types. This exercise engages participants in a visually stimulating and creative process. It encourages them to synthesize their understanding of the story and convey it through a visual medium, thereby enhancing their ability to visualize and represent information effectively. Additionally, it promotes teamwork and collaboration within the groups.

Exercise 2. Instructions: Work in two groups. Exchange story maps that you created previously. Now, create your own story based on the story map of your classmates. The story should follow the same general structure as the original story map, but the details can be changed as needed. Be creative with your stories, while also staying true to the original story map.

The goal of this exercise is to cultivate effective communication skills, promote critical thinking, and stimulate creativity. It is a reproductive type of exercise. This exercise facilitates the development of monological speaking skills by offering participants a structured platform for practicing oral communication. As participants are suggested to make up a story based on a given story map, this entails organizing their thoughts, formulating sentences, and presenting them coherently during a monologue. Additionally, adhering to the structure of the original story map while creating their own story familiarizes participants with the components of a well-structured narrative. This reinforces their ability to maintain a logical flow while speaking.

Exercise 3. Instructions: Work in groups of five. Each member of the group writes short answers to the questions "Who? What? Where? When? Why?" each on the separate piece of paper. Mix your answers into categories. As a result, you have five groups of five answers each. Then, in turns, everyone picks up one piece of paper from each category. So, now you have answers to the questions "Who? What? Where? When? Why?" and your task is to combine them and create a funny story. Use your creativity and imagination to come up with a unique and engaging story.

The objective of this exercise is to develop the skill of constructing a narrative at the supra-sentential level, fostering creative thinking. This exercise is conditionally-speaking, reproductive, and employs the "Who? What? Where? When?" framework.

This exercise contributes significantly to the development of monological speaking skills. By requiring participants to construct a coherent and engaging story from randomly selected elements, it fosters the development of several key speaking competencies. Firstly, it enhances structural proficiency. Participants must organize their responses to "Who? What? Where? When? Why?" into a well-structured narrative. This process reinforces their ability to plan and structure their speech logically, ensuring a clear and organized monologue with a beginning, middle, and end. Additionally, the exercise promotes coherent expression. Crafting a story from disparate elements necessitates the skill of connecting ideas smoothly and coherently within a monologue. Participants practice conveying a sequence of events logically,

maintaining a consistent storyline, and preventing disjointed or fragmented speech. Lastly, the exercise encourages creativity and adaptability in speech. Participants must use their imagination to combine unrelated elements into a cohesive narrative. This challenges them to think creatively, adapt their speech to fit the given elements, and improvise when necessary, which are essential skills for effective monological speaking.

Exercise 4. Instructions: Work in groups. Create a crossover of two really famous stories, for example, The Little Mermaid, Peter Pan, Sherlock Holmes, Cinderella, Harry Potter, The Lord of the Rings etc. Place two or more otherwise discrete fictional characters, settings, or universes into the context of a single story. Brainstorm ideas on how to merge the two stories together. You can think about the characters, settings, and plotlines. Use your creativity and imagination to come up with a unique and engaging story.

The objective of this exercise is to develop speaking skills and stimulate creative thinking. It is oral, productive, and involves a crossover of elements from different stories. This exercise plays a valuable role in the development of monological speaking skills by providing participants with an opportunity to exercise and enhance their ability to convey a coherent narrative orally. When groups collaborate to create a crossover story from two distinct fictional universes, participants are tasked with not only devising an intriguing narrative but also articulating it fluently and engagingly. In the process, participants must verbally express their creative ideas, describe how they intend to blend characters, settings, and plotlines, and convey the overarching storyline. This oral communication challenge necessitates clarity, organization, and the ability to maintain a coherent flow of information throughout the narrative. Participants practice constructing logical connections between different elements, ensuring that the merged story maintains its internal consistency and makes sense to the audience. Moreover, this exercise encourages participants to think on their feet, as they may need to respond to questions or suggestions from their group members during the collaborative planning phase. It cultivates adaptability in speech as they navigate the complexities of merging two separate narratives into one cohesive story. Additionally, participants must engage their creative thinking skills to develop a captivating and unique crossover narrative, which involves creative language use and imaginative expression.

Ultimately, storytelling as a tool for developing foreign language communicative competence has significant potential in the process of teaching foreign languages. Through storytelling-based exercise, participants refine their monological speaking abilities by fostering fluency, coherence, adaptability, creativity, and effective verbal communication – all of which are essential components of proficient monologue delivery.

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ОСОБЛИВОСТІ ПЕРЕКЛАДУ ФРАЗЕОЛОГІЗМІВ У СОЦІАЛЬНИХ МЕРЕЖАХ

Досить часто у соціальних мережах зустрічаються фразеологізми та фразеологічні вирази. Адже онлайн-комунікація є ідентичною до усного мовлення, де люди також можуть вживати фразеологічні одиниці. Тому важливо вміти правильно їх перекладати без втрати значення й ідіоматичного та емоційного забарвлення. При перекладі фразеологічних одиниць можна застосовувати нижче описані способи перекладу.

Науковці виділяють два основні шляхи перекладу стійких словосполучень: фразеологічний та нефразеологічний. Фразеологічний спосіб перекладу включає в себе переклад за допомогою еквівалента та переклад за допомогою аналога. Серед нефразеологічних прийомів перекладу розповсюдженими є калькування, описовий переклад та контекстуальна заміна. Розглянемо детальніше кожен з прийомів:

1. Фразеологічний еквівалент. Найкращим прийомом перекладу фразеології є використання відповідного фразеологізму в мові перекладу, оскільки це гарантує не лише передачу змісту, а й відтворення образності та експресивності виразу англійської мови. Кількість повних еквівалентів порівняно невелика, оскільки носії англійської та української мов мають різний світогляд та культуру.

*The backbone of America are the people in Baltimore, Scranton, and Claymont. The people who get up every morning, go to work, and **bust their necks** to make a living.*

I'm building an economy that works for them.

*Основу Америки складають жителі Балтимора, Скрентона та Клеймонта. Люди, які щоранку встають, йдуть на роботу і **ламають шиї**, щоб заробити на життя.*

Я будуую економіку, яка працює для них [1].

*Today we stand at a **turning point** in our Constitutional history where we can be like Turkiye or become another Myanmar. Everyone must choose whether they stand, as PTI does, with Constitution, Rule of Law & democracy; or with a corrupt*