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ОБУЧЕНИЕ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА ТЕХНОЛОГИИ СТОРИТЕЛЛИНГА

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Аннотация. Цель настоящей статьи – обосновать необходимость применения педагогической технологии сторителлинга на практических занятиях по иностранному языку на факультетах иностранных языков для формирования иноязычной коммуникативной и методической компетенций, являющихся интегративными компонентами профессиональной компетентности школьного учителя иностранного языка. Новизна исследования заключается в том, что внедрение педагогической технологии сторителлинга в процесс профессиональной подготовки будущих учителей иностранного языка рассматривается в контексте глобального процесса технологизации образования.

Ключевые слова: технология, технологизация образования, сторителлинг, нарратив, результат обучения, компетенция, профессиональная компетентность.

***TEACHING STORYTELLING TECHNOLOGY TO PRE-SERVICE FOREIGN
LANGUAGE TEACHERS***

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Abstract. The purpose of this article is to substantiate the need for applying the pedagogical technology of storytelling in practical foreign language classes at the faculties of foreign languages for the formation of foreign language communicative and methodological competencies, which are integrative components of the professional competence of a school foreign language teacher. The novelty of the research lies in the fact that the introduction of the pedagogical technology of
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storytelling into the process of professional training of future foreign language teachers is considered in the context of the global process of education technologization.

Keywords: technology, technologization of education, storytelling, narrative, learning outcome, competence, professional competence.

Under the influence of the objective circumstances of the rapid change in the socio-economic situation in the country and the world, the requirements for educational results at all stages are increasing, and primarily at the stage of compulsory general education [10]. Responsibility for the quality of education is traditionally placed on teachers. Among the competencies necessary for the formation of professional competence of a foreign language teacher, we can highlight, first of all, foreign language communicative competence and methodological competence, which includes, among other components, the mastery of modern pedagogical technologies, among which, within the framework of our research, we will highlight the technology of storytelling.

Technology is commonly understood as a set of the most rational ways of organizing work that ensure the achievement of a set goal and at the same time allow for a more economical, and therefore efficient, use of resources, including time. In the 70s of the last century, improving the efficiency of learning was often associated with the introduction of new technical means, especially computers. Currently, it is customary to distinguish between Technology of Teaching and Technology in Teaching. Both are successfully used to achieve didactic goals, and, as a rule, in the conditions of the modern information and educational environment of the school, their combination is required.

Pedagogical technology is characterized by features such as purposefulness, projectability, reproducibility, and efficiency. The application of pedagogical technology is aimed at achieving a very specific goal, which presupposes the presence of a definite, diagnosable result. Any technology can be broken down into stages,

which allows for the design of the educational process. Since technologies contribute to a more rational use of resources, we can talk about their effectiveness. With fewer resources, a more significant result is achieved.

Pedagogical technology is a detailed model of joint activity of participants in the educational process, carried out under optimal conditions (or close to them) [7]. This term, to some extent, brings the educational process closer to industrial production, where everything is organized as clearly as possible and aimed at achieving results with specified characteristics.

In general, we can talk about the technologization of education. This process has acquired a global character in the last two decades. The traditional, subjective-improvisational teaching style (teaching as an "art") has been replaced by a scientifically grounded, designable, reproducible, and controllable process, which is designed to ensure guaranteed quality of educational results.

Several reasons for the technologization of education can be considered. Firstly, society demands objective, measurable results of education. In addition, in a country as large as the Russian Federation, it is important that all students, regardless of where they live and in which general education institutions they study, are provided with quality education. Hence the emergence of federal state educational standards. Another reason is related to the "information explosion". The volume of information is growing continuously at a very high rate. In such conditions, it is impossible to "teach everything", to impart all knowledge. The rate of knowledge obsolescence is steadily increasing along with its volume. It is much more important to teach how to learn. The introduction of various pedagogical technologies is directly related to the application of a cognitive approach to learning. Students must understand what, why, and how they are doing. This is greatly facilitated by a clear technology algorithm.

One of the current trends in education is the individualization of the educational process. The individual characteristics and needs of each student must be taken into account. The algorithmic nature of pedagogical technology not only does not hinder this but also contributes to it. A clearly defined route to achieve a set goal allows

increasing the level of student autonomy. Self-study skills mastered by the student give them confidence and allow them to feel more free, which helps increase motivation for further education.

The technology of storytelling in teaching a foreign language is a purposeful, algorithmized system of using narrative (a story, a tale) as the main method and content unit of the educational process to achieve set didactic goals [1; 2]. The story is selected in a ready-made form or constructed during the educational process to practice specific language material (lexical units, grammatical structures) or improve communicative skills in oral or written speech. Storytelling is characterized by structure. Any story is a text; therefore, when using this technology, the classic three-stage structure of working with text (pre-text, text, post-text stages) is applicable.

Storytelling is not passive listening, but the joint creation, reinterpretation, or reproduction of a narrative by students. The final result is often their own story. This is a creative process. Language material is much easier to master when it is presented and then used by the students themselves in a meaningful and emotionally charged context. The foreign language being studied becomes a living tool for conveying thoughts and ideas.

In the training course for future foreign language teachers, storytelling technology occupies an important place. On the one hand, it allows increasing the effectiveness of language training, and on the other hand, the application of this technology in foreign language classes enables students to master it in practice for further use in their own teaching activities.

There are several variants of storytelling technology. All of them are applicable in the conditions of a general education institution. Classic (or receptive) storytelling is used when the teacher tells or reads a ready-made story. This option is well suited for introducing new vocabulary and/or grammar in context. The storyteller requires a certain mastery of voice, intonation, and gestures to make the story interesting and capture the listeners' attention. Before the story, tasks are used to minimize difficulties that students may encounter when listening to the story. After the story, various tasks

are performed, including those related to discussing what was heard. The story can be in several parts, and these parts can be in different lessons.

Interactive (or collaborative) storytelling. The teacher initiates the story, and the students continue it (in a chain or on call). This option develops spontaneous speech, as well as the ability to listen to other participants in the story and react to what and how they say. The teacher requires a certain flexibility, the ability to "stitch" together disparate fragments to create a coherent, logical story. The teacher can simplify the task by limiting the story to a certain number of words or sentences. Students can be given a list of several words and phrases that must be used. The stories of different students can differ significantly in volume in this case.

For visual storytelling, photographs, drawings, collages, comics, internet memes, and other visual objects are suitable [9]. Students describe what they see, and this allows them to develop descriptive and interpretive skills. Here, the individuality of students can manifest itself. You can use incomplete pictures, fragments, or unfinished drawings. The students' imagination will allow them to "fill in" the rest. The same picture can be described in completely different ways.

An individual approach is also successfully implemented when using storytelling based on students' personal experiences. It should be noted that this type of storytelling requires creating a trusting atmosphere in the classroom. Students can tell real stories from their own lives. However, as an option, it is possible to tell about imaginary events, but in the first person.

With the development of digital technologies, the list of variants of this pedagogical technology has been supplemented by digital storytelling [4; 8]. A story can be a slideshow, voiced either during the show or in advance (accompanied by an audio recording). A video recording can also be used, for example, a video clip in TikTok format. The number of storytellers for one story can vary. When using this variant of storytelling, it is possible to successfully develop communicative skills in both written speech (scriptwriting) and oral speech. It is possible to involve artificial intelligence both in editing the script text and in creating video images. For example,

artificial intelligence handles the visualization of story character portraits well, creating pictures of the setting.

Mastering storytelling technology provides many advantages for future foreign language teachers. It is an effective tool for increasing student motivation [5], a strategy for emotional engagement [12]. Language material is acquired in a natural context. At the same time, both language skills (lexical, grammatical, phonetic) and communicative skills (listening, speaking, writing) are developed. The cultural contribution is also significant. Through fairy tales and stories, students come to understand the peculiarities of the mentality of native speakers of the foreign language being studied. The atmosphere of creativity allows overcoming psychological barriers and the fear of speaking in front of an audience.

However, there are also certain disadvantages. Future teachers must be prepared for the fact that implementing storytelling technology may require additional time both for preparation and for completing the learning task. Some difficulties may also arise when assessing students. It is difficult to objectively evaluate a creative story according to standard criteria (number of phrases, absence of phonetic, lexical, grammatical errors, etc.). The teacher will also need acting skills to make the story interesting and engaging. The teacher should not be a boring lecturer, but a storyteller, a "narrator," capable of attracting students' attention and holding it throughout the story [9; 15].

Storytelling technology is successfully used in professional education across a wide range of training areas [6; 11]. In foreign language classes, it is used primarily for mastering professionally oriented vocabulary and developing oral and written speech skills in the field of professional communication [13]. Thanks to modern computer and information and communication technologies, digital storytelling is actively used [3; 14]. Students of pedagogical universities, future foreign language teachers, can tell in class both invented stories "from school life" and authentic stories from their own teaching experience gained during practical training at school [8]. Storytelling technology allows for a better understanding of this experience and discussing it with fellow students.

Thus, the application of storytelling technology in foreign language classes with students of pedagogical universities and colleges, future foreign language teachers, allows solving several tasks simultaneously: on the one hand, improving the level of foreign language communicative competence, and on the other hand, developing methodological competence. Both of these competencies form the basis of the professional competence of a school foreign language teacher. The global process of education technologization makes the introduction of storytelling technology into the professional training of future teachers relevant.

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