

STORYTELLING IN THE PROCESS OF TEACHING ENGLISH

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The development of modern education is impossible without the development and implementation of new methods of teaching and upbringing in pedagogical practice. Prevalent are interactive methods that change the approach to teaching, activating the mental activity of students and thereby providing high-quality learning material and developing personal qualities. In studying at a higher education institution, the task is to form a system of professional knowledge, skills, and competencies and create favourable conditions for the comprehensive development of the future specialist.

The concept of “storytelling” in pedagogical theory and practice began to be used relatively recently, although teachers have long used this method. Its application in education stimulated the development of a theoretical basis and mechanisms for implementation in practice by teachers and lecturers.

New requirements for the formation of a personality and a specialist and the development of the communicative competence of a modern person make it necessary to look for new, more effective forms, methods and technologies for organizing the education and upbringing of young people. In this regard, the storytelling method is increasingly attracting the attention of scientists and practitioners. Thus, over the past twenty years, many scientific studies have been conducted on various aspects of the problem of its implementation in preschool, school and higher education.

Modern scientists are also devoted to this problem, based on the new realities and challenges facing the education system. Thus, N. Bondarenko considers storytelling as a communicative trend and interdisciplinary teaching method (Bondarenko, 2019: 130–135).

Scientific research also shows the great potential of this “all-subject” teaching and personal development practice, both in educational institutions and in the postgraduate education system.

At the same time, as scientists note, storytelling in higher education, particularly in the study of English, has its characteristics and requires more profound research.

Pedagogical science has a strong applied orientation, as modern research is directly aimed at improving the quality of education and supporting personal development. The development and improvement of teaching technologies and methods respond to contemporary global and local educational challenges. Pedagogy evolves through close interaction with psychology, sociology, philosophy, and management, which explains

the growing interest in storytelling, a method originally used in business and personnel management, and its subsequent adoption in education.

Thus, N. Skakun and A. Karnaukhova, consider storytelling as the transmission of meaningful information through emotionally engaging narratives. Researchers emphasise that stories may vary in emotional tone but always influence both cognitive and emotional spheres of learners (Skakun, 2018; Karnaukhova, 2021). According to N. Makogonchuk, storytelling is therefore viewed as a teaching method that activates thinking, motivation, and emotions, promotes effective learning, develops communication skills, and contributes to the formation of values and behavioural patterns (Makohonchuk, 2020).

The method is applicable across age groups and academic disciplines because it directly engages attention, memory, imagination, and thinking. Its effectiveness depends not only on selecting appropriate stories but also on understanding the psychological mechanisms underlying cognitive processes. This is particularly important in higher education, where learning is focused on the formation of general and professional competencies, with communication occupying a central position.

In foreign language education, storytelling plays a significant role in developing communicative competence. Research and teaching practice show that many students experience difficulties using vocabulary and grammatical structures freely in real communicative situations. The use of storytelling helps create a meaningful foreign language environment that supports practical communication skills, emotional engagement, and better memorisation through emotional memory (Sayenko, 2020: 210–214).

The application of storytelling in English language teaching is based on principles such as accessibility, clarity, emotionality, and connection with real-life experience. It activates speech activity, encourages reflection, supports associative thinking, and enhances vocabulary acquisition. The method relies on core cognitive processes which are essential for communication, while simultaneously contributing to their development.

Overall, storytelling is an effective interactive method that diversifies English language learning, creates a foreign language communicative environment, and supports the cognitive and personal development of students.

Conclusions. The analysis of the theory and practice of using storytelling in learning English in higher education institutions shows its universality and accessibility, which ensure the optimization of the educational process. Its use should be based on the psychological, pedagogical and methodological foundations of adult learning in the process of acquiring a profession and provides cognitive and personal development of students, the formation of their communicative competence and culture of foreign language communication.

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