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Умение учителя рассказывать и объяснять литературный текст

Storytelling and the Art of Teaching

Storytelling. is the original form of teaching.

In dealing with stories, learners have an experience with the powerful real language of personal communication, not the usual «teachers» of the foreign-language classroom.

While listening to stories, children develop a sense of structure that will later help them to understand the more complex stories of literature. In fact, stories are the oldest form of literature.

Stories in the affective realm

A relaxed, happy relationship between storyteller and listener is established, drawing mutual confidence. Stories help children to know themselves and to know others so they can cope with the psychological problems of growing up.

Selection

Read, read, read. Although learning stories directly from other storytellers is the traditional method, you will learn most stories from books. Read all types of traditional stories and literary fairy tales, modern tales, picture-books, action stories, romances, fantasies, juvenile fiction, nonfiction, and biographies, etc. Read different versions of the same story.

Choose stories with positive values. I prefer to tell stories that implicitly express joy, compassion, humor, resourcefulness, and other positive aspects of human nature. On the other hand, psychologists tell us not to be excessively concerned about violence, fear, anger, hatred, lying, etc. in stories.

Control the story's vocabulary. A rich vocabulary, with carefully chosen adjectives and adverbs, gives color and texture to the telling. However, you need to be comfortable with your use of language and not try too hard to get things «right» or the story will come out flat and nervous. Don't worry if the listeners don't already know every word; guessing is part of language learning.

Presentation

Start on the right foot. The beginning introduces the characters, sets the scene, establishes the characters, sets the scene, establishes the mood, defines the conflict or predicament of the protagonist, and arouses pleasurable anticipation. Then the

narrative carries the action It is sometimes essential for comprehension, before beginning a tale, to make some background comments on new or difficult vocabulary or the cultural assumptions and setting of the story. You might share an object related to the story or light a ritual candle to single the beginning of the special storytelling time.

Maintain eye contact. Eye contact is of the utmost importance as it not only holds the listener's attention and involves the listener in the story, but it checks understanding and gives instant feedback.

Help with your hands and body. The hands also create. Use only gestures that come naturally, but be aware of your hands; don't hide them or flap them about. Facial expressions and movement are also vital aids. Some tellers use very limited movement; others almost mime a story.

Follow-Up Activities

Ask comprehension questions carefully. If a story is followed immediately by a barrage of comprehension questions, its artistic value is lost and storytelling suffers. I would suggest waiting at least a day to ask the usual who what, where, when, how mach, and why questions. There are other, more creative ways to use questions. Multiple choice questions and questions that can be answered by inference can be used. Suppositions can be made like: What would you have done? Students may choose from a list of questions provided by the teacher and ask a partner. It's even possible to give out comprehension questions first and have the students construct the story.

Do oral activities. Choral reading story fill-in, add-on stories, building a tale from key words, etc., are all options. Discussion topics can be taken from the story's themes. Students can retell their favorite tales, or invent stories based on their own personal experiences.

Do creative drama activities. There are many story games to play. Stories educate, illustrate, enlighten, and inspire. They give relief from the routine and stimulate the mind. .

They are a great motivator for teachers as well as for students.