

THE USE OF NARRATIVES IN TEACHING ENGLISH

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***Abstract:** The article gives a substantiated notion of «narrative». The narrative methods, possibilities of their use in the process of teaching English are defined. The approaches to the definition of narrative methods, the role of narrative imagination and narrative modeling in education process are determined.*

Key words: concept, narrative, approach, narrative teaching methods, educational process.

Improvement of the educational process at the university, deep reflection and the realization of its scientific foundations depend both on the thorough work of the teaching staff, and on the attitude of students to the classes, their active educational and cognitive activity. There is a difficult task before the modern system of education: not only to transfer the totality of knowledge, but also to make the actualization of this knowledge of the student's personal and social experience, to promote the sense of cognitive control over the material. The narrative teaching methods most fully correspond to this task.

An active contemporary study of the narrative began in the 20's of the 20th century and in the 60's and 70's led to the formation of a direction that studies narratives. As a result, scientific practice includes such terms as «narrative», «narration». The analysis of a number of sources allowed to reveal several existing approaches to studying the narrative, which is the evidence of the importance of this concept. The narrative was considered in

the works by E. Paducheva, Ye. Popova, K. Andreeva, O. Gil, I. Veselova, E. Trubina, A. Oleinikov.

The narrative itself carries the only meaning – presentation of knowledge, the story. That is, in other words, the narrative is a story about something. However, it is not necessary to confuse this concept with the story.

In the narrative there are individual characteristics and features that have led to the emergence of an independent term. Narrative occurs when a subjective emotion and estimates of the narrator are added to the usual narrative. There is a need not just to bring the information to the listener, but to impress, to be interested, to make listen, to cause a certain reaction. Narrative is a process of generation and analysis of stories, stories and descriptions. Narrative learning is the basis of the educational process, the story that students analyze, try on themselves, thereby actualizing their own experience. In modern scientific literature, researchers increasingly turn to the study of vari-

ous aspects of the narrative. Analysis of the concept of «narrative» not only gives new aspects in the study of the process of communication, but also the role of the subject of the communication itself. In narrative there is an important statement of expression, on the one hand, the allocation of communicative action, on the other hand, communication, with the third – the reflection. This act is aimed not at the transmission of the message of story, but transfer the relation to the transmitted story. This is an act of narration. It is designed to influence emotions. In this case, the reflection becomes an inalienable attribute of the narrative, completing the communicative forms of education and upbringing. In the center of the narrative approach lies the idea that the basic form of human experience exists in the form of certain situations (stories) that have a direct impact on living lives. Special studies have shown that narrative schemes, being the main form of representation of people about events and subjects of social life, affect the way of memorizing, understanding and using this knowledge in behavior. That is, the narrative forms the behavior of a person, actualization of the relevant experience, personal and social, with the help of an appeal to the relevant stories. The analysis of narratives covers in essence all measurements of social reality: from the individual level of the organization and interpretation of life experience to the level of social interactions (the interaction of individual stories) [2].

Classical analysis techniques of artistic narrative are practically indispensable el-

ements of any foreign textbook or electronic resource. The classical triangle of the plot scheme is used by teachers as the basis on which children display their creativity.

The teaching material of any discipline, including English, involves the use of narratives. There is the necessity to maintain a balance between generalizations and details in order to find their analogies. The relationship between these two types of narratives attracts the attention of the viewer, keeps their interest. Narrative simulation is one of the fundamental elements of thinking and imagination. Due to narrative imagination we know the world in its integrity, we make plans, create something [5].

One of the most common methods of active learning is the narrative game. It is based on life situations. Students fall into specific situations, each with their own vision of the situation. All of them have different experience, outlook. In order to organize a single collective activity, it is necessary to identify the ways of participants' actions, to send their reflection and analysis to productive interaction. The narrative game allows students to experience different situations, including implementation or violation of rights. Children get some emotional experience that awakens interest in the problem. The narrative game motivates further work. In a game under the influence of emotions and feelings, it is more likely that the child will act as he or she thinks fit, and not as expected by adults, and not in order to earn praise [3].

Many scholars believe that narrative, verbal presentation of situations and

events can be characterized by rather free form of presentation of these events, which not always corresponds to their real time sequence. Only a few narratives were presented to illustrate the various approaches to this issue. It should be noted that, as the analysis shows, despite the widespread extension of the term, there is still no generally accepted scientific definition. Scientists either do not give the definition of the narrative, believing that semantization of this concept is determined by its etymology, or limited to a narrow interpretation of the narrative as the object of its own study. The focus of our article is the verbal narrative of the first person about the events that happened with the narrator himself or with someone from his friends (personal experience stories, or history of personal experience), executed for a particular audience.

From our point of view, such stories are one of the most common forms of verbal interpersonal communication, which occurs at the most diverse levels

of communication, in a variety of situations. Analysis and comprehension of scientific works gives us all grounds to consider the narrative as a social and cultural mechanism, the form of knowledge of the surrounding reality, the form of self-knowledge.

Literature

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