

EDUCATIONAL FORCE OF STORYTELLING

Kindergartener's age was called the age of a fairy tale by C. Bühler. At this age except games and arts, the perception of a fairy tale becomes an activity. But the perception of a fairy tale by a kindergartener differs from the one by an adult in that way that it is an all-out activity, which needs external prompts. The Russian scientists O.V. Zaporozhets and D.M. Dubovis-Aranovska called it assistance, when a child supports a positive book character and tries to solve problems in the book.

O.V. Zaporozhets wrote about the attempt to organize a group for drama games with a children's theatre. One part of the children was to be the actors and the other was to be the audience; but till the end of the performance there was not a borderline between the actors and the audience. The major part of the audience went onto the stage and took an active part in the performance.

From O.V. Zaporozhets and D.M. Dubovis-Aranovska's standpoint storytelling turns out to be an appropriate activity with kindergarteners. Although storytelling and story reading are similar in content, they are different in their process. One difference is in audience participation. In storytelling, children are encouraged to join in repetitive phrases or refrains, and given the opportunity to suggest variations in certain free story elements. R.C. Roney has described these aspects of storytelling as co-creative and a form of two-way communication.

K. Bishop and M.A. Kimball mention values of storytelling. The reasons to engage students into storytelling are: to stimulate interest in reading; to reinforce both oral and listening skills; to teach how to be respectful listeners; to enhance vocabulary and language development; to nurture public speaking; to foster self-confidence and poise; to nurture the imagination of students and assist them in mental visualization; to impart the values contained in the folktales; to pass along information; facts embedded in a story are generally much easier to learn and recall than when presented in an informational format; respect the heritage of a particular culture; to keep traditions and folk heroes alive; to relax and add variety to classroom routines.

Kindergarteners should be prepared for storytelling in advance in order to get enjoyment from this mutual activity. Whether stories are told with props, costumes, puppets, or flannel boards or whether a storyteller stands alone at the front of the room, stories are powerful tools to teach children to listen and to speak a foreign language.

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