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THE DEVELOPMENT OF ORAL SKILLS OF PRIMARY SCHOOL STUDENTS IN THE ENGLISH LESSONS BY MEANS OF STORYTELLING

Nowadays, with the development of modern technologies, it is not enough to give only knowledge to children. Students also need socialization and the ability to apply knowledge and skills in their everyday life and studies. The New Ukrainian School is based on these principles. That is why the problem of learning a foreign language, which is considered to be a means of communication and involvement people in the culture of other people, is relevant today.

In the conditions of hostilities, the problem of ensuring the availability of general secondary education for all participants of the educational process becomes especially important. The use of ICT enables children to study remotely. Now a significant role is played by communication, through which key communicative competencies are formed, and speech preparation of primary school students for systematic learning is carried out.

The problem of developing oral speech as one of the types of speech activity is considered in the works of V. Bader, L. Varzatska, M. Vashulenko, S. Karaman, M. Pentyliuk, S. Roman, O. Khoroshkovska and others. The needs of the modern educational process require improving the technologies of learning English and the formation of language and speech competencies.

Storytelling is a specific technology that allows you to speak and listen in order to increase the auditory susceptibility of primary school students, and therefore this issue needs further study.

Storytelling is telling meaningful stories that are permeated with the moral principles of understanding the most important human qualities. It may be any story with the plot that is an expression of human thought about historical events. The material is presented as an interesting, fascinating story that shows the uniqueness of the imagination of each individual, and it gives opportunities to show creativity [1].

The storytelling method was developed by David Armstrong (the USA), the chairman of Armstrong International. In creating this technique, David Armstrong relied on one well-known psychological factor: retellings are perceived much more interesting and easier than rules or directives, they are more exciting and informative [2].

Thus, storytelling technology does not require additional material resources that allows it to be used in various types of speech activities of primary school students. The advantages of storytelling are the ability to increase the effectiveness of perception and the analysis of external information, as well as to diversify children's learning activities, develop imagination and logic, enrich oral speech and increase learning interest [3].

The storytelling method involves three stages:

1) activities before storytelling that are designed to aid comprehension, create interest and enjoyment, make the storytelling more meaningful, and encourage students' critical thinking;

2) activities during storytelling that are used to check comprehension, keep learners' interest, allow students the chance to interact and practice using English;

3) activities after storytelling that can be follow-up activities to check comprehension of the story as well as post-storytelling activities that can give students plenty of practice using the new language structures and vocabulary [4].

We suggest a fragment of the lesson aimed at forming oral skills of primary school students (3th grade) using storytelling technology based on the fairy tale "The Lion and the Knight" that is created by the authors of the article.

I. Activities before Storytelling.

Teacher. Now, pupils, I want you to look at the curtains. What can you see? *(The children are looking at the curtains with the pictures of animals and discussing what they see).*

Students. We can see animals. *(The students can name them).*

T. Yes, you are right. We are in the animal's country. What do you think, what are we going to talk about today?

S. We are going to talk about animals in the forest. (*Students give their predictions).*

T. Today we are going to talk about wild and domestic animals. Now let's name the animals that you can see, for example: It is a cat (a wolf, etc.).

S. It is a lion. (*The students name the animals).*

T. Now let's go to the zoo. What animals are there in the zoo?

S. There are monkeys, tigers, giraffes and other animals in the zoo.

(The students name the animals that they see in the pictures).

T. Children, now let's move to the world of animals. Listen to the poem and follow my movements)[5].

Giraffes are tall, with necks so long. (Stand on tiptoes; raise arms high up into the air.)
Elephants' trunks are big and strong. (Make trunk with hand and arm.)
Zebras have stripes and can gallop away, (Gallop around in a circle.)
While monkeys in the trees do sway. (Sway back and forth.)
Old crocodile swims in a pool so deep, (Pretend to swim.)
Or lies in the sun and goes to sleep. (Lay head on hands and close eyes.)

S. (*The students are imitating the animals' movements).*

II. Activities during Storytelling.

T. Children, now our friends from the animal's country (a panda, a lion and a fish) will tell you an interesting story that happened in their country one day. But our narrators have one problem. One of them remembers only the beginning of the story, the second animal knows only the middle part, and our third friend remembers the end. Let's help them to restore the whole story. So, listen to the story and say who is telling the beginning of the story, who is describing the middle part and who is telling the end.

(Before the lesson the teacher is preparing three videos with the help of the online tool Voki (Picture 1)[6].

The Lion and the Knight

One day he was passing the village and saw a little boy caring for a bunny on the meadow. He wanted to catch the bunny and eat. He caught it up and then went to his forest. The boy was crying, and he was very sad. *(the middle)*

At that time a strong and brave knight came to the village. He had a big sword. The boy told him about the bunny. The knight agreed to help him. He went to the forest and took a lot of fruits and vegetables. The lion loved fruits and vegetables. He took everything and thanked the knight. The knight took the bunny and returned to the village. The boy was very happy. *(the end)*

Once upon a time, a lion lived in a large dark forest. The lion was big, strong and hungry, he was always very hungry! He loved to eat little bunnies. Every week he ran through the woods looking for little bunnies. *(the beginning)*

Picture 1. Screenshots of digital stories made with the help of the tool Voki

S. The lion told the beginning of the story, the fish told the middle part and the panda finished the story. (*The students are listening to three stories and find the beginning, the middle and the end of the story*).

T. Unfortunately, not all the animals heard that story, and they want to know what really happened. Let's answer their questions:
1. Where did the lion live?
2. Who did the lion love to eat?
3. Who saved the bunny?, etc.

S. (*The students are answering the questions and discussing the main idea of the story*).

III. Activities after Storytelling.

T. Children, now let's draw this story and tell it according to the pictures.

S. (*The students are drawing their illustrations to the story and tell it using the pictures*).

T. Try to create your own story and draw some pictures that illustrate your story.

S. (*The children are thinking about their own variants of the story, drawing their illustrations to the story and tell it to each other using the pictures that they have drawn*).

Thus, storytelling is an effective technology that should be used and integrated in the English lessons in primary school as it helps not only memorize the material but also motivates the students, improves their culture of communication, develops children's listening and oral skills.

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