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USING STORETELING AS AN INNOVATIVE METHOD DURING THE PROCESS OF TEACHING SOCIAL AND HUMANITARIAN DISCIPLINES IN MEDICAL HEIs

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The article presents the results of scientific analysis of the concept of "storytelling" as a method of teaching, and substantiates its effectiveness in the process of teaching social science and humanitarian disciplines in medical institutions of higher education. Based on the analysis of scientific sources conducted, it was concluded that the method of storytelling provides a wide space for teachers and students allowing their creative cooperation, which results in deep knowledge and personal development of the student. It also helps to increase motivation to learn, creates a healthy psychological microclimate in the team, amplifies and stimulates students' achievement. The importance of storytelling in the formation of communication skills in future medical professionals is determined; the effectiveness of using this innovative method at different stages of practical training is substantiated; the approximate structure of sample story is determined, as well as the variants of plot that can be used in accordance with the educational purpose are described in detail, and examples of practical implementation of stories in the context of teaching social sciences and humanities in medical institutions of higher education are provided, namely: "Ukrainian language (professionally oriented)", "History of medicine". The possibilities of using technical teaching aids, online tools and mobile applications to create stories and their use in pedagogical practice are

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identified. The further prospects of scientific research in a certain direction, which may relate to measuring the effectiveness of the method of pedagogical storytelling by conducting a survey among students and/or teaching staff with the further statistical analysis of the data obtained, as well as the formation of guidelines for effective use of storytelling in educational sphere of the Healthcare industry.

Key words: storytelling, method, plot, character, educational process, training of medical specialists.

ВИКОРИСТАННЯ СТОРІТЕЛІНГУ ЯК ІННОВАЦІЙНОГО МЕТОДУ ПІД ЧАС ВИКЛАДАННЯ СУСПІЛЬНО- ГУМАНІТАРНИХ ДИСЦИПЛІН У МЕДИЧНИХ ЗВО

М. В. Кірячок, О. В. Горай, О. В. Антонов

У статті представлено результати наукового аналізу поняття "сторітелінг" як методу навчання та обґрунтовано ефективність використання цього інноваційного методу під час викладання суспільно-гуманітарних дисциплін у медичних закладах вищої освіти. На основі аналізу наукових джерел зроблено висновки про те, що метод сторітелінгу відкриває перед викладачем та студентом широкий простір для співпраці у творчості, результатом якої стануть глибокі знання та особистісний розвиток здобувача освіти. Він сприяє посиленню мотивації до навчання, створює здоровий психологічний мікроклімат у колективі, сприяє підвищенню рівня навчальних досягнень студентів. Визначено значущість сторітелінгу у формуванні навичок комунікації в майбутніх медичних фахівців, обґрунтовано ефективність використання цього інноваційного методу на різних етапах практичного заняття; визначено орієнтовну структуру історії, докладно схарактеризовано варіанти сюжетів, що можуть бути використані відповідно до освітньої мети, та наведено приклади практичної реалізації історій у контексті викладання суспільно-гуманітарних дисциплін у медичних закладах вищої освіти, зокрема таких, як: "Українська мова (за професійним спрямуванням)", "Історія медицини". Також визначено можливості використання технічних засобів навчання, онлайн-інструментів та мобільних застосунків для створення історій і їх використання в педагогічній практиці. Окреслено подальші перспективи наукових розвідок у визначеному напрямі, що можуть стосуватися вимірювання ефективності методу педагогічного сторітелінгу, шляхом проведення анкетування серед здобувачів освіти та науково-педагогічних співробітників ЗВО і подальшого статистичного аналізу отриманих даних, формування методичних рекомендацій щодо ефективного застосування сторітелінгу під час підготовки фахівців для галузі охорони здоров'я.

Ключові слова: сторітелінг, метод, сюжет, герой, освітній процес, підготовка медичних фахівців.

Introduction of the issue. At the present stage of development of higher medical education the priority is not only the formation of a highly qualified specialist, but also the development of a unique personality capable of comprehensive perception of new experience, open to new knowledge, trained interlocutor, who mastered the basics of oral and written speech, can properly use language(s) in different speech situations according to the purpose and situation of communication.

According to the concept of student-centered education, a graduate of a higher education institution must have deep professional and general knowledge, be able to quickly adapt to changes in society, have developed skills of critical thinking, capable of making quick and confident decisions in situations of uncertainty and multiple choice, which is the key demand for such a specialist in the labor market. Therefore, the process of training future medical specialists requires continuous

search and implementation of modern teaching methods and technologies in educational activities, one of such methods is storytelling.

Current state of the issue. Studies of domestic scientists devoted to the analysis of the essence of the storytelling method and ways of its application in pedagogical practice were conducted by N. A. Vasylykivska, L. H. Kaidalova, H. M. Hych, S. P. Palamar, S. O. Mykytiuk, Yu. A. Makovets-Hodz, I. L. Pobidash, L. F. Panchenko and other. The relevance of the use of storytelling in educational activities is confirmed by the results of scientific research of such foreign researchers as K. Gahhaler, M. Alterio, J. McDrury, J. Methews, F. Van Gils, P. McGee. Particular attention is paid to the issue of multimedia (digital) storytelling, which involves the creation of story(ies) with the help of modern computer technology and the use of such material in higher education. Today, storytelling is widely used in various social spheres, thus its strong points lie in the strong connection between ideas and emotions, which together can actively influence the recipient leaving a lasting image in the student's mind. Therefore, storytelling has been the subject of scientific research in the field of marketing, journalism, etc. for several decades, thus, a lot of scientists dedicated their work to studying the art of creating a successful story, namely: M. Livin, K. Lawrence, P. Smith, A. Simmons and other.

Aim of research is to determine the theoretical features of pedagogical storytelling as a method of teaching and justification of the effectiveness of this innovative method in the teaching of social sciences and humanities in medical institutions of higher education.

Results and discussion. Story was recognized as an effective way and means of transmitting information for different purposes, including educational process, for the emotional content and vivid imagery of such texts inevitably led

to a deeper immersion in the content of the story and, consequently, better learning outcome.

Nowadays, storytelling is becoming an object of interest for teachers around the world, because the presentation of educational material in the form of a story constructed on a certain principle allows not only to facilitate its assimilation by engaging imagination, logic, vivid imagery and even acting and public speaking skills, but also to build strong psychological communication between members of the study group, student and teacher, which will improve the quality of knowledge acquisition. L. H. Kaidalova notes that storytelling is of paramount importance, especially when applied in the process of training of medical specialists, and emphasizes the need for its use in the pedagogical practice of teachers of medical educational institutions, for "this method is convincing, accessible, motivating, amplifying, stimulating" [1: 138]. According to the researcher, storytelling performs a number of important functions, among which, in our opinion, the following should be singled out: educational (increasing the level of learning material), motivational (the process of learning can be turned into an exciting journey through storylines; stories can inspire and encourage self-development and in-depth study of the subject), persuasive (improving the ability to operate with facts, give convincing arguments and illustrate them with well-chosen examples), communicative (development of communicative skills, ability to dialogue with the audience, active listening and interpreting skills). Given the expressive nature of the story, storytelling can have a profound effect on the consciousness of the learner, as well as to form his/her values, stimulate the ability to empathize, amplify awareness of responsibility for actions, which is important in the process of training of medical professionals) [1].

According to S. P. Palamar and M. S. Naumenko, storytelling is a modern innovative trend in education, and its conceptual differences include "ease, lack of obsessive suggestions, listening to or reading such a story; the audience will draw the right conclusion and remember a much larger amount of information" [2: 51]. Note that the experience of working with stories during training will be useful in the further professional activities of health professionals, because specialists in the sphere of healthcare must have a high level of communication skills, possess the art of persuasion, the ability to verbally support, reassure, imply a positive mindset.

We agree with the opinion of I. L. Pobidash that the plot, the main character, emotions, details and conclusions should be an integral part of any story [3: 148]. It is worth noting that an important element of storytelling is conflict, overcoming which leads to a positive result for the character(s) and in the educational process becomes a solution to the underlying educational problem and aims to achieve a certain learning outcome: motivation to learn; means and ways to overcome obstacles on the way to the goal; the ability to make choices in situations of uncertainty; the ability to analyze mistakes, draw the right conclusions, etc. When creating a text applicable to be used at different stages of practical training, its author should follow the basic rules for creating a story: clearly structure the text; pay special attention to the logical structure of reasoning: thesis (main idea) – argument – example – conclusion.

Also, keep in mind that the important difference between academic and ordinary storytelling is the presence of the main character. Characters of such a text can be real or fictional; both people and certain objects can be incorporated, as well as the ideas, concepts that will act in given situations. Yu. A. Makovetska-Hudz notes the need

for the main character of the story to evoke an emotional response in the audience [4], and therefore the selection of characters needs special attention. The protagonist does not have to be exceptionally positive, on the contrary, the presence of shortcomings, mistakes in actions make him/her "lively", more understandable to listeners, who can recognize themselves in the actions of the hero, and thus understand that even the most difficult life or professional situation you can find a way out.

A well-written and intriguing plot forms the central core of any story. K. P. Havrilovska and Yu. Yu. Demianchuk note that the basic plot components of storytelling include the following: "from rags to riches" (sudden success, due to own efforts or by coincidence); "adventure" or "quest" (a journey to achieve the goal); "back and forth" (gaining new experience in an unexpected situation and returning to normal conditions); "comedy" (overcoming misunderstandings for victory); "tragedy" (complete fiasco and fair retribution); "revival" (recovery after a long decline); "victory over the monster" (complete victory and reward) "[5: 86].

Classical structure of the plot implies the fact that main character has an aim or purpose, which requires him/her to follow the path until the end-objective is completed with particularly articulated result. Such a story can be useful at different stages of practical training: from the initial motivation of learning to systematization and generalization of knowledge. Quest stories will help to show that small successes become the basis of a great victory, without them it is extremely difficult or impossible to achieve the goal. The plots which are based on the "fight against the monster", motivate to achieve the goal and faith in their own strength, and the plots of "comedy" or "tragedy" type would stimulate the effective analysis of mistakes and shortcoming.

A slightly different approach to the classification of stories is offered by

N. V. Makogonchuk, who defines the following types: cultural – tells about values, morality and beliefs; social – informs people about each other (the storyteller can tell children stories from the lives of famous people, which can serve as the model example for them); myths, legends – they reflect the culture and remind the target audience of what to avoid in life in order to be happy; jump story – everyone loves to listen to stories about mystical creatures, when the unexpected ending makes the listener jump on the chair out of fear; such stories help to overcome one's own fears; family – family legends preserve the history of families, these stories are passed down from generation to generation and are instructive; friendly – these stories unite friends, for they recall a certain experience they had together; personal – personal stories tell about own experiences [6: 46].

From the standpoint of involving students in active interaction, storytelling can be passive in the case when the work on the choice of storyline, selection of characters, goal formation and the final educational result is entirely carried out by the teacher, and the applicant acts as an active listener; nevertheless, storytelling is considered active if students are partially involved in the creation of the story, namely: cooperative (together with the teacher) search for ways to overcome the problem, students offer their own options for resolving the conflict, give the main character certain qualities necessary to succeed, etc. Also, students can compose stories on their own according to the teacher's plot. For example, passive storytelling should be used when studying a new topic, when the teacher in the form of a proper story can provide information about theories, rules, etc., not yet familiar to students. For example, when the course "Ukrainian language (for professional purposes)" is presented to the medical students for the first time, the topic "Business Papers" can be given in a form of a story about a real person

who would find out the purpose and features of specific documents; topic "Rhetoric. The Art of Presentation" should be supplemented with a vivid biography of an outstanding speaker or a story about a fictional character who succeeds through the ability to persuade. The discipline "History of Medicine", which is studied in higher medical education, provides an overview of the history of development and formation of medical science in the context of human development in different eras, and therefore the basic chronology together with the stages of society of different times and countries can benefit from the use of technical teaching aids, which will illustrate and structure a large amount of educational material, putting the focus on the most important stages, events, individuals in order to form in the minds of students a holistic image of a representative of a certain era.

Active storytelling will be a good option for consolidating, generalizing and systematizing knowledge. Thus, students create a story on their own, and, in order to work with stories to arouse the interest of students and result in the effective acquisition of knowledge, it is necessary to acquaint them with the principles of storytelling and the rules of creating appropriate story. For example, teaching the "History of Medicine" course provides for the study of the topic "Development of medicine in the XIX-th century. Scientific achievements of clinical medicine", including the life story of Florence Nightingale – the founder of the international system of training of secondary and junior medical staff. The rich life of this woman-reformer of nursing is full of events, which can be divided into separate plots and give the opportunity to students-storytellers to implement them into a whole story. Such work helps to present F. Nightingale's achievements not as a standard chronological list of facts, but as a set of vivid figurative narratives that together form a holistic expressive image of an easy-to-remember personality.

In general, each of the mentioned above plots can be modified according to educational needs, creating unique images and situations that enliven the theoretical material, make it more expressive, easy to understand and assimilate.

Global technological progress affects the field of education, and, therefore, the need to use modern technical teaching aids, online tools, mobile applications in the work of the teacher is, undoubtedly, just only a matter of time. The use of digital tools in the process of creating a story makes it possible to visualize the content, make the story "alive", strengthen the depth of perception of what is heard, and thus the level of knowledge acquisition.

In our opinion, the following online platforms and applications can be effective in digital storytelling: Storyboardthat is a platform that can be used to create bright images-frames to support your story; Canva – a multifunctional service that allows to create animated presentations, comics, banners, flyers, collages, infographics and other visualizations; such functionality has such applications as: Piktochart, VistaCreate, PicsArt, etc .; free online platform for creating illustrated books Ourbook; online platforms for creating comics Comic Master, Pixton, etc. The use of these and other similar online tools and applications is possible not only for teachers but also for students: such activity increases their level of mastery of modern technologies, gives the opportunity to express creativity, increases interest in learning.

Conclusions and research perspectives. The storytelling method opens wide space for the teacher and the student to cooperate in creativity, which results in deep knowledge and personal development of the former. It also helps to increase motivation to learn, creates a healthy psychological microclimate in the team, helps to improve the level of students' achievements. Our research

identified and described the features of pedagogical storytelling as a method of teaching, in particular, outlined its importance in the formation of soft skills of future medical professionals, substantiated the effectiveness of this innovative method at different stages of practical training; the approximate structure of "story" is determined, the variants of plots that can be used in accordance with the educational purpose, and are described in detail; examples of practical implementation of stories in the context of teaching social sciences and humanities in medical institutions of higher education, in particular "Ukrainian language (professionally oriented)" and "History of medicine". The possibilities of using technical teaching aids, online tools, mobile applications aimed at creating visual accompaniment to stories or fully digitalized content and their use in pedagogical practice are also outlined. We believe that determining the effectiveness of the highlighted pedagogical method requires measurement and statistical confirmation, and, therefore, we see prospects for further research in conducting a survey among educators, as well as forming guidelines for effective use of storytelling in the process of training of healthcare specialists (including clinical disciplines).

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