

Enhancing Speaking Skills of B1 Level Students Through Storytelling Techniques as a Form of Interactive

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ABSTRACT: Interactive learning is a special form of organization of the educational process, the essence of which consists in the joint activity of students on the development of educational material to solve common but significant problems for everyone, in the exchange of knowledge, ideas, ways of activity. The learning process with the included elements of interactivity awakens students' interest in the development of a foreign language space and motivates them to further improve foreign language speech activity.

KEYWORD: interactivity, communicate, communicative skills, mental activity, meaning-making, professional competence, democratic style.

Introduction

Modern science of education has come close to the moment when there was a need to create pedagogical technologies that provide the most important thing in the educational process – the development of the personality of each student, his activity. It is necessary to create such learning conditions so that the student strives to get new results of his work and in the future successfully apply them in practice.

Many youths wait to hear "Once upon a time" before going to bed because it might affect their creativeness. However, by telling this story, parents can instill and reinforce positive values and ideas in their youngsters. Stories, in their opinion, are a very effective teaching tool for both children and adults. To begin with, using stories has a long history dating back to religious lessons, which greatly aid in understanding beliefs. Second, stories assist parents in imparting a variety of knowledge, morals, and cultural customs to their daughters and sons. Additionally, this method is a fantastic way to foster trust in both parents and their young ones. From all this point forward, the instructor should implement this method in learning circumstances that could increase the students' aptitude for and competency in such a skill, as well as their satisfaction of it. Sharing knowledge from other perspectives through storytelling is another benefit. [1, p. 45] Every time a person speaks, engages in conversation with a neighbor, gossips, or recalls a dramatic event from the day, they are by nature storytellers [2, p. 63].

Thanks to interactive methods, the process of developing an active personality with the ability to communicate in a foreign language has become more effective.

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T. S. Panina defines interactive learning as a way of cognition carried out in the forms of joint activity of students: all participants in the educational process interact with each other, exchange information, jointly solve problems, model situations, evaluate each other's actions and their own behavior, immerse themselves in the real atmosphere of business cooperation to solve problems [3, p. 11].

Each student is involved in the process of cognition, so interactive learning represents a special organization of the educational process. Consequently, the teacher faces the question of how to find ways to increase the cognitive interest of students in learning a foreign language. One of the possible ways to solve this issue is the use of interactive technologies in the classroom, namely enhanced interaction of students in the classroom. The basic concept of the interactive method is interaction. Interactive methods can be classified by their leading function:

1. Creation of a favorable atmosphere, organization of communication.
2. Organization of the exchange of activities.
3. Organization of mental activities.
4. Organization of meaning creation.

The pedagogical process, which includes the use of interactive methods, encourages both the student and the teacher to constant creativity and personal growth. The development of communicative skills and abilities are one of the tasks that is set before the teacher and can be solved by organizing interactive learning. Are there any advantages of interactive teaching methods? First of all, we need to consider the advantages of using interactive techniques. The learning process with the included elements of interactivity awakens students' interest in the assimilation of foreign language space and motivates them to further improve foreign language speech activity. Interactive methods encourage everyone's active participation in the educational process and contribute to the effective assimilation of educational material and form students' competencies necessary during the period of entering an active life environment. The use of interactive forms and methods of work has a positive effect on the respectful relationships of students in the team and encourage mutual assistance and support for each other.

A friendly and respectful relationship is established between the teacher and the students. It is advisable for all participants in the educational process to adhere to a democratic style of behavior. Cooperation between students plays a major role in the learning process. In the course of solving the tasks set, students need to give their own examples, defend their point of view. In this paper, we will consider the application of interactive techniques by students of the English language department at school in practice. Students offered students at the school several thematic projects that reveal the abilities and potential of students. The projects are implemented in a playful way and motivate schoolchildren to further study English. Students worked in a group with schoolchildren. Students learned to work in a group, which has a number of positive characteristics. Group work of students in practice contributes to the formation of general professional and professional competencies aimed not only at the educational process, but also at strengthening interpersonal relationships in the team. The students transferred their skills to work in a team to the students of the classes where they worked as teachers of English language, ensuring their more active

speech interaction. When working in groups, the problem of overcoming the psychological barrier is solved interactively: overcoming stiffness, shyness, fear of making a lot of mistakes compared to other more successful students. From the point of view of V. K. Dyachenko, "interactive learning" is a way of cognition based on dialog forms of interaction of participants in the educational process, during which they form skills of joint activity. This approach is based on the principle "everyone educates everyone and everyone teaches everyone. [4, p. 17]

The students were divided into groups of 4 people, and the groups were formed in such a way that it included both the strongest and lagging students. Each group received a specific topic (cuisine, music, cinema, painting of modern English) and their task was to present their topic in the most interesting way using computer technology. Here is an example of a group that presented a topic dedicated to the cuisine of England.

The students began their presentation by showing a small video talking about the history of English cuisine and its development now (the group wrote out new words on the board and, in difficult cases, tried to rephrase the sentences in a simpler way), then moved on to a story about culinary blogs they found and bloggers shooting videos with interesting. The students finished their presentation by showing a video in which they cooked one of the recipes they liked together in a technology lesson. Of course, during the preparation of cookies, a student intern helped the children. Students invited teachers-methodologists of the English Language department to present projects by students. We find this example very revealing, because, firstly, the students worked in a team, and this helped them avoid certain difficulties, the students distributed responsibilities in such a way that everyone was responsible for the area in which he/she was the strongest. Secondly, the children themselves controlled the process of their work, which helped them understand the importance of self-control in educational activities.

The project prepared by the second group about the music of England also seemed to us quite interesting and successful. The band has thoroughly prepared for their performance. They told about the origins of music in England, about the influence of Celtic and Germanic tribes, about church and folk music. One of the members of this group knows how to play the guitar, and the children chose and learned a song and sang it in front of the whole class. Their chosen song talks about a swallow who stole 3 wheat grains. They printed out the words and distributed them to all the remaining groups so that they could sing along. They also put an animated clip on the board to make their presentation more colorful.

After analyzing this example, we, together with the student interns, come to the conclusion that the children highly appreciated the work of their team, the performance turned out to be full of interesting historical facts, but not overloaded. Students under the guidance of students were able to present information in a very simple but memorable way, none of the listeners were bored. Undoubtedly, one of the facts that helped this group cope with this project was that two members of this group attend a music school, which motivated them to choose this particular topic for the project. The students sang the song at a good level and tried to pronounce all the sounds as correctly as possible. In this project, it is also worth noting the increase in the cultural motivation of schoolchildren.

The last group represented the theme of painting. We also had doubts about the success of the performance of this group, since painting is not always interesting for children of such a young age. However, three girls who were part of this group are engaged in art school, and were able to interest the

class. The group wrote out new lexical units on the board to facilitate the perception of their text. Another interesting lesson was conducted during the study of the topic "In search of lost time". In this section we touch upon the topic of literature, which is obviously an important part of the culture of any country, and, of course, we could not ignore this topic. We felt that for the greatest involvement of students in the work, it is necessary to present the material in a new form. The usual reading of poems does not lead to

the results we need. This type of work should not be forced, because not all children like to speak publicly. The students invited the children to spend an "evening of poetry" in the classroom. Students could recite by heart both poems by well-known English classical poets and poets of the present. The students decorated the classroom with posters and decorated the blackboard with the theme of their chosen poems. A good background was music, which contributed to the creation of the atmosphere of the literary club. The students brought tea and enjoyed reading poetry. The students highly appreciated this lesson. It can be noted that he helped us in the formation of socio-cultural competence and the formation of artistic taste of schoolchildren. It is worth noting the importance of the fact that the students

themselves organized the preparation of this event. This develops responsibility and purposefulness. All these qualities are important when learning a foreign language, as it is necessary to put an incredible amount of effort to achieve the set results.

When working in groups, the problem of overcoming a psychological barrier is solved: overcoming stiffness, shyness, fear of making many mistakes in comparison with other more successful students. In the interactive form of training, the teacher is assigned the role of an assistant or organizer of speech interaction, and the student becomes an equal speech partner. Group work promotes the development

of independence and a sense of responsibility. Everyone becomes responsible for their part of the common cause, which no one will do for them, which also contributes to the cohesion of the team of students and students. Group training successfully solves problematic tasks, forms a desire for cooperation and creativity, develops a sense of mutual assistance and mutual respect. The success of working in a team depends not only on the desire and ability to work together and in a coordinated manner, but also on the professional and personal qualities of the teacher who plays the role of organizer and assistant in conducting various interactive forms of work.

The use of this method brings a new fresh stream to the teaching of the English language, helps to increase the motivation of students and schoolchildren in its study, as well as the development of free self-expression and creativity, their bilingual and bicultural development, the formation of genuine communicative competence.

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