**Storytelling as a method of teaching foreign languages in Kazakhstan education**

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This research work has the value that lies in the fact that the author justified the use of Digital Storytelling in the learning process. A certain practical significance of the author's proposed recommendations for the use of the global network for foreign language lessons.

Данная исследовательская работа имеет ту ценность, которая заключается в том, что автор обосновал использование цифрового сторителлинга в учебном процессе. Определена практическая значимость предложенных автором рекомендаций по использованию глобальной сети на уроках иностранного языка.

 Nowadays the new information technologies are actively implemented in the educational process. And if we consider the lesson as the social order of society the education system, today we have reached the level where computer literacy of the graduate school should be sufficient to work freely on your personal computer as user. In the training special emphasis is placed today on own activity of the child, realization and processing of new knowledge. The teacher acts as the organizer of the learning process, the head of Amateur students, providing them with the necessary assistance and support. Today it should be noted that Internet technologies are a part of the overall information culture of teachers and students. Information and educational space until just beginning to fill.[1]

 The advent of the Internet in education stimulates the desire of children to learn, expanding the zone of individual activity of each student, increases the speed of supply of quality material in one lesson. All of this is done through the e-mail correspondence with students in other countries, creation of joint telecommunications projects, the ability to read books in the original, participate in various contests and competitions. Currently, the issue of integration of the Internet into education and, in particular, its application in teaching foreign languages is quite relevant. This is mainly due to the use of the Internet as a means of learning a foreign language, many goals and objectives of training and education are the best.[2]

 Digital storytelling is the practice of combining personal narrative with multimedia (images, audio, and text) to create a short autobiographical film.

Digital storytelling uses a range of techniques including standard storytelling, audio and video recording, multimedia publishing and General mediated events. [3]

Today's children are born to the world of technology and they soon become skillful and eager users of technology. In this context, we, teachers and educators should reconsider what it means to be literate in the modern world. This means that the school must provide the new curriculum to help children to learn and develop new skills for the twenty-first century, which include critical thinking, information and media literacy, creativity, communication skills, collaboration and contextual learning. The development of all these skills is possible in the conditions when in the classroom regularly used multimedia technology. On the other hand, it suggests that teachers and lecturers are fully educated and trained in new approaches and strategies of teaching. This means not only more efficient use of old methods, but the development and adoption of new methods of teaching. After the adoption of new methods of language teaching gradually developed new curriculum to encourage teachers to use new methods not only in universities, but at a lower level of education.

We have to distinguish between oral, written and digital storytelling because each will have its own scope and its own specifics.

Oral storytelling is inseparable from public speaking; an important part of it is the look, the emotions, the gestures, the personality of the speaker. It is used both in presentations and in interpersonal communication.

Written storytelling is now the subject of intense study, this technology to influence and win over your audience in-demand copywriters, bloggers, marketers and journalists. The average length of the stories used in education, from 2 to 5 minutes. The themes covered by way of digital storytelling, varied and endless, from personal stories to stories about historical events, from stories about life in the city to a narrative about life in different parts of the world and beyond. To create a successful project it is necessary to remember about the 7 elements of digital storytelling:

1) own the author's point of view, own opinion should be expressed in the story

2) the selected topic should be personal and authentic

3) the story should be emotionally charged

4) scoring – the voice should be expressive

5) music will enhance the emotions

6) the material is presented succinctly, compactly, concisely

7) the story is accompanied by visuals, photos, pictures may captions or subtitles.

There are several types of digital stories: personal story and historical chronicle, teaching story. [5]

 Multimedia or digital storytelling is used in the web design and digital journalism, social networks, as well as creating presentations and videos. Digital storytelling can be implemented in different formats: in the form of a video presentation or digital publication with multimedia content.

The method of storytelling has a high educational potential and can be used to solve a number of pedagogical problems: transmission of information, increasing motivation of students and developing communicative and ICT competences in the course of project activities.[3]

Digital kind of storytelling has attracted the attention of educators as a combined learning tool that combines visual, imaginative, musical and verbal components. Because digital storytelling is the actual format of digital communication, there are many technical solutions and approaches to create products of this kind. Digital storytelling can be implemented in the format of a video presentation or Html pages with multimedia content. To the teachers who decided to use the method of storytelling in project activities of students, faced with a choice of technological bases and design method. To solve this problem it is necessary to analyze the technology and methods of digital storytelling for classroom projects, to develop a method of organization of project activity of students on the basis of digital storytelling and to identify the range of competencies that are assumed in the design process. Digital storytelling not only affects the development of children's language skills, but also promotes emotional and social development of children. The video is not the only way to create a digital story. There are a lot of them. We can create ***a staging*** *or* ***a video clip, a video word, a presentation, a photo story***. *Dramatization* is another form of digital storytelling. *Staging* is a sort of presentation, but the students are not focused on the facts, but they must find a way to analyze their feelings, actions, incidents, sayings, etc. Students must submit things that are familiar to them.[6]

Digital storytelling not only develops language skills but other useful skills and can contribute to the overall development of any participant and his or her relationship with teachers or other members of the group. The aim of this thesis was to bring digital storytelling to the Kazakhstani teachers and offer practical use in the classroom in English. We know that this task is not easy, and will take a long time to get used to digital storytelling as a new way of learning English, but, in my opinion, we can only be enriched by this new method.

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