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USE OF STORY TELLING METHOD TO PREPARE OF FUTURE POLICEMEN

The impact of new technologies in educational contexts has been mostly positive as new technologies have given educators the opportunity to enhance their knowledge, skills, and therefore enhance the standard of education. However, education systems still face many challenges: one of these challenges is how to enhance student engagement to provide better educational outcomes. It has become increasingly important to use innovative pedagogical models to engage learners [1].

One of the most effective ways to communicate between people is storytelling. It gives meaning, context, and understanding in a world that is often filled with chaos and disorder. Storytelling is

one of the pedagogical approaches that can engage students in deep and meaningful learning [2].

Look at the examples of storytelling when we teach how to express directions in English. The teacher helped to solve the problem of explaining where a person comes from and understanding directions given in English, introducing north, south, east, and west. He also talked about how to express places in between any two of the four directions. At first he drew a miniature map of Ukraine on the board and referred to that land as the example. Teacher set cadet's going on his vacation as the main story and several minor ones when he was explaining in detail. Here are stories that he has narrated:

1. My friend cadet Petrov wants to go on vacation. He lives in the north, and he wants to go south...what happens cadet Petrov has finished his vacation down here and he wants to go back up home? ...and he lives—believe it or not, it's cold and it's arctic. If you live in the north, for example, the top of Europe...

2. ...When I was a little boy, I used to...(Telling about how he was used to identifying directions when he was a five-year-old boy).

3. I have a problem for you. I know you can help me to solve this problem. Police officer has to get somewhere not quite north, not quite east. What would you call in between the two?

4. We Ukrainians or people from the north—that would be people from England, France, Germany, United States of America, Canadians—are very arrogance. The two more dominant sides are North and South. You are either from the north, or you are from the south...When we go directions in between north and east, you can only say one way. If you say another way, you actually confuse us...You cannot say east-northern. Just try. You go outside right now, find an English person and say: "I need to go east-northern of here." They would look at you, look at the sky, give you a dollar and say: "Go to see a doctor and go away."

5. When I drop the pen, it goes downward. Mr. E looks skyward and his pen goes downward...

Multi-voice storytelling, a technique I really enjoy is telling a story with the help of the listeners. Let me show you how this goes:

I ask a couple of learners to sit either side of me and a bit back from me, all three of us facing the class group. I then start the telling like this:

This story is about three people who lived in a village in Ukraine. It was a small village and it had a big river... I simply don't remember what the river was like and where it ran... [turning to one of the helpers] Do you have a better memory than me? Can you describe it?

Both helpers have a go at positioning the river in the village.

I then carry on telling the story. Five or six times I stop and get the helpers to enrich the telling with their descriptions. I am careful to retain the plot in my own hands until very near the end. I then ask all the students to write down the ending that they imagine.

They read their endings to each other and I will finally also give them my ending. Told in this way, the story belongs much more securely to the group than if I tell the tale on my own.

In this unit students will meet the following objectives:

- will develop vocabulary through listening, speaking, reading and writing;
- will listen to and respect the opinions of others about written, oral and visual texts;
- will listen to, read and respond to texts about and from many cultures and times;
- will recognize values and beliefs included in a text;
- will determine purpose, point of view and audience, and choose an appropriate written, oral or visual format;
- will use oral language with clarity and voice to communicate a message;
- will use strategies to generate and develop ideas for speaking, writing and visual activities;
- will read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used.

During this unit students will be given the opportunity to have daily language practice in the safe and relaxed environment of their

classroom. This daily language practice will allow the students to interact on a personal level with both the teacher and fellow classmates. The students are able to gain language knowledge from their participation both as speakers and listeners. These personal interactions are meaningful because the students are able to interact with one another, carry on conversations, and hear significant rules being modeled involving sentence structure. Each lesson within the unit will focus on a particular aspect or skill set of storytelling, each week building upon the last in complexity. The skills learned in this unit will help to develop the students' oral language, which is necessary to become successful academic learners in the classroom. This will further prepare the students to effectively take on the next grade.

It is a meaningful approach for creating a constructivist-learning environment based on novel principles of teaching and learning.

Thus, this approach has the potential to enhance student engagement and provide better educational outcomes for learners.

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