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RESEARCH AND SELECTION OF INNOVATIVE APPROACHES AND METHODS SUITABLE FOR THE DEVELOPMENT OF PROFESSIONAL SKILLS OF RUSSIAN LANGUAGE TEACHERS

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ABOUT ARTICLE

Abstract: The methodology used in this study consisted of an amount of time for each session of 40 minutes, in which all the students read and told about one specific folktale. Then they had to write their own original story; after some sessions of revision, different students were asked to tell what they wrote without memorizing lines. Similarities and differences in the structures (beginning, middle, and end) were discussed to highlight settings and characters in each story; body language, vocalization, gestures and eye contact were explored for the student recognition and how the use of those elements was when they were telling a story.

INTRODUCTION

Donahue states that learning is more effective when it takes place in social environments that provide authentic social cues about how knowledge is applied. Stories function as a tool to pass on knowledge in a social context. For that reason, this project is going to be focused on the prospects that storytelling provides to children with the improvement in speaking skill through communicative abilities such as body language, mimic, overdone pronunciation, vocalization, eye contact, voice projection and gestures.

Storytelling method became a powerful tool for Russian teachers in order to provide a wide range of techniques and approaches during the learning process; this method incorporates the four communicative skills along each session and it integrates almost two communicative skills in each activity. Storytelling as a learner centered method takes into a count student's characteristics such as

the age and conceptual level of learners, their needs and interest, their language level and previous language–learning experience, and the degree of difficulty of language and activities Dujmovic .

Before storytelling starts, it is crucial to catch learner´s attention by presenting them some previous activities to increase vocabulary, practice pronunciation, body language techniques and vocalization, Peck states that to introduce a main tale line, stories and poetry are shared in the first part of the session, then learners socialize aspects of the tale in order to create a context around the tale .

Body gestures, eye contact and overdone pronunciation are techniques provided by the teacher to the students, so they can use them during their oral production; these previous activities incite and encourage learners to keep paying attention to the all activity.

During the storytelling process, teachers act as a model of how a story must be told using previous mentioned techniques to empower and motivate learners to produce orally and to keep their attention all the time, Peck.

The opening of the story is the most important aspect to start the activity because by presenting an appropriate opening, the audience is more opened and disposed to pay attention if they consider it is interesting or not, this part involves the line of the tale, the topic, characters and relevant issues; "You hook the listener in by presenting a problem that encourages them to keep listening" DeNeen (2012).

While the story is developed, some dramatic pauses take place in certain times companied with voice changes and body movements to act characters and especial situations of the story.

Language came into life as a means of communication. It exists and is alive only through speech. When we speak about teaching a foreign language, we first of all have in mind teaching it as a means of communication.

In teaching speech, the teacher has to cope with two tasks. They are: to teach his pupils to understand the foreign language and to teach them to speak the language. So, speech is a bilateral process. It includes hearing, on the one hand, and speaking, on the other. When we say «hearing» we mean auding or listening and comprehension.

Telling stories is one of the important means of improving speaking skills.

What is a story? In essence, a narrative account requires a story that raises unanswered questions or unresolved conflicts; characters may encounter and then resolve a crisis or crises. A story line, with a beginning, middle and end, is identifiable.

In Bruner's (1986) words, "[Narrative] deals in human or human-like intention and action and the vicissitudes and consequences that mark their course. It strives to put its timeless miracles into the particulars of experience and to locate the experience in time and place." Stories can bring abstract principles to life by giving them concrete form. We cannot always give students direct experience with psychological concepts, but stories might come close.

A story tends to have more depth than a simple example. A story tells about some event – some particular individuals, and something that happens to them. Stories engage our thinking, our emotions, and can even lead to the creation of mental imagery (Green & Brock, 2000).

Individuals listening to stories react to them almost automatically, participating, in a sense, in the action of the narrative (e.g., Polichak & Gerrig, 2002).

Bringing all of these systems to bear on the material in your course helps student learning. Students are awake, following along, wanting to find out what happens next and how the story ends.

Bruner (1986) has contrasted the paradigmatic (logical, scientific) and narrative modes of thinking, but these modes need not be mutually exclusive in the classroom.

Stories can serve multiple functions in the classroom, including sparking student interest, aiding the flow of lectures, making material memorable, overcoming student resistance or anxiety, and building rapport between the instructor and the students, or among students themselves.

As an instructor, you can capitalize on the inherent narrative structure of research as the quest for knowledge. Science is the process of solving mysteries; in fact, writers of journal articles are often advised to make their findings into "a good story."

Psychologists often start out by confronting an intriguing problem. For example, why are bicycle riders faster when they are racing against another person than going around the track by themselves? Researchers also encounter and overcome various obstacles in their quest to understand a phenomenon. For example, when researchers tried to replicate social facilitation effects, sometimes the presence of others improved performance, and other times it harmed performance. Why would that be? Take advantage of the suspense that this chain of events can create.

There are a wealth of sources for teachable stories – current events, history, television programs, classic literature or drama, and personal experience (your own and others).

Some instructors find it useful to have a folder or notebook for teaching stories; make a habit of clipping relevant newspaper stories, or making notes about events that are perfect illustrations of some psychological concept that appears in your course.

Textbooks may also be sources of stories; some books use stories to introduce or frame chapters, while others intersperse narratives throughout. Readers may want to consider books with "inside stories".

In Uzbek schools we use text-books approved by the ministry. Of course, we use, extra materials such adapted versions of literary books of English writers as well. But we lack materials, including short stories.

There is a need to collect stories taking into consideration the level of learners or school grades. And different tasks and assignments should be developed concerning the development of speaking skills. On this aim, different methods are recommended. For example, case study method.

CONCLUSION

The case study method, frequently used in business schools, is a popular means of introducing stories into the classroom. Cases typically set up a problem by giving background information about a situation (for example, the history of a company), and end with a current dilemma faced by an individual or organization. They are often designed to illustrate a particular point or demonstrate certain analytic procedures. Students are encouraged to generate possible solutions and consider the consequences of those solutions. This method encourages active learning, and in essence, puts students in the role of writing the ending to the story.

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