Storytelling Technique in Teaching Ukrainian as a Foreign Language Remotely

Natalia Ushakova

Language Training Department 1, Institute of International Education for Study and Research, V.N. Karazin Kharkiv National University, Kharkiv, Ukraine

Tetiana Aleksieienko

Language Training Department 1, Institute of International Education for Study and Research, V.N. Karazin Kharkiv National University, Kharkiv, Ukraine

Iryna Kushnir

Language Training Department 1, Institute of International Education for Study and Research, V.N. Karazin Kharkiv National University, Kharkiv, Ukraine

Iryna Zozulia

Linguistic Department, Vinnytsia National Technical University, Vinnytsia, Ukraine

Tetiana Uvarova

Language Training Department, Kharkiv National Automobile and Highway University, Kharkiv, Ukraine

Abstract—**Global digitalization processes of educational environment, which are currently taking place, require to develop new techniques for teaching Ukrainian as a foreign language. This research presents the results of experimental implementation of storytelling technique into the process of language education of foreign non-philological specialities students in Ukrainian higher education institutions. Due to the specific pedagogical conditions of teaching foreign students, the authors developed and tested an algorithm of using the modified storytelling technique, adapted to the pedagogical realities in Ukrainian language and educational environment. There are three stages of the developed experimental model, implemented during online Ukrainian practical classes to foreign non-philological specialities students with different levels of language proficiency, from Beginner to Intermediate, in different Ukrainian higher education institutions. The methodological experiment, observational and diagnostic methods, quantitative and qualitative comparative methods as well as descriptive methods showed that the modified storytelling technique was effective for developing monological speaking skills. Besides, the previous authors' hypothesis was also confirmed by the use of teaching aids, described in the article, such as: converged texts, created with due account for the specific requirements to structural and semantic content as well as presentation format, focused on features of modern students with clip thinking and on general educational processes; system of iterative questions; and digital teaching aids. The results of the research showed that the modified storytelling technique, firstly developed within the theory of teaching Ukrainian as a foreign language, should not be used not as the main method for teaching foreign non-philological students of higher education.**

Index Terms—**converged text, storytelling technique, Ukrainian as a foreign language**.

I. INTRODUCTION

Foreign students of Ukrainian higher education institutions master the Ukrainian language for an inclusive communication in the relevant communicative spheres. It can be achieved due to sufficiently developed communicative competence. The pedagogical conditions of teaching Ukrainian as a foreign language (UFL) have changed significantly over the past few years. First, according to the curricula, the number of classroom hours of language courses for foreign students have been significantly reduced. Second, according to the observations of scholars Kushnir (2020), Ekhalov et al. (2018), Trubitsyna et al. (2020), there are other personal learning strategies of modern youth with clip thinking who perceive information simultaneously through different channels. Third, modern higher education has changed the form of learning to partially distance or remote one. The outlined situation has caused the search for techniques of teaching UFL, which are the most effective for the formation of communicative competence of foreign students, particularly in the process of teaching speaking Ukrainian. And therefore, the object of the research is the storytelling technique.

II. LITERATURE REVIEW

Being updated in the last quarter of the twentieth century, storytelling, being a promising technique of teaching and educating, is used as an effective tool for optimizing learning process through self-realization of students, thus allowing to develop adaptive skills. Storytelling is a pedagogical technique based on the use of stories with a certain structure and a vivid character. Storytelling or reading is used in foreign language teaching to develop phonetic, lexical, grammatical and productive communication skills.

The scholars analyzed and described the various aspects of storytelling technique: its communicative significance is determined by the ability to describe real life or imaginary events, using a text (Akgun et al., 2015); an interpersonal educational aspect as the exchange of knowledge and experience through storytelling in order to convey ideas, reveal concepts, cause-and-effect relationships, etc. (Sole & Wilson, 2002); focus on describing the differences in the use of storytelling by students of higher education institutions (Garcia & Rossiter, 2010; Lucarevschi, 2016; Syafrizal, 2017); the use of storytelling in the process of learning foreign languages (Pratama & Awaliyah, 2015; Richards, 2008; Saienko, 2020); emphasis on the modern tools for implementing the digital storytelling technique (Bondarenko, 2019; Kasami, 2017; Normann, 2011; Palamar & Naumenko, 2019; Razmi et al., 2014). The topicality of the research is due to the fact that the scientific principles of storytelling technique in the process of teaching UFL have not been developed yet.

The use of storytelling technique by foreign language teachers is explained by several factors: stories motivate, they are interesting and enjoyable, therefore they help to develop a positive attitude to learning a foreign language; listening to stories together leads to the acquisition of general social experience since a story plot evokes the overall reaction of laughter, sadness, excitement and anticipation, contributing to the emotional development of a learner; listening to stories allows the teacher to introduce new vocabulary and grammatical constructions, to familiarise students with the language in a variety of vivid contexts, that enriches their thinking and gradually becomes their own communication practice; stories involves universal themes which go beyond the "utilitarian" level of educational dialogues and everyday issues (Ghosn,2013).

The foreign language learning process with the use of storytelling technique implies the transition from "silent" storytelling (when students listen to stories and imitate them) to active one, when the teacher outlines a story, defines its goals and objectives.

Listeners are actively involved in the process of creating and telling stories. Thus, students who learn a foreign language can (Bakanova, 2017):

- create stories independently, following teacher's tasks and recommendations;
- simulate various situations and seek solutions to them;
- analyze stories on their own or with the teacher.

I. Kushnir (2018) considered the modern linguodidactic paradigm to be open to the informatization of language learning process. Nowadays, pedagogical storytelling is used along with the active involvement of digital teaching aids, that allows to implement this technique into both full-time and remote learning. As a result, the term "visual / digital storytelling" was coined (Kasami, 2017). It is defined as storytelling, supplemented with visuals such as videos, scribing, mind maps and infographics (Saienko, 2020). The visual background helps to make a story's atmosphere more dynamic, to reveal its topic effectively, to increase its vividness and to involve a listener into the story events.

In our opinion, this type of storytelling is the most effective for the modern students with clip thinking. Digital storytelling has a number of advantages because it allows: to make any explanation more convincing and visually compelling; to share digital stories rapidly with students and colleagues; to personalise learning; to simulate various situations, processes and phenomena without excessive financial and time cost; to increase the involvement of students in the learning process; to preserve the structure and basic elements of traditional storytelling and to expand the ways of presenting information significantly (Ermolaeva & Lapuhova, 2016). Digital storytelling requires an appropriate text format. The scholars of language didactics moved from the practical creation to the theoretical analysis and description of combined texts, which they called a "transmedia narration" or a "converged text". This type of text "combines verbal, visual and audio components <…>; their syncretic unity is characterized by integrity, purposefulness and pragmatic paradigm" (Pilhun, 2015, p. 2).

Thus, the choice of the topic of our research is conditioned by two factors: first, by general trends to modernise and digitalise the language education system, and second, by insufficient implementation of storytelling technique as a tool for developing communicative competence of foreign non-philological students into the process of learning UFL. Having analysed the guidelines for the storytelling technique and the examples of its use in teaching different foreign languages, we concluded that it is not possible to apply this technique in its original form to the curricula and syllabuses of teaching UFL in Ukrainian higher education institutions. It is necessary to develop and test an algorithm for using the modified storytelling technique, adapted to the real pedagogical conditions of teaching UFL in the Ukrainian educational environment.

The aim of the article is to prove the effectiveness of the use of modified storytelling technique in the distance learning lesson of UFL. To achieve the aim, a range of tasks should be solved: to identify modern tools for implementing the technique into online teaching; to recommend the main ways of work with narrative stories for their inclusion in the methodology of teaching the Ukrainian language to foreign non-philological specialities students.

III. RESEARCH METHODOLOGY

Our theoretical assumption supports the general hypothesis that, taking into the pedagogical conditions of modern Ukrainian higher education institutions, the storytelling technique should not be used as the main method of teaching UFL, but rather to activate the learned lexical units and grammatical constructions, and to develop speaking skills in various communicative spheres: social and domestic, educational and academic, educational and professional ones. Our theoretical assumption also consists of two partial hypotheses: 1) the active use of converged texts in the distance lessons of UFL would make the perception of foreign language more focused on the mental characteristics of a modern student with their multichannel engagement in the living environment; 2) the Ukrainian language education version of the modified storytelling technique could be used with foreigners of any level of Ukrainian language proficiency as well as at different stages and forms of education (both Ukrainian and English).

To conduct a comprehensive study on the implementation of the Ukrainian modified storytelling technique into teaching UFL, we used a set of methods:

- *the methodological experiment* was used to plan and organise teaching of experimental groups according to specific teaching techniques;

- *the observational method* was used to observe the intensity of activated reproductive and language skills of foreign students as well as their emotional reactions;

- *the diagnostic method* (interviews and tests) was used to evaluate the results of experimental teaching;

- *the quantitative comparative method* was used to compare the quantitative indicators (speech speed and its fluency) of the formation of monological speaking skills of foreigners in the control groups (CGs) and experimental groups (EGs);

- *the qualitative comparative method* was used to compare the qualitative indicators of the formation of communication skills (correlation of communicatively significant and those that do not disrupt basic communication, mistakes at the phonetic, lexical, grammatical, syntactic, logical and semantic levels);

- *the descriptive method* was used to present the results of experimental teaching of foreign students in the Ukrainian higher education institutions.

The experimental teaching of UFL, using the modified storytelling technique in the distance learning practical lessons with foreigners at different stages, was introduced in three higher education institutions during the first term of 2020-2021 academic year. The total number of participants (in the CGs and EGs) was 66.

Vinnytsia National Technical University conducted the classes with 40 foreign students with the level of Ukrainian language proficiency from zero to A1 at the propaedeutic stage of teaching UFL, using a special system of tasks. 36 students of EGs of the medical faculty, studying in English at V.N. Karazin Kharkiv National University, participated in the experiment too. Their level of Ukrainian language proficiency ranged from A2 to B1. 30 foreign students with the level of Ukrainian language proficiency from B1 to B2 from the Faculty of Automotive Engineering of Kharkiv National Automobile and Highway University also took part in the experiment.

The online educational platforms such as Google Classroom, Google Meet and Zoom along with their tools: chats, video conferences, built-in whiteboards, slideshows and video streaming, emojis expressing the emotional reaction of each participant, were used for online experimental teaching of UFL, basing on the modified storytelling technique. Taking into account the thematic and contextual communicative significance as well as lexical-grammatical and syntactic content of the level of Ukrainian language proficiency and of the stage of experimental teaching, we selected and created the following special teaching aids:

- educational and authentic converged texts for collective storytelling and independent reading. Their technological feature is the presence of several topos (locations) at the content-plot stage. It means that the same action or actions are repeated, but every time some clarifying elements such as characteristics, circumstances, characters, etc. are added;

- a system of iterative questions, with the help of which all participants in the class are involved in creating a collective story, constantly activating their language skills;

- animated videos which serve as a visual support for productive speaking;

- communicative activities and tests for each communicative task.

The experiment participants were informed about the research, and they gave their consent. They were also informed about the possibility to refuse their participation in the experiment without any consequences to their educational and academic status.

IV. FINDINGS AND DISCUSSION

Experimental teaching of UFL to foreign non-philological students by means of storytelling technique had three stages. While defining them, first of all, we were guided by the linguodidactic axiom of teaching speaking a foreign language which states that it is possible to acquire and develop speaking skills, in our case in Ukrainian, only directly in the process of speaking. We relied on the following provisions developed by scholars and practising teachers (Pratama & Awaliyah, 2015; Richards, 2008; Rossiter, 2002; Syafrizal & Rohmawati, 2017; Widya et al., 2020; Wright, 2000): 1) the introduction of communication patterns with a focus on content and form is performed via the teacher's speaking, listening / reading of language fragments, that provides materials for independent language production. During the

process of listening and repeating language units after the teacher, it is advised to pay attention to lexical and grammatical patterns: it helps to learn a language consciously; 2) the formation of monological speaking skills is gradually carried out through imitation, language response to questions, language production as a reaction to a stimulus; 3) effective speaking of foreigners should contain a communication objective and be outcome oriented: to describe, inform, persuade, etc. To achieve this objective, they can imitate the communication patterns, provided by the teacher. The criterion of successful communication is mutual understanding between communication partners.

We combined the guidelines for implementing the original storytelling technique with the pedagogical conditions of the real learning process of UFL (thematic and situational involvement in the curricula and syllabuses, relevant language materials) and with online practical classes of foreign language teaching in order to prepare learning support materials for each stage and to organise the process of teaching (Tsedrik, 2018; Wright, 2012).

A. Textual Storytelling Stage

The first stage of teaching the Ukrainian language by means of storytelling technique involves the choice of a story and its presentation. The outstanding methodologists in this sphere (Bakanova, 2017; Ermolaeva & Lapuhova, 2016) suggest selecting narrative stories taking into account the specific requirements for presenting and involving students into storytelling (speaking).

It is well known that information which is important and new to a listener, as well as one, which causes surprise and other emotional reactions, is best remembered and most likely to be used. Due to the fact that narrative stories are more expressive, interesting and are easily associated with personal experience in comparison with rules, laws or directives, they are remembered better and are given more importance in influencing the behaviour of others, particularly communicative behaviour.

"The content should be interesting and useful for a listener. Quality content and presentable visual design provide fascinating material which can be remembered for a long time. A vivid character, with whom the audience can associate themselves, is the driving force of any story. If empathy and emotional connection with the character emerge during the plot development, then their experience will be automatically assimilated by the audience" (Widrich, 2012). The interest of the story is also provided by a lot of details and emotions, which affect students and evoke empathy, compassion, joy, anger, surprise, irritation, laughter, rage, doubt, confidence, etc. A story without a logical conclusion has no effect. It is reasonably assumed that a story should have the following compositional elements: the introduction (usually a short one) asks a question or identifies an issue that needs to be solved; the plot helps to understand the issue or conflict, mentioned in the introduction, better; the culmination provides the solution to the issue; the short conclusion summarises the main idea of the text in one or two sentences.

It is necessary to intensify the original storytelling technique in respect to the study conditions of foreign students in Ukrainian higher education institutions. Our experience showed that it would be appropriate to present a text not only for listening, but, using iterative questions, to involve students immediately in creating a story. In this way, students repeat active words, grammatical forms and constructions many times. In addition, questioning is an important tool for monitoring how well a narrator is understood. Involving students in storytelling, we used all kinds of iterative questions recommended by the methodologists (see Table 1). An example is given on the basis of the materials from the A2 textbooks on the Ukrainian language (Parallel, 2019, p. 21).

TABLE 1
TYPES OF ITERATIVE QUESTIONS

	Teacher's questions	*Students' reaction*
OR questions:	Did Marichka have fun or get bored in the park?	Marichka was bored in the park.
NO questions:	Maybe, Marichka had fun in the park, after all, didn't she?	No, she didn't. Marichka did not have fun, she was bored in the park.
YES questions:	Exactly? Was Marichka bored in the park?	– Yes, she was. Marichka was bored in the park.

We suggest planning in advance what elements of graphic content, for example, photos, presentations, illustrations, infographics, etc., could help a story to be developed in distance learning lessons. We also used online tools such as 'Wordcloud' to create word clouds and 'Superlame' to create text clouds. The combination of these digital tools and the text creates a new methodical product, called a converged text.

B. Interactive Storytelling Stage

The next stage in the formation and development of monological speaking skills contains conditional communicative tasks. After the first presentation of the story by a teacher at the text storytelling stage, as well as after possible re-reading of the story on their own, students tell the story, having some visual support, for example, comics, animations, videos, etc. During experimental teaching, one of the students took the role of a narrator and repeated the technique of

the teacher's narration, involving their groupmates with the help of iterative questions to tell the story. At this stage the teacher's role is a moderator.

We invited all the students of EGs to play the narrator's role. So, one of the students told a part of the story, and then at their choice passed the role of a narrator to another student, but anyone was not chosen as a narrator twice. Thus, the unpredictability of choice is preserved, the activity of each participant in a practical lesson is constantly supported and there is motivation to produce a monologue.

The following online tools, recommended by the methodologists, were used to create visual support (Syafrizal & Rohmawati, 2017; Tsedrik, 2018): "Befunky" (to create collages); "Zimmertwins" (to create animated stories); "Toondoo" (to create comics); "Slidestory" (for overdubbing pictures).

C. Control Stage

The last stage, learning and control one, includes the implementation of communicative tasks.

At this stage the students, who participated in our experimental study, worked in pairs: one student was doing a communicative task, another one was listening to it and taking a comprehension test. Then the students exchanged roles of a narrator and of a listener.

The communicative tasks were created, using "memes", which are easy to use online. The test tasks were developed using the tools of Google Classroom.

D. Results

In order to verify the results of the storytelling technique use, we conducted the comparative analysis of students' academic achievements in speaking during the final control of the winter session of 2020-2021 academic year. The monological speaking skills were not tested with the traditional task of reproducing a story on one of the learned topics (according to the level of Ukrainian language proficiency and the stage of studying). It was offered to do the task with visual support, for example, to tell a story according to a picture, animated video, etc. Thus, the formation of productive skills, not reproductive ones was controlled.

Speaking skills were assessed, using the materials of social and cultural communicative spheres. The assessment was based on the following criteria: duration (at least four minutes); correspondence to the topic; topic development (achievement of communication goal); logical sequence of presentation; pronunciation, vocabulary and grammar.

According to the requirements of the credit transfer system of modern Ukrainian higher education institutions, all non-philological students can get positive results from 21 to 40 points for the final control (on a general scale of 1-40 points for the final control); except for students of higher medical education, who have the opportunity to get positive results from 41 to 80 points (on a general scale of 1-80 points for the final control). According to the curricula of subjects of linguistics for foreign students, the level of formation of aspectual lexical and grammatical abilities, and four language skills are assessed during the final control. Therefore, the monological speaking skills of non-medical students were assessed from 1 to 10 points, and the ones of medical students from 1 to 20 points (see Table 2).

TABLE 2
QUANTITATIVE INDICATORS OF THE FORMATION OF SPEAKING SKILLS

Points for monological speech	Levels of speaking skill
9 /18 – 10/20	high
7/13 – 8/17	medium
5 /9 – 6/12	lower
0 – 4/8	communication failure

We compared these results with the ones, obtained by implementing the modified storytelling technique into the teaching process of non-philological students of EGs and CGs at Vinnytsia National Technical University (A1 level of Ukrainian language proficiency), at V.N. Karazin Kharkiv National University (A2 level of Ukrainian language proficiency), and at Kharkiv National Automobile and Highway University (B1 level of of Ukrainian language proficiency). The evaluation of the results was performed with the help of the statistical method and was based on the comparison of quantitative and qualitative indicators of teaching the students of EGs and CGs. The participants of our experiment showed the following results: 76,4 % of foreign students from the EGs got more than 25/55 points, and 52,3 % of foreign students from the CGs got the same results. So, the experimental data showed that the effectiveness of storytelling technique is by 24,1 % higher than learning to speak in the CGs by means of other methods. The results are shown in Figure 1.
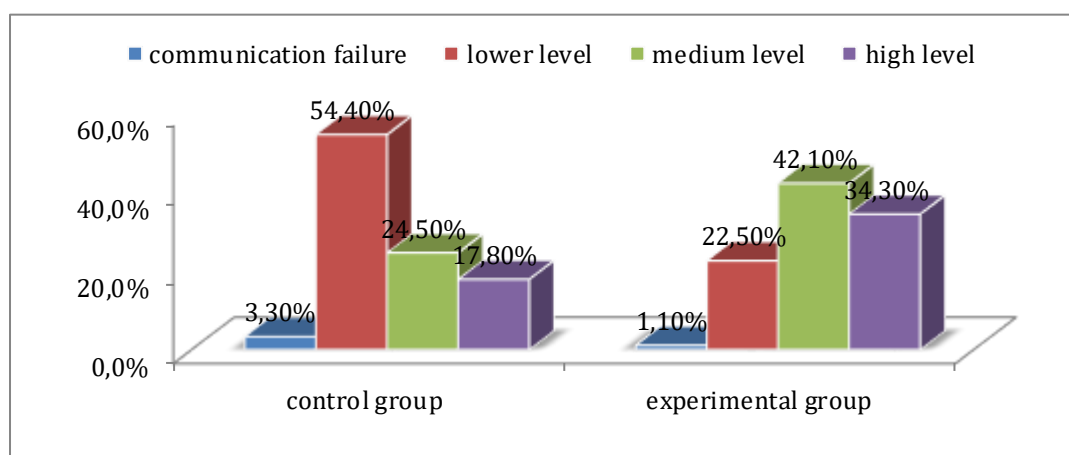
Figure 1. The Results of the Formation of Speaking Skills According to the Traditional Method (CGs) and According to the Modified Storytelling Technique (EGs)

The qualitative analysis of obtained results allowed to state that there were practically no foreign students (1,1 %) in the EGs, who, after the implementation of modified storytelling technique, made mistakes, leading to communication distortion. The validity of test results is ensured by the fact that it was carried out by many disinterested people, and the best verification of the theory is large-scale experimental research teaching. Only the results of such teaching can evaluate objectively the effectiveness of the proposed method. The quantitative indicators of the effectiveness of modified storytelling technique are shown in Table 3.

TABLE 3
COMPARATIVE CHARACTERISTICS OF THE LEVEL OF DEVELOPING SPEAKING SKILLS

Levels of speaking skills	Number of students				The difference in the levels of formation
	EG		CG		
high	33	34,3%	16	17,8%	+16,5
medium	40	42,1%	22	24,5%	+17,6
low	21	22,5%	49	54,4%	−31,9
communication failure	1	1,1%	3	3,3%	−2,2
Total	95	100%	90	100%	+17,1 / −17,05

The statistical reliability of differences between learning outcomes in the EGs and CGs was determined using Pearson's chi-square test. To reject H0 hypothesis of no difference and to accept H1 hypothesis of statistical reliability of differences, we compared

$\chi^2_{emp.}$ is P=0,05 and χ^2 is P=0,01: $\chi^2_{emp.} > \chi^2 0,05 = 23,2188 > 7, 815$ $\chi^2_{emp.} > \chi^2 0,01 = 23,2188 > 11, 343$.

The variable χ^2_{emp} is reliable if P=0,05: 23,2188 > 7, 815, and even more reliable if P=0,01: 23,2188 > 11, 343.

The findings confirm our initial assumption about the influence of storytelling technique on developing effective speaking skills in Ukrainian of foreign non-philological students. The effectiveness of the implemented experimental teaching was ensured by the stages developed by us (textual, interactive and control storytelling stages) of teaching foreign students to speak Ukrainian, along with the selected and developed teaching materials according to each stage. It allowed to adapt the storytelling technique to the Ukrainian educational system and the distance learning lessons of UFL. The active use of audio-visual aids to create the converged texts made the process of mastering the Ukrainian language as close as possible to the mental features of modern student with multichannel engagement.

E. Discussion

The modified storytelling technique, developed by us, created the effect of maximum immersion in communication in Ukrainian for foreign students. As a result, it contributed to the development of speaking skills (monological ones). However, this result was not achieved immediately. At the stage of textual storytelling, foreign students comprehend slowly what they hear before, translate it to themselves and speak uncertainly, hesitate and make mistakes. At the stage of interactive storytelling, foreign students speak more confidently, do not hesitate. However, they still make mistakes. At the control stage, foreign students speak confidently, do not hesitate, and make few mistakes. It is important not to emphasize mistakes, but to reformulate a word or phrase correctly, to give a student the opportunity to repeat it several times in different contexts.

The success of using the storytelling technique largely depends on the extent to which the selected story corresponds to the language and general cultural level of foreign students. At the initial stage complete understanding of what students hear is especially important. It can be achieved by selecting stories, vocabulary and grammar, which correspond to the curriculum of teaching Ukrainian to foreign students. When new elements have to be introduced (a word, an expression or a grammatical construction), it is necessary to explain them immediately to multinational groups

(which predominate in Ukrainian higher education institutions) with the help of intermediary language. Therefore, new lexical and grammatical material is explained only after introducing it in context. The teacher-narrator can check for comprehension by asking students to answer some questions, by giving synonyms / antonyms or translating some new elements. The speed of the narrator's speech, which should correspond to the level of language proficiency of foreign students, is equally important for complete understanding of a narrated story.

It should be noted that some attention is needed to be paid to developing a phonetic component of communicative competence. Phonetic components play "an important role in categorising and classifying the situation of extralingual reality because they accomplish cognitive functions. "It is possible to understand a situation and reproduce expressions in line with communicative intentions only by using these components" (Ushakova, 2017, p.145). At the elementary level of language proficiency, it is important (at the stage of textual storytelling of our model) that students conceive properly the whole phonetic system of language, particularly "opposites which exist in any language and affect communication: differences between hard and soft consonant sounds, voices and voiceless ones. Stress and intonation, which can change the meaning completely, are also important for communication, so they should be mastered too" (Ushakova, 2017, p.145).

During the experimental teaching, using the modified storytelling technique, we found out that the key to effective speaking is repeated speech reproduction through repetition. We involved the foreign students in storytelling together with a teacher with the help of iterative questions. So, narrators did not present the story as a continuous audiotext, but they were asking the questions, while narrating. It created the effect of creating a story together. Moreover, at the stage of interactive storytelling and control, the students created a story by themselves, using previous reproductive experience. The teacher only moderated and controlled that the plot was developing in the right direction, and decided whether to include the details, suggested by the students-narrators, in the plot or not. In addition, while discussing the suggested options, they repeated and revised the key expressions and / or grammatical constructions.

For successful teaching of monological speaking skills, it is also important to maintain interest during the whole storytelling. Our experimental study showed that constant learning activity and motivation are provided by the following teacher's methodical activities: a) establishing and following the same lesson structure every storytelling lesson; b) consistent implementation of storytelling technique stages; c) staging stories: assigning roles of story characters to students; d) adding new details to the plot of a story; e) additional projection of situations and actions of story characters on students' real life communication.

The experimental teaching of UFL using the modified storytelling technique revealed that the effectiveness of this technique in the distance learning practical classes is significantly increased by the use of the tools for creating a converged text, mentioned in the article. In addition, this type of text activates and motivates both classroom work and independent work of foreign students with the new type of thinking due to the fact that it provides an opportunity to create an individual learning scenario depending on personal learning and strategic capabilities of each student.

V. CONCLUSION

The scientific novelty of this article is determined by the fact that the theoretical principles were analyzed for the first time, and the storytelling technique, used for developing communicative competence of foreign non-philological students, was adapted to the real conditions of teaching Ukrainian to foreign students and practically tested.

The analysis and comprehension of the results of our experimental teaching of UFL, using the modified storytelling technique, showed the effectiveness of its use for developing monological speaking skills of foreign non-philological students with different levels of language proficiency (from Beginner to Intermediate) in the distance learning lessons. The methodological tools proved to be effective. Among them are converged texts, based on thematic and situational communicative importance, on lexical-grammatical and syntactic content according to the level of Ukrainian language proficiency and the stage of studying, specific requirements for structural and semantic content (several topos [locations] when the same action or actions are repeated, but some clarifying elements such as characteristics, circumstances, characters, etc. are added); a system of iterative questions; digital teaching aids and stages for using narrative stories (textual, interactive and control storytelling stages), developed by the authors of the article.

The experimental teaching, organised in three Ukrainian higher education institutions, showed that the storytelling technology should be used not as the main method of teaching UFL, but to activate the learned lexical units and grammatical constructions, and to form and develop speaking skills in various communicative spheres: social, academic, educational and professional one.

The modified storytelling technique, suggested by the authors of the article, increases the effectiveness of teaching UFL, both in distance learning and during independent work, by creating internal motivation to learn the language by foreign students with clip thinking. We believe that this scientific research will contribute to the development of the theory of teaching UFL. The provided guidelines can be used while planning practical lessons and creating teaching aids.

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Natalia I. Ushakova born in Kharkiv (Ukraine), 1960. Full Professor of V.N. Karazin Kharkiv National University (Ukraine), 2013. Doctor of Science in Pedagogics (Russian Language Teaching Methods) from Kherson state University (Ukraine), 2010. PhD Degree in Pedagogics (Russian as a Foreign Language Teaching Methods) from Pushkin Russian Language Institute (Moscow, Russia), 1991. Master's Degree in philology (Russian Language and Literature. Russian as a Foreign Language) from O.M. Gorky Kharkiv State University (Ukraine), 1982.

She is a Head of the Language Training Department 1 Institute of International Education for Study and Research, V.N. Karazin Kharkiv National University (Ukraine), 2005–present. Associate Professor (1997–2004), Assistant Professor (1994–1997) of the Language Training Department, Center of International Education, V.N. Karazin Kharkiv National University. Visiting Professor of Foreign Languages and Classic Department, University of Southern Maine (Portland, USA), 1993. Assistant Professor of the Russian Language Department for Foreign Students, Kharkiv State University, 1984–1992. She is the author of 200 scientific articles and 30 manuals of Russian and Ukrainian Languages for Foreign Students. Research interests are in the field of Methods of Teaching Russian and Ukrainian as foreign languages, Adaptation of Educational Migrants, Language and Culture Studies.

Prof. Ushakova is a Managing Editor of Editorial Board of Scientific Journal "Teaching Languages at Higher Institutions" (Ukraine), Member of Editorial Board of Scientific Journal "Cross-Cultural Studies: Education and Science" (USA). She got Award of Science and Education Department of Kharkiv region state administration (2014), Diploma of V.N. Karazin Kharkiv National University scientific-methodical center for elaboration and development of manuals and teaching materials for foreign students (2015, 2017, 2018), Diploma of National Academy of Pedagogical Science for elaboration of Concept of Academic adaptation of Educational Migrants at Ukrainian HEI (2019).

Tetiana M. Aleksieienko was born in Kostanta (Romania), 1955. Master's Degree in philology (Russian Language and Literature) from O.M. Gorky Kharkiv State University (Ukraine), 1978.

She is Assistant Professor of the Language Training Department 1 Institute of International Education for Study and Research, V.N. Karazin Kharkiv National University (Ukraine), 1979–present.

She created special courses "Fundamentals of Translation" and "Language of Business" for educational migrants; lectured on the Methods of Russian as Foreign Language Teaching on the topic "Language Teaching"; led the Advanced Training Courses at Kharkiv University for Russian as a Foreign Language teachers from 1989 to 1991. She worked as the General Secretary of the Kharkiv City "School of Young Lecturers".

Assistant Professor Tetiana Aleksieienko is the author of 150 scientific articles and 50 manuals of Russian and Ukrainian Languages for Foreign Students. Research interests are in the field of Development of Curricula and Textbooks on Grammar, Scientific Style and Conversational Practice for Foreign Students of Non-philological Specialties.
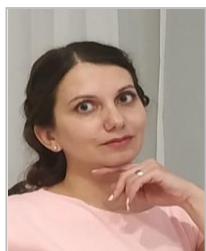
Iryna M. Kushnir was born in Kharkiv (Ukraine), 1983. Doctoral researcher (Ukrainian as a Foreign Teaching Methods) in Kherson state University (Ukraine), 2018–2020. Associate Professor of V.N. Karazin Kharkiv National University (Ukraine), 2016. PhD Degree in Pedagogics (Russian as Foreign Language Teaching Methods) from Kherson state University (Ukraine), 2012. Master's Degree in philology (Ukrainian Language and Literature) from V.N. Karazin Kharkiv National University (Ukraine), 2017. Master's Degree in philology (Russian Language and Literature) from V.N. Karazin Kharkiv National University (Ukraine), 2005.

She is Associate Professor of the Language Training Department 1 Institute of International Education for Study and Research, V.N. Karazin Kharkiv National University (Ukraine), 2014–present; Assistant Professor of the Language Training Department, Center of International Education, V.N. Karazin Kharkiv National University, 2005–2014. She was Designer-outwriter of the test tasks (Ukrainian language as foreign) in Ukrainian Center for Education Quality Assessment (Kyiv, Ukraine), 2020–2021. Associate Professor I. Kushnir is a member of scientific organization "The Center for Ukrainian and European Scientific Cooperation" (2021).

She is the author of 100 scientific articles and 10 manuals of Russian and Ukrainian Languages for Foreign Students. Research interests are in the field of Methods of Teaching Russian and Ukrainian as foreign languages, Adaptation of Educational Migrants, Problems of Intercultural Communication, Linguistic Conceptology.

Iryna Y. Zozulia was born in Dresden (Germany), 1985. Associate Professor of Vinnytsia National Technical University (Ukraine), 2021. PhD Degree in Pedagogics (Multicultural Education of foreign students of higher educational technical institutions) from Vinnytsia State Pedagogical University (Ukraine), 2012. Master's Degree in philology (Ukrainian Language and Literature) from Vinnytsia State Pedagogical University (Ukraine), 2008.

She is Associate Professor of the Linguistic Department, Vinnytsia National Technical University (Ukraine), 2019–present; Assistant Professor of the Linguistic Department, Vinnytsia National Technical University, 2007–2019. She was Designer-outwriter of the test tasks (Ukrainian language as foreign) in Ukrainian Center for Education Quality Assessment (Kyiv, Ukraine), 2020–2021.

She is the author of 75 scientific articles and 14 manuals of Ukrainian Language for Foreign Students. Research interests are in the field of multicultural education of foreign students in Ukraine; methods of teaching phonetics, vocabulary, grammar of Ukrainian as a foreign language; problems of intercultural communication in learning Ukrainian as a foreign language; educational and methodological support of the Ukrainian language learning process for foreigners, Ukrainian as a foreign language in terms of learning speech activities.

Associate Professor I. Zozulia is a member of Vinnytsia regional association of the All-Ukrainian society "Education" by Taras Shevchenko (2017), the public organization "Ukrainian World", which is the organizer of the projects "Free Ukrainian language courses" and "E-language – an online platform for learning the Ukrainian language" (2018), the public organization "Association of English Teachers" TISOL-UKRAINE (2019), the National Association of experts in Ukrainian language and literature (2019), the Center for Ukrainian-European Scientific Cooperation (2021), "International Foundation for Scientists and Educators" (2021).

Tetiana Yu. Uvarova was born in Kharkiv (Ukraine), 1983. PhD Degree in Pedagogics (Theory and Methodology of Education) from V.N. Karazin Kharkiv National University (Ukraine), 2015. Master's Degree in philology (Ukrainian Language and Literature) from H.S. Skovoroda Kharkiv National Pedagogical University (Ukraine), 2018. Master's Degree in philology (Russian Language and Literature) from V.N. Karazin Kharkiv National University (Ukraine), 2005.

Currently she is an Associate Professor of the Department of Language Training in Kharkiv National Automobile and Highway University (Ukraine), 2017 – present.

She is the author of 40 scientific articles and 6 manuals of Russian and Ukrainian Languages for Foreign Students. Her research field is Methods of Teaching Russian and Ukrainian as foreign languages, Linguocultural adaptation and Self-realization of foreign students.