

**STORYTELLING AT THE TIME OF QUARANTINE**

The new approach to storytelling as a method of assessing student's level of English proficiency is being suggested. Along with switching to on-line conversations on a global level due to quarantine restrictions, the importance of foreign, and especially English language competency, becomes from day to day more and more evident. Since the initiation of quarantine by various governments it has become essential for many institutions and privates to launch the search on new forms and methods capable of not only teaching foreign language, but of developing creative thinking of any given individual. Being humans, we are already storytellers, but this our common feature can be upgraded to a higher level, and especially if the story is being told in a foreign language.

While learning any foreign language, the key role is assigned to the development of communication skills, i.e. abilities we use for giving and receiving different kind of information. Ideas, feelings and impressions play significant role in the process of sentence formation. These skills and abilities are crucial for any person to present him/her self, as well as it is closely connected with one of the marketing world's new darlings, namely storytelling, which is being hailed as the most powerful business skill for the next decade [Neely 2014]. Storytelling has been in use since early Antiquity by various peoples, and it is next to impossible to imagine any civilization which would not render its history by variety of stories. Myths and other stories, according to Th. Sebeok, a prominent American thinker, are the best forms of messages that can be passed on to the upcoming generations.

It is generally estimated that basic requirements for bachelor's degree include the following competencies: ability to communicate orally and in writing in order to interact freely in the field of study; ability to work in a team in order to develop communication skills; ability to develop personal skills and competencies in order to improve decision-making capability. Instead, there have been reported cases of decline in student's literacy, their ineptness to provide logical conclusions, as well as slang abuse, and negligence regarding their self-improvement. In addition to this, professors admit that students do not read enough even in their native language, which significantly impairs their capability of producing valid complex sentences in foreign language as a consequence. Adhering to the style of mobile device communication and being deprived of deep linguistic thinking, the majority of students do not develop necessary language skills.

This is why the cause should be sought somewhere else, not in the entity of a student. There is an apparent need for involving renewed methods and approaches in teaching. Certain improvements are to be administered in order to involve students into linguistic thinking, and to develop their language skills as a consequence. Among several novel approaches to teaching foreign languages, which are aimed at developing speaking skills, is storytelling. This component of a practical class as well as of exam can vitalize the process of teaching, improve scoring, and involve students into the action at the class.

This is why storytelling is being widely used as an effective method of not only delivering information to the audience, but of making the audience to reproduce the story or even to compile their own, using their active vocabulary. This method helps evoke passive vocabulary, i.e. vocabulary which is remembered but not used for speaking, to the active level, i.e. to use it in actual conversations.

Storytelling as a method of teaching possesses variety of applications, namely it can be used for practicing oral or written topics during practical classes. Besides, it is very effective for initialization of conversations between students and professors, which can be performed by suggesting students telling their own stories from their personal experience or practice, not necessarily real ones. This helps students get rid of their unnecessary fears and complexes, which prevent them from speaking foreign language. The topic can be suggested by professor as well, which involves certain kind of vocabulary to be used in the story obligatory for this particular lesson. The teacher or professor can introduce students to speaking with his own, not necessarily real, story. This provides important links in order to establish necessary connections between students and their teacher. Students, being more open, can produce more valid and grammatically correct sentences. All these details have been taken into account during the current research.

The aforementioned studies support introducing newer approach to teaching foreign language, which includes storytelling and its forms, e.g. facilitated discussion, debates, free dialogues, etc. But all this poses certain requirements to the teacher, and among them is flexibility, which is the ability to adjust himself to the current change of situation, ability to support conversation on any given topic, ability to lead student's discussion in proper direction. All this conducted properly results in student's better understanding of grammatical structures, more proper application of composition of sentences, and clearer use of vocabulary. Those are the results which can be achieved by storytelling during classes.

#### REFERENCES

1. Кухаренко В. М. Дистанційне навчання: Умови застосування. Дистанційний курс: навч.посібник / за ред. В. М. Кухаренко, 3-є вид. / В. М. Кухаренко, О .В. Рибалко, Н. Г. Спротенко – Харків: НТ «ХПШ», «Торсінг», 2002. – 320с.
2. Скрипник І. М. Використання дистанційних методів навчання в медичній освіті / І. М. Скрипник, Г. С. Маслова, Н. П. Приходько [та ін.] // Проблеми безперервної медичної освіти та науки. – 2020. – № 3 (39). – С. 29–32.
3. Рашевська Н.В. Змішане навчання як психолого-педагогічна проблема / Н. В. Рашевська // Вісник Черкаського університету. Випуск 191. Частина IV. Серія «Педагогічні науки», 2010— С. 89-96.

УДК 371.315

*Гуцол М.І.*

**Івано-Франківський національний медичний університет**  
**РОЗМАЇТТЯ МЕТОДІВ ФАСИЛІТАЦІЇ ТА ЗАСТОСУВАННЯ ЇХ НА**  
**ОНЛАЙН-ПРАКТИЦІ НАВЧАННЯ ЛАТИНСЬКОЇ МОВИ ТА МЕДИЧНОЇ**  
**ТЕРМІНОЛОГІЇ У ВИЩІЙ ШКОЛІ**

*У статті розглядаються проблеми розвивального навчання, яке поєднує професійну підготовку і особистісний розвиток індивідуальності майбутніх медиків. Фасилітація — це інструмент, який допомагає полегшити процес спільного прийняття рішення. Особливо корисним інструмент стає під час онлайн навчання і є дієвою продуктивною технологією в управлінні педагогічними методами у вищій школі. Її основний зміст вкладається у положення-висловлювання фасилітатора. Викладач-фасилітатор перетворює процес комунікації у зручний і легкий для всіх її учасників, допомагає групі зрозуміти загальну мету й підтримує позитивну групову динаміку для досягнення цієї мети у*