



Storytelling as Pedagogy in Shaping the Personality of Students

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Abstract:

Since the beginning of the human communication, the stories have been playing the crucial role in shaping the childhood. Students can pay more attention towards the stories narrated by elders in the family or teachers in the classroom. However, stories create interest and made them to know and impart values and traits in their lives. Stories. They can be used as a powerful pedagogy in teaching and learning process. Actually, storytelling is the repertoire of a good teacher. In a nut shell, stories, appeal to the heart and once the heart is won, the mind is open to learn. The present research article emphasizes storytelling as a pedagogy in shaping the student as well as bring language learning alive and creates participatory experience.

Key words: impart, pedagogy, repertoire, appeal, participatory

Introduction:

Story telling is the oldest form of teaching to share knowledge about the culture from one generation to another generation. Most of the stories are in the oral form in ancient time. They reflect the experiences of early humans means personal stories to make the people alert in different contexts of their lives. Hence, story telling is considered as foundational to the teaching profession. It can also be used as a pedagogy in teaching. It is believed that the moral instruction in the form stories in classrooms create a great impact in the minds of the learners. Students easily tend to follow and adopt morals and ethics by listening to variety number of stories. The characters in the stories made them aware of wrong and right things. Students easily understand and sometimes they may introspect themselves in which they try to eliminate any evil thoughts existing in their minds. After listening to the stories, many things take place in the minds of students in order to cultivate the good thoughts, morals, values, ethics, etc.

Review of Related Literature:

Dyson and Genishi (1994) suggest that story telling is a process where a teller uses a narrative structure, vocalization, dramatic and mental imagery to communicate with an audience who also uses mental imagery to provide the teller with verbal and non-verbal feedback.

Hsu (2010) defines story telling as ‘the use of voice, facial expressions, gestures, eye contact, and interaction to connect a tale with listeners. A tale is created through the interaction between the storyteller and the audience. Thus stories make the learners reacted by squinting, staring, smiling, and responses or feedback.

Objectives:

The following are the expected objectives from using stories as pedagogy in the classroom:

1. Students are expected to himself/herself as an individual with strengths to develop and weaknesses to overcome. He is able to cultivate certain moral values which would make him a positive, balanced and enterprising person.
2. The student are able to recognize the need for spirituality even in a world noted for technological and scientific achievement. He can see the basic unity of religions and the desirability of studying other religions, besides his own.
3. He will come to know that it is only right to strike a happy equation with his family, friends and other people. He can recognize the nobility of service to mankind, particularly the poor and the backward. He sees the wonders that have been worked by some in this direction.

Expected Behavioural changes among Students:

1. The students realizes a human being's need for love and kindness. He can understand the world's need for harmony and prepare himself/herself as an instrument of harmony.
2. He can cultivate the wisdom of accepting his limitations without relaxing effort in his chosen field of activity, thinking and reasoning before arriving at a decision and also obeying rules and regulations.
3. He sees the glory of courage, both physical and moral. He sees the need for courage in day-to-day living.
4. The student understands the meaning of discipline. He further understands how discipline adds to the personality and contributes to a man's success in life. He takes concrete steps to become a disciplined worker.
5. The students begin to link plain living with productive thinking and fruitful activity. He sees the need to simplify ceremonies and cut down on wasteful expenditure. He learns to live for spells without luxuries to which he is accustomed.

Methods Adopted for Pedagogical Implications in the Classroom:

The following methods and techniques are useful in using stories as pedagogy to improve the students' personality.

1. Individual Activity: Individual activities also help learners to identify their understanding levels and assess their level of right thinking. Students will undergo some kind of tests i.e true/false, yes/no, multiple choice questions, etc. to test their comprehension levels of the stories. Apart from this, chance may be given to the students to illustrate through pictures, explain, and interpretations.

2. Group Activities: In group activities, discussion is one of the methods used at the class level. On the first two or three occasions the teacher guides the discussion. Later, the students can take over, by turns. Another method is to divide the class into groups of 5 or 6 each. They can elect a leader to guide the discussion at group level. Or else the teacher can appoint a leader. A reporter can be appointed to record the findings of the group and later report them to the class. The most relevant truths can be noted down by the students.

A. Elocution: The topics are given and more can be suggested by the teacher. Student takes his own time for organizing his thoughts and executes in proper manner so as to make to live and beautiful to the co-students as well to highlight the importance of variety roles played in the stories. Students also slowly able to adopt the art of story narration.

B. Role Play: Impromptu acting by groups. They can be some time for preparation. There are some criteria for judging role plays: a) how well the message has been put across, b) originality of ideas and c) quality of acting.

The above methods can be employed in the classrooms.

Structure of Stories:

When we use story telling to communicate, the basic convention of a story is across all disciplines. For example, stories generally consist of beginning, middle and end. Depending on the genre, story may include a conflict that is resolved, an enquiry with a solution, or a mystery to be solved. The story of discovery and invention that characterizes the classic tales of our culture. Story telling is an approach that allows for the purposeful introduction of complexity. Why would that be a desired goal in teaching? Stories can be used in many different ways to support teaching and learning. They may be generated by the instructor or the students or they may be adopted as texts written by other writers. The narratives used to share the story may take many forms, from traditional oral, or written narratives to those using relatively new technologies of digital story telling.

Conclusion:

Stories teach us about life, about ourselves and about others. Storytelling is a unique way for students to develop an understanding, respect and appreciation for other cultures, and can promote a positive attitude to people from different lands, races and religions. Storytelling is the oldest form of teaching which bonds the early human communities, giving children the answers to the biggest questions of creation, life, and the afterlife. Stories define us, shape us, control us, and make us.

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