THE FUNCTION OF THE STORYTELLING AND ROLE-PLAY IN THE SYSTEM OF EDUCATION

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It is extremely challenging to master oral speaking in an English class without being in the country of the language being studied. It is not always accomplishable to modernize oral foreign language skills. And it's no secret that quite a big number of students do not possess these skills. And without mastering oral speech, communication is impossible in principle. It is significant to assist students master these skills. Therefore, an exceptional task of the teacher is to construct real and fictitious situations of communication in a foreign language lesson, using various methods and techniques of work for this.

The application of the narration and roleplaying in teaching dialogic speech at the senior level, as considerably captivating and efficient in organizing the pedagogical activities of students, is designed to contribute to the foundation of a well-disposed psychological atmosphere of communication and benefit learners to observe a substantial design of communication in a foreign language. Consequently, it is essential that lessons using story-telling and role-playing techniques become a positive activity for students. This can be achieved if it is methodically accurate and psychologically justified to carry out work using this method, to obtain ways to optimally coordinate such lessons.

Individual and societal education are both required since without it, all collected information and behavioral norms would be lost. Individuals must research society's culture, or the commonly accepted methods of doing things. He must be socialized within the context of the dominant culture, and he must learn the standards of behavior as well as future expectations.

As a result, rather than leaving learning to chance, society designs its educational programs to meet personal and social needs. Education is a deliberate educational program that aids in the instillation of values, standards, and social skills that allow an individual to develop his personality while also sustaining the social order.

The word 'education' comes from the Latin word 'educare,' which means to 'educate,' 'raise up,' or 'draw out' a child's hidden abilities. Durkheim confirmed this interpretation by defining education as "the action of older generations on those who are not yet ready for social life." Its goal is to "awaken and develop in the infant those physical, intellectual, and moral states that are needed of him both by society as a whole and by the environment for which he was created." [1]

Storytelling is an important aspect of the curriculum as an educational art form. It necessitates ingenuity and a teacher's willingness to deviate from the rules. The components of joy and amusement are introduced to the lessons through storytelling. As a result, students may feel more at ease and invested in the story, which can lead to increased interest in the foreign language, motivation to learn, and a positive attitude toward communication. They are encouraged to use and enhance their originality and inventiveness. In order to properly participate and understand the teachings, students must express their reactions in the foreign language. The language and listening abilities of the students are improved. The study of the narrative and the pictures utilized throughout the story allows one to comprehend the story's content without knowing every single word.

Beyond personal experience, stories have served as vehicles for cultural knowledge transfer throughout human history, allowing each generation to build on the wisdom of the last. Because stories have served hundreds of generations, our understanding of them has become so internalized that we may not realize how much we rely on them in our daily lives or how beneficial they may be in the classroom.

Because they are focused on catching information, students who are appropriately instructed by their professors are able to understand the meaning of the story. The repeatability of new information allows for the acquisition of new phrases, vocabulary, and grammatical structures. Stories are made up of frequently repeated sentences that allow kids to retain new words and learn how to pronounce them. The grammatical structures are presented as complete expressions, with no need to explain their forms. The listeners are simply asked to memorize the expressions and use them in a comparable setting.

The importance of stories has been acknowledged for centuries, and storytelling is still a multi-billion-dollar industry in Hollywood and beyond. Stories are a natural method of thinking; we are already learning through Aesop's fables, fairy stories, and family history before we begin formal education. Some academics have even claimed that stories are the source of all knowledge. Despite the fact that this bold claim has been contested, most people agree that stories are a powerful structure for organizing and communicating information, as well as creating meaning in our lives and environments. [2]

In the hands of a good instructor, role-playing may be a very effective tool. Because the primary purpose of such a speaking exercise is to increase student interaction in the classroom, educators should not overlook include it to represent learners' theoretical knowledge of a language in practice.

The beginning of this chapter deals with three distinct explanations of this speaking exercise because there is no single clear definition of role-play and other authors see it in different ways.

"Role play activities range from highly-controlled guided discussions at one end of the scale to improvisational drama activities at the other; from simple rehearsed dialogue performance to highly complicated simulated scenarios," according to Porter-Ladousse. The author of these remarks emphasizes a broad range of role-playing activities. Such a speaking assignment may be constrained and supported by prepared cues, such as dialogues; or, on the other hand, role-playing may be an activity in which students improvise rather than rely on the planned language. Porter-Ladousse also

points out that role-playing can vary in complexity, with some utterances being quite structured and others being very short and simple. [3]

Role play is an important strategy for teaching speaking because it allows students to experience communicating in a variety of social circumstances and roles. It also helps pupils to be creative and put themselves in the shoes of someone else for a bit. The role play appears to be the best activity for students to utilize their English creatively, since it tries to inspire a discussion setting in which students may find themselves and allow them to practice and improve their communication skills.

Role-playing helps students improve their speaking fluency. The use of a wide range of language functions, such as apologizing, greetings, and so on, is more prevalent than in any other activity. Learners' attention is drawn to meaning communication rather than the proper use of language [4]. As a result, teachers can use role-playing to improve students' speaking skills in a variety of social contexts. It indicates that learners are placed in situations where social communication is more important than the language required by instructional curricula [5].

There are numerous advantages to using storytelling as a learning tool. To begin, students are encouraged to participate in a focused discussion about a specific narrative. A topic is introduced and reinforced in a practical and appealing manner. Even if children are hesitant to speak aloud, telling a tale makes them feel more at ease and secure. Furthermore, storytelling strategies improve listening abilities. During a session, children are expected to pay close attention to a tale and concentrate on the vocabulary and content. A good technique to maintain children's attention and interest them is to tell them a tale. Students can only improve and retain their speaking skills by actively listening. Following storytelling, a variety of activities are employed to strengthen language skills.

As for role-playing, one of the benefits of it is that it allows students to pretend to be someone else. A approach like this could help shy students conquer their fear of speaking. Students that are shy have a hard time talking about their experiences or themselves. They believe that while they are someone else, their own personality is unaffected [5].

To develop students' speaking skills, the teacher must use a good technique when teaching speaking. The use of role play is one among them. Playing the part is a strategy of playing out specific methods to engage with people in a hypothetical setting in order to encourage classroom interaction and motivation. Furthermore, according to, role acting is a speaking action in which you put yourself in the shoes of someone else or place yourself in an imaginary circumstance. Role play is utilized not just for interactive education in the classroom but also to stimulate pupils in real-life situations, as explained above. Furthermore, role play can be classified into two types: written and unwritten roles [6].

As a result, the tales instruct, clarify, enlighten, and inspire. They make routine easier while also stimulating the intellect. It is a fantastic incentive for both teachers and pupils. No grades, no failures, no textbooks, no notebooks, no dictionaries, no expensive audio-visual equipment – nothing stands between the listener and the reader when the stories are spoken. Storytelling takes time to master, yet both the novice and the expert can achieve success on different levels. Storytelling is a popular art form that cannot be mass-produced, altered, or considered. Its allure is one-of-a-kind. The storyteller is always a teacher, and the narrator is always a teacher.

To sum up, role play is utilized as a communicative tool to help pupils improve their speaking skills. It gives kids the opportunity to study and practice a foreign language. It also permits pupils to develop fresh attitudes and viewpoints in a variety of settings.

Techniques for telling stories are useful tools for improving English education. Children's curiosity, inventiveness, creativity, and motivation are all sparked by stories. While a narrative is being presented, students are urged to participate actively. They improve their cognitive abilities and receive life signals and knowledge. Classroom engagement and communication between a teacher and students

are developed. Students learn the target language in a positive, relaxed, and engaging way when storytelling techniques are used during English sessions.

When teachers make an effort to try a range of ways, language instruction can be a fun task. Role play and storytelling are only two of the various strategies that can be used to make a progress on gaining real speaking skills. Both the teacher and the students can take active roles in the classroom if they pay attention to the needs of the students, making language sessions more engaging, difficult, and rewarding.

As a result, role play and storytelling boost motivation. Talking about real life all of the time can get boring, so giving students the opportunity to envision other scenarios adds interest to a class. Role play allows students to practice their language skills in new situations and on new topics. When children, teenagers, and adults play games, they frequently picture themselves in various settings and positions. As a result, by incorporating role play into the classroom, teachers are capitalizing on a natural interest among students. It is an excellent way of teaching foreign language to young learners since "fun" must be the most crucial factor in their learning.

Literature
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