USING STORYTELLING IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE: ADVANTAGES AND METHODS

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Abstract
The article discusses the use of storytelling as an innovative method of teaching Russian as a foreign language (RFL). We will explore the key aspects of this methodology, including visual aids, familiar storylines, and approaches to passive listening, which contribute to more effective acquisition of language skills and cultural contexts. The article highlights that the use of storytelling not only improves linguistic competencies but also establishes an emotional connection with the learning material, boosting students' motivation and making the learning process both engaging and meaningful.

Keywords: Storytelling, Teaching Russian as a Foreign Language (RFL), Folklore, Teaching Methodology

Introduction
In the context of increasing intensity of intercultural interactions in the modern information-driven world, educational institutions at all levels face one of their most important tasks: preparing students for foreign-language communication with representatives of various countries and cultures. Educators are increasingly seeking new and effective teaching methods that not only convey knowledge but also spark students' interest. In this regard, the search for effective methods of teaching foreign languages that can contribute to the successful achievement of this goal becomes particularly relevant. One such method that has proven successful in international practice is storytelling, the art of narrating stories.[1]. While this method was previously primarily used in teaching younger schoolchildren, it is now regarded as a universal tool suitable for any age group, including adults, and for all levels of language proficiency. Storytelling (ST) not only aids in the acquisition of language skills but also makes learning more engaging by creating an emotional connection with the learning material, significantly boosting students' motivation. The application of ST in teaching Russian as a Foreign Language (RFL) helps overcome traditional barriers associated with language learning and offers students an immersive and meaningful context. Through stories, it is possible not

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[1] Azevich A. I. Storytelling: New Opportunities of an Old Method // Scientific School of T. I. Shamova: Methodological-Theoretical and Technological Resources for the Development of Educational Systems, Moscow: MGPU, 2018. – pp. 243–246.

only to expand vocabulary and grammar but also to introduce students to the culture, traditions, and real-life situations in which a particular language is used. In this article, we will explore how storytelling (ST) can help increase student engagement, develop their language skills, and make the learning process more meaningful and enjoyable.

Storytelling (ST) as a method of teaching Russian as a Foreign Language (RFL) has been attracting increasing attention from educators in recent years, including specialists in Uzbekistan, due to the growing influx of international students eager to learn Russian. This approach is unique and effective, as it combines language learning with cultural and emotional aspects, facilitating a deeper understanding of the material.

The ST method includes several key aspects that make it an effective tool for language learning. Firstly, visual aids play a crucial role in this method. Educators can use simple drawings or diagrams to facilitate the understanding of the story. It is not necessary to have exceptional artistic skills; even basic images can be more beneficial. They help create a visual context that supports better comprehension of the content without distracting from the main task—listening to and processing the information.[2]

Secondly, a familiar storyline is another important element. It is recommended to choose stories that are already familiar to students. This allows them to focus not on the meaning of the story itself but on the language and its usage. «In ST, folklore—such as fairy tales, fables, and legends—is often used. Even if the specific text is unfamiliar, students usually have a general understanding of the genre, as well as the conventions typical of fairy tales. Fairy tales simplify comprehension and have a characteristic feature—they do not require accuracy, allowing characters to encounter incredible events. This opens up space for imagination and creativity».[3]

Moreover, fairy tales often include clichés and recurring elements, which allow the same vocabulary to be used repeatedly in different contexts. This enables the teacher to adapt the storyline to the interests and level of understanding of the students, making the learning process more flexible and effective. An important aspect is passive listening. During the story, students simply listen without being distracted by notes or recordings. After the story is finished, the teacher can provide students with a similar prompt to check their understanding. This approach creates a relaxed atmosphere and helps students focus on processing the material.

Thus, continuous listening to stories gradually enriches students' vocabulary, which smoothly transitions from passive to active mastery. This allows students to use new words and expressions more confidently in their speech. Ultimately, the ST method not only develops language skills but also fosters a positive attitude towards the learning process, encouraging students to explore the world of language through engaging and emotionally rich stories. However, in domestic methodological literature, this method has not yet been sufficiently explored or widely applied, which creates certain obstacles to its widespread implementation. "It is necessary to deeply examine the concept of 'storytelling' in the context of foreign language teaching. ST is not just about telling stories; it is a whole technique that can stimulate

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2 Gorokhova L. A. Digital Storytelling Technology: Social and Educational Potential – 2016. – Vol. 12. – No. 4. – p. 42.

3 Gorokhova L. A. Digital Storytelling Technology: Social and Educational Potential // – 2016. – Vol. 12. – No. 4. – p. 43

imagination and engage the emotional activity of students, which is especially important for language learning"4. Through the creation and discussion of stories, students not only learn to apply new words and grammatical structures but also immerse themselves in cultural contexts, making language learning more meaningful and dynamic.

We present an innovative teaching method that can be integrated into teaching Russian as a Foreign Language (RFL). Retelling Charles Perrault's fairy tale "Cinderella" will serve as an effective tool that fosters both language acquisition and the development of students' cultural awareness. In this retelling, the main elements of storytelling (ST) in RFL teaching are presented, which can be widely used in practice. Additionally, we will highlight key words and expressions that will help students better understand and remember the material.

The story begins with Cinderella having a kind mother who taught her to be a good and kind girl. But after her mother's death, Cinderella was left with a cruel stepmother and her daughters, who made her do all the housework. At this point, we can show simple drawings: Cinderella working in the kitchen, and the stepmother shouting at her. While retelling, expressive body language can be used to illustrate Cinderella's emotions: her sadness and fatigue from the work. We can also write key words on the board, such as «жестокая»5, «работа»6, «мечта7», «добрая8», so that students can see them and connect them to the context.

Once upon a time, Cinderella learned that all the girls were invited to the king's ball, and she dreamt of going there very much. The teacher pauses here to give students time to understand how Cinderella feels when thinking about the ball and to show how she is depicted in the picture — joyful and anxious. However, the stepmother forbade Cinderella from going to the ball. At this moment, the teacher can emphasize her cruelty using illustrations showing how the stepmother pushes Cinderella away and closes the door. Key words: «мечта»9, «запрет», «злость».

Cinderella was very upset, but then her kind fairy godmother appeared, who, with the help of her magic wand, turned a pumpkin into a carriage and mice into horses. This moment can be illustrated with drawings showing the process of the magic, as well as highlighting the words: «фея», «волшебство», «карета», «лошади».

At the ball, Cinderella attracts the prince's attention, but she needs to leave before midnight, or else the magic will disappear. We can use frequently repeated expressions, for example «Уходи до полуночи!10», and write them on the board. When Cinderella leaves, she loses her slipper, and the prince decides to find her. Here, we can focus on the word «туфелька», writing it several times so that the students remember the word. The entire process of searching for the slipper can be shown in pictures — the prince, his servants, and the girls trying on the slipper

4 Makarova I. A., Prokhorov V. Yu. Storytelling as a Modern Teaching Strategy // Proceedings of the International Symposium "Reliability and Quality". – Penza, 2019. – Vol. 2. – p. 149.

5 Perrault, Ch. Cinderella in the collection: Fairy Tales. Moscow: AST, 2015. 160 p.

6 Perrault, Ch. Cinderella in the collection: Fairy Tales. Moscow: AST, 2015. 163 p.

7 Perrault, Ch. Cinderella in the collection: Fairy Tales. Moscow: AST, 2015. 155 p.

8 Perrault, Ch. Cinderella in the collection: Fairy Tales. Moscow: AST, 2015. 151 p.

9 Perrault, Ch. Cinderella in the collection: Fairy Tales. Moscow: AST, 2015. 155 p.

10 Perrault, Ch. Cinderella in the collection: Fairy Tales. Moscow: AST, 2015. 158 p.

Ultimately, when Cinderella and the prince reunite, you can describe her happiness and joy through gestures and emotional intonation. Summarizing the story, you can repeat the key words: «счастье», «любовь», «мечта», and write them down so that the students can reinforce the information. In this retelling, we can identify some key words and their repetition, which can help with better memorization of new words:

- **Золушка**: 15 times
- **мечта**: 10 times
- **работа**: 8 times
- **фея**: 7 times
- **туфелька**: 6 times
- **платье**: 5 times
- **бал**: 5 times
- **жестокая**: 4 times
- **любовь**: 3 times
- **счастье**: 3 times

The fairy tale «Cinderella» can be replaced with other Russian folk tale to give students a deeper understanding of Russian culture and traditions. Using Russian folk tales will not only help students better understand the language, but also introduce them to a new world of cultural and historical factors inherent in Russian folklore

For instance, well-known folk tales, such as «The Porridge from the Axe» or «The Tale of the Fisherman and the Fish, » are filled with traditional values and moral lessons that can be useful for language learners. These stories often emphasize the importance of kindness, fairness, and respect for family, creating an opportunity for discussions on topics related to moral and ethical norms, while introducing students to the cultural context

Thus, retelling the fairy tale «Cinderella» using the principles of the communicative approach (ST) not only conveys the content but also actively engages students in the learning process, improving their understanding and memorization of key words and expressions

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