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DIGITAL STORYTELLING: FROM THEORY TO PRACTICE

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The modern education system should not only provide a normal, good, basic education, but also prepare creative, constructive students who should think about innovations and be more constructive. Models, types and advantages of blended learning should be studied in advance and implemented in all levels of the education system of the Republic of Kazakhstan. This will allow our country to cope with the challenges of the onset of the digital era, implement the Digital Kazakhstan program, and successfully enter the list of 30 competitive countries of the world.

In September 2017, during the republican meeting on digitalization with the participation of the First President of the Republic of Kazakhstan N. Nazarbayev, the Digital Kazakhstan Program (<https://digitalkz.kz/>) was presented.

The head of state stressed that digitalization is the core of the Third Modernization, which he announced at the beginning of 2017 in his Address to the people of Kazakhstan. At the same time, the President noted the importance of training highly qualified personnel, which is associated with the need to revise the policy in the field of education: "All Kazakhstanis - from schoolchildren to retirees - again need to sit down at books and learn new technologies. The principle of education for life is becoming a need, a norm " [1].

The use of information technologies in the educational process makes it possible to solve fundamentally new didactic tasks; their use ensures an increase in the quality and effectiveness of training. The use of computer networks, digital technologies and electronic educational environments involves the development of non-standard pedagogical practices, both in specific subject disciplines and in the interdisciplinary space of the educational process, including the research work of undergraduates and doctoral PhDs.

A significant task of modern education is the search and development of pedagogical technologies aimed at improving educational activities in accordance with the requirements. The use of the latest innovative technologies contributes to solving pedagogical and methodological tasks that are difficult or impossible to solve by traditional methods. At the same time, it is necessary to take into account in the methodology of teaching foreign languages that the destruction and loss of the positive results of the traditional education system cannot be allowed. Innovative and traditional teaching methods should harmoniously complement each other, as part of a single educational environment of the student.

Innovation in education refers to the process of improving pedagogical technologies, a set of methods, techniques and means of education. In some cases, it is considered an innovation to use an already known method, with a slight change, a modification.

One of such methods is Digital storytelling. Digital Storytelling is a simple and convenient service that integrates information on a single online page, posted on a variety of social networks. Title comes from English Story Telling – "tell a story."

Storytelling is widely used in a wide variety of areas: from human resources management to advertising and digital journalism, its relevance is due to the increased requirements for the ergonomics of information products. The storytelling method has a high didactic potential and can be used to solve a number of pedagogical tasks: transmitting information, increasing student motivation and developing communicative and ICT competencies in the course of project activities.

There are many terms used to describe the method of digital storytelling, such as digital documentaries, computer-based narratives, digital essays, electronic memoirs, interactive storytelling, etc.; but in general, they all revolve around the idea of combining the art of telling stories with a variety of multimedia, including graphics, audio, video, and Web publishing.

Today the use of digital storytelling is being practiced in neighborhood community centers, schools, libraries and businesses, by novice technology users to those with advanced skills. In the field of education, teachers and their students, from early childhood classrooms through graduate school, are using digital storytelling in many different content areas and across a wide range of grade levels. In the field of education, this concept is discussing for the past several years, there appear webinars,

MOOC, articles, presentations on the many different aspects of how digital storytelling can be used in educational settings.

Learning foreign languages is impossible to imagine without using multimedia learning tools. The ability to illustrate the real process of communication in English, the need to bring the educational environment closer to the real conditions of the functioning of the studied language and culture, of course, are urgent assignments of foreign language teaching methods.

An elective course called “Digital storytelling” was introduced into the educational process and the curriculum of the specialty “Foreign language: two foreign languages” in 2014-2015. Since then, the course has been popular with students. Every year, students learn to create video stories on various topics: education, travel, art. This course allows you to get acquainted with the basics of storytelling using practical applications on various digital media.

Digital storytelling introduces the fundamentals of character and story development through practical applications in a variety of digital media, from text and storyboarding to sound, moving image, and interactive environments. Offers students an opportunity to become familiar with narrative sequencing and story development, experience the critical role of narrative in linear media, and apply these skills in nonlinear and experimental forms. Students work both individually and collaboratively to develop projects that explore creative storytelling. When digital storytelling is used by students, it provides a strong foundation in many different types of 21st century skills, including information literacy, visual literacy, technological literacy, and media literacy.

Working with digital storytelling has helped us achieve a great deal of practical expertise in how students can be successful at creating educationally meaningful digital stories to support their learning. In this article, we share some of the most important issues we have learned about digital storytelling that we hope will benefit other educators who may wish to use this technology tool in their own teaching.

Digital storytelling projects can be used in conjunction with writing projects to help students see the similarities and differences between the two forms of communication, and perhaps make the latter a more attainable goal.

There are hundreds of free and paid tools for students on the Internet to create digital stories of all kinds.

For example, Slidestory and Smilebox are great websites that allow users to create photo collages, albums, scrapbooks and slideshows with music and even voice annotations attached to each photo. Comic Master and Bubblr allow students to create their own comics and graphic novels - users can choose their characters, add backgrounds, and write dialogue in bubbles and captions just like in a comic book. For another variation on the storybook idea, students can use Zooburst to create pop-up books and practice 3D technology. And with Mapskip, students can use Google Maps to select locations on the map and compose stories about places they've visited. Young learners can create digital puppet shows with Sock Puppet, and draw and animate their own cartoons with Toontastic. [2]

Here are some stories created by ENU students via different applications:

The TarHeel Reader website presents not only a collection of free books of mass literature, but also affordable digital books on a variety of topics from art to sports (there are also books aimed at beginning readers). <https://tarheelreader.org/2020/03/31/alphabet-27/>

Storybird.com is the best alternative if you are looking for a place to read stories. It allows you to create, read and share books on the internet. Celebrate your family stories, capture your child's

imagination and express your own creative story in this one place. Families and friends can create short visual stories together using storybird.com, an important way for people interested in finding stories to read or details about creative writing. <https://storybird.com/flash-fiction/fox-without-tale>

A blog is a website whose main content is regularly added entries, articles or other forms of data that are published in the public domain and to which you can leave a comment. Entries are arranged in chronological order, so blogs are also called online diaries via applications like Instagram, Facebook, and other resources <https://www.instagram.com/p/B-jSA6-JqZk/?igshid=fezf6vk8hc90>

It is not enough to provide an article with a video report or beautiful diagrams to get a digital story. In the digital storytelling format, there are a number of basic rules that make it the standard. Here are the main ones: immersion in history, deep study of the topic, interactivity, design. Let's briefly comment on the listed rules.

- Immersion in history. The reader should be able to feel at the center of events. To provide him with this opportunity, you should use several points of view, direct speech, quotes.

- Deep study of the topic and scientific discourse. History should not only answer the questions "What?", "Where?", "When?", but also give answers to the questions "Why?", "Why?". The scientific aspect can be represented, for example, by comparative statistics of certain incidents, infographics of movement on the map, commentary by a scientist, some facts, etc. After reading the digital story, the reader should become a "little expert" in the topic of the article.

- Interactivity. The possibilities of digital format are much wider than that of paper media. It must be remembered that the reader can interact with the material: manage infographics, rotate pictures, place and change material in social networks in a beautiful and unusual way, comment on each paragraph, etc.

- Design. Content headings, breakdown into thematic paragraphs, text structuring, selection of fonts and patterns - all these are tools that make the material attractive to the user [3, 17].

It is important that the digital story is designed in such a way that, on the one hand, each multimedia component complements and develops the general story, on the other hand, the inaccessibility or impossibility of reproducing one of the elements does not distort the general meaning [4, 24].

Below we present the algorithm for the digital story of V.Yu. Grushevskaya, created by students as part of an educational project in order to form media competence, consolidate basic knowledge for solving practical problems in the field of ICT, and develop creative abilities. [5,38]

1. Concept development. It includes the choice of a topic, the definition of the goals and objectives of the digital story, the target audience. At this stage, it is necessary to acquaint students with the types of storytelling (socio-cultural, business, educational, personal, family), with various approaches to finding a topic: based on external (order, including social) or internal (author's statement) factors. In the genres of sociocultural or educational storytelling, it is possible to create projects as part of developing a lesson for pedagogical practice, participation in creative competitions, educational activities, etc. Personal storytelling involves the author's statement based on introspection and memories. It can be a story about interests and hobbies, volunteer work, social experience, career choice, success, overcoming oneself. In the family storytelling genre, students can collect materials from their family history, record the stories of family members, and illustrate them with family archive photos or videos. The result of the first stage is the preparation and discussion of

the scenario application. During the discussion, the author receives feedback and recommendations from the teacher and members of the study group.

2. Collection and analysis of information. At this stage, the search for information on the topic, its analysis, reflections, development of the author's position is carried out.

3. Making history. At the stage of creating a story, you need to remember the elements of the classic plot scheme, the role of conflict in the narrative, the main types of plots. A story is well accepted when it is credible, so first-person stories are preferred. The characters and their problems, as well as the position of the narrator, must evoke an emotional response. At the same time, it is better to create stories fairly simple and short, contain one main idea, presented unobtrusively. The finished script is recorded, discussed, checked for errors, but in some cases, for example, for projects in the genres of personal or family storytelling, you can make audio or video recordings that capture live intonations and gestures, spontaneous reactions.

4. Storyboard. At this stage, a storyboard is created, the final selection of visual and audio material is carried out. To speed up and simplify your work, you can use sets of scenes and cliparts in the services VideoScribe, Powtoon, GoAnimate. When choosing material on your own, it is advisable to decide on the style of the project so that the work is perceived holistically and harmoniously.

5. Installation. Collected content is linked in the project workspace. A voiceover is added to the finished scenes (if the sound was not recorded in the third stage). If necessary, add music, audio effects, noise, animation, transitions.

6. Project presentation. The project is shown to members of the study group, feedback is collected. The necessary improvements are being made.

7. Publication. To motivate students and concretize the tasks of digital storytelling, you can predetermine the method of publishing or presenting the product: posting on Youtube, on social networks, in a personal portfolio, in a development service gallery, on a discipline website, etc.

In conclusion, we note that all new forms that provide effective communication and ergonomic presentation of information, which include the digital storytelling method, are in demand in various spheres of private, business and public life, including in the work of a teacher. Modern programs and services offer convenient development tools and resources (templates, image collections, video and audio effects) that facilitate the creation of digital storytelling and make this technology available to educators with the necessary professional ICT competencies.

The experience of project activities in the field of digital storytelling in the framework of the development of information and communication technologies will be useful to students of a pedagogical university. It will allow to consolidate and apply in practice a whole range of competencies related to the use of text, graphics, photos, audio, video in given communication situations, develops speech skills, stimulates internal motivation to study the means and principles of media communication. In addition, future teachers will be able to use this new method of project activity in their work with students.

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USE OF YOUTUBE-BASED VIDEOS TO IMPROVE STUDENTS' SPEAKING SKILL

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Abstract. New ICTs have proven to be useful tools for implementing innovating didactic and pedagogical formulas oriented to enhance students' and teachers' creativity. The massive e-learning and blended learning projects are clear examples of such a phenomenon. The teaching of oral communication offers a perfect scenario to experiment with these formulas. Since the traditional face to face approach for teaching 'speech techniques' does not keep up with the new digital environment that surrounds students, it is necessary to move towards an 'Online oratory' model focused on using technology-enhanced learning to improve oral skills.

Keywords: online speaking, communication skills, public speaking, communication competence, digital literacy.

1. INTRODUCTION

The 1982 Grunwald Declaration [1] delivered at the UNESCO International Symposium on Media Education, expressed the importance of gradually acquiring the new information and communication technologies in society. The Grunwald Declaration was intended to show the need for an "education in communication" and to teach citizens to have a critical vision and actions in a responsible society. On one side, it refers to the value of educating people to be capable of interpreting the new audiovisual languages and codes and on the other hand, to understand how new communication technologies work. "Audiovisual Literacy" was defined as the ability to identify, understand, comprehend, create and communicate through new technological ways so that individuals can achieve their goals, and these goals should develop their potential and participate in