

phraseological units by means that belong to different levels of a language system: morphological, syntactic and lexical. The fact of the multiplicity of ways and means of compulsion expressing in the English language proves the universality of the category of “motivation”. The study of phraseological units with modal verbs can complement the picture of the expression of the compulsion category in the phraseological layer of the English language. This is the prospective of continuing our research.

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### STORYTELLING IN A FOREIGN LANGUAGE CLASS

**Introduction.** Stories are all around us, be it in oral or written form. Some entertain, some educate, some explain and many transmit our feelings, beliefs and values. Every day, every year, every meal, holiday, encounter, tells a story.

All people think in narratives 24/7, making up stories for every action and conversation they had. This is how we understand the world. When we hear and share stories, our brains are activated. Stories not only trigger parts of the brain that process speech, but also stimulate other parts of the brain that we would use if we were actually experiencing the events. We are emotionally involved and more likely to understand and remember the information we hear. Sharing stories in the EFL classroom not only improves listening and speaking skills, but also helps students express their thoughts and feelings. It encourages active participation and collaboration, and inspire the use of imagination and creativity.

**Main part.** Storytelling is the interactive art of using words and actions to reveal the elements and images of a story while encouraging the listener’s imagination (this is actually National Storytelling Network definition) [1].

The process of storytelling is divided into three phases: a pre-story phase (or warm up). That helps students to prepare for listening by presenting the target vocabulary and using some regalia-style posters to draw students’ attention to the story. The second phase is the part of the story which helps students understand the context without worrying about the joyful atmosphere. The final phase is post-narrative is aimed to follow-up or storytelling that encourages students’ abilities to anticipate or be creative.

Storytelling has many advantages for social, emotional and psychological development. The narrator and the listener produce a strong, comfortable and positive relationship during a story. Storytelling encourages the learners to continue studying the language because it motivates. This is playing a big role in, both, foreign language teaching and foreign language studying. Also, it offers the students to widen their imagination by getting involved into the stories or identifying themselves as one of the character of the story.

A story is something that everybody is acquainted with. A great number of people used to listen to stories and extremely like them. Little children also enjoy stories and like to listen to stories. Storytelling gives many opportunities for students to practice everything they have learned.

In EFL class, where storytelling is used, students share their social, communicative and psychological experience. Especially young students like to listen to stories more than once. This repetition causes them to adopt language unconsciously. Moreover they desire to participate in the story. Teachers find ways to present or repeat new vocabulary in contexts that are varied, memorable, and familiar to students in order to learn the English language casually [2].

If it’s needed to build up reading competency, students significantly need to get enough auditory and spoken language intelligence. Storytelling supplies crucial auditory input during social narrative communication. Many researches show that storytelling develops vocabulary learning and the teachers should make attempts to influence the learners to listen to the story.

Storytelling may be assumed as an important element to present the grammatical and syntactic features in interesting and meaningful framework. Teachers may draw the learners’ focus on the linguistic features and different tenses of the language [3]. So the students first recognize the varied types of the structures and they may contextualize what they have gained through storytelling class.

The method of storytelling is intended language subject in EFL classrooms, enriching educators’ teaching styles and providing a wide variety of classroom activities. As students blend their real life experiences with stories told in class,

they can easily engage in the learning process and deliver fruitful language productions. This will allow them to better remember what they have learned in class. In addition, students will be able to learn how to organize events in their real life.

Stories give students a rich and useful vocabulary context so they can master the vocabulary of stories in a shorter time, because they usually become the characters in the stories and memorize phrases and structures. When students activate their imagination by telling stories, stories provide them with different models and thus students can be more productive in practice. In addition, most of the stories carry a moral message that helps students become strong individuals.

**Conclusion.** EFL students need much more support to make measurable progress in their language learning by running down authentic materials. Therefore, the teacher uses the storytelling method in modern language class to facilitate and speed up the learning process, although this requires additional workload to prepare for the course. Young learners have a remarkable variety of personal experiences, values, and understandings. The language they learn in class is the tool they use to shape their thoughts and feelings. It's more than just a way to share information and spread ideas, it's your way to reach and connect with other people. Narratives can create a connection not only between the classroom world and the home, but also between the classroom and beyond. Stories provide a common thread that can help bring cultures together and bridge cultural differences.

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