

Overview: The Education of Contemporary World Revival

Robin Ghosh

Assistant Professor, Amity University Uttar Pradesh, Lucknow, Uttar Pradesh, India
bin.ghosh@gmail.com

Abstract: *Stories are an integral part of children's life. There must not be any child who would not have listen to stories. The forms of stories may differ, but the essence remains same. This paper enquired about the method of storytelling as pedagogy in contemporary world. The researcher has investigated the pedagogical aspects of storytelling and its impact on students learning. It was found that it is one of the most engaging methods of teaching and any subject can be taught through stories. Stories are taught in every part of the world. Students connect with the stories very easily. Research has supported the storytelling method of teaching. So, it can be implemented in classroom teaching.*

Keywords: storytelling, pedagogy, children, learning, engagement

1. Introduction

I remember those days when my grandparents use to tell stories in open sky. Those are the wonderful memories. Every child remembers their childhood days and stories. Few are privileged to enjoy these stories in open sky and few in their closed knitted room. Whatever be the scenario, but one thing is common that everyone enjoys story. Storytelling is an age old method of transferring knowledge to children (Denning, 2004; Heo 2004, Rossiter, 2002). It is a perspective of narrative inquiry. Since the beginning of human civilization, storytelling has been an essential component of human culture. It is an old art form. Storytelling is fundamentally the skill of using narrative to express ideas, feelings, and events. It is a potent tool for education, pleasure, and communication that cuts across cultural barriers. Creating the scene, introducing the characters, and engrossing the audience in the story world are all common components of a strong storytelling opening. A compelling tale captivates its audience whether it is conveyed orally, in writing, visually, or digitally. It arouses emotions, ignites the imagination, and occasionally even challenges preconceived notions. For thousands of years, societies have taught key principles through storytelling (Brady, 1997; MacDonald, 1998). In some cultures, without written language, storytelling was the only way to convey a society's culture, values, and history (Egan, 1989). Atta - Alla (2012) emphasised that storytelling is a means for sharing and interpreting experiences of people. It transmits knowledge from generation to generation, protects cultural heritage, and encourages empathy by letting people listen to these stories.

What is a Story?

Our life is a story. Every day, every moment becomes a story the very next moment. Story is identity of a person. A story is a narrative account of a series of events or experiences, either real or fictional, that are conveyed through words, images, or other forms of communication. It typically has a beginning, middle, and end, and often involves one or more characters who face challenges, conflicts, and changes over the course of the story. Stories can take many different forms, including novels, short

stories, plays, movies, TV shows, and even video games. They serve as a means of entertainment, education, communication, and expression, and are an important part of human culture and society. Listening to stories improve cross - cultural communication (Al - Jafar & Buzzelli, 2004); and promote moral and social development (Bailey et al., 2006)

Tradition across world:

Every country has its own unique style of storytelling. The origin of storytelling is not know, still there are evidences that is supported by Theory of existence and social contract theory that people in ancient time talk about their bravery and use to tell these anecdotes to the other members of the society to get appreciation. In Japan storytelling is one of the most respected cultural traditions. The storytelling there is called Rakugo which is added by a paper fan and a small cloth. Chactow is way of storytelling in Native America to prevent tribal history. In Sub - Saharan Africa have strong story telling tradition to entertain and educate. In China there is oral story telling tradition called 'Pingshu' and Korean stories are told through performing arts called 'P'ansori'. It has been declared as a masterpiece of storytelling to preserve and transfer the heritage of the nation.

Storytelling tradition in India:

Storytelling has a long and rich history in India, spanning thousands of years. From one generation to the next, storytelling has been crucial in passing down historical events, religious doctrine, and cultural values. It has been the integral part of learning in India.

Stories from ancient India were transmitted orally from one generation to the next through a variety of folk traditions, including the epics of the Mahabharata and Ramayana, the Panchatantra, and Jataka tales. These tales were frequently paired with music, dance, and drama to impart moral teachings and values. Storytelling changed with the advent of written language, giving rise to literary works like the Vedas and Puranas, which are significant Hindu sacred writings. The plays of authors like Kalidasa, who penned Shakuntala and Malavika Gnitram, carried on the narrative tradition during the Middle Ages. India's

storytelling culture is still strong today and may be found in a variety of media, including literature, movies, and television series, as well as in oral tradition. India's varied cultures and regional tongues have also influenced the emergence of distinctive storytelling traditions in many countries.

Storytelling Methodology:

Storytelling methodology is the way to teach students through stories. There are many different methods and frameworks that a storyteller can use in teaching. Some of the most common are the narrative arc, hero's journey, and imagery and sensory language. The narrative arc is a way of structuring the story so that the story has a beginning, a middle, and an end. It is often used in long - form storytelling such as movies, novels, and more. It is the most appropriate way of teaching any language. Visualization and sensory language are other important methods of storytelling. It allows the audience to visualize the story and experience it in a way that is more immersive. Thus, other core subjects like Maths, Science and Social Sciences can be effectively taught through storytelling which involves understanding the students and tailors the story for students interests and needs. In conclusion, effective storytelling is a combination of different techniques and approaches that make your story compelling and engaging.

2. Recommendations

The research offers the following recommendations:

- 1) In higher education, narrative techniques can be applied as frequently as feasible to the
- 2) The teaching community needs to make a conscious effort to incorporate this approach into the range of methods offered for teaching management and commerce. This kind of approach can be subtly combined with other effective approaches when applied appropriately.
- 3) Storytelling creativity can be used to any topic. This highlights the intricacy of the idea or issue. Therefore, it might be advised to hold a workshop for faculty members to assist them in grasping and utilizing its creative intricacies.
- 4) Storytelling method should be used as teaching methods for higher education as well for high order thinking.

3. Conclusion

From the study it is concluded that storytelling is an age - old method used by our ancestors to transfer the legacy of knowledge and tradition across the world. With time this heritage and loving method is demolishing. The structure has changed a lot. The traditional anecdotes from our grandparents have been replaced by digital devices like mobile and tablets. This lacks the human touch and feeling. Stories have been digitalized and commercialized to the extent that it has lost its beauty of knowledge and tradition. It can be retained through classroom teaching where the teacher tells a story with proper voice modulation and intonation. This will bring back the glory of teaching and storytelling.

References

- [1] Al - Jafar, A., & Buzzelli, C. A. (2004). The art of storytelling for cross cultural understanding. *International Journal of Early Childhood*, 36 (1), 35 - 48. <https://doi.org/10.1007/BF03165939>
- [2] Bailey, B. P., Tettegah, S. Y., & Bradley, T. J. (2006). Clover: Connecting technology and character education using personally - constructed animated vignettes. *Interacting with Computers*, 18 (4), 793–819. <https://doi.org/10.1016/j.intcom.2005.11.013>
- [3] Belanger, S. E. (2001). The power of story: Narrative theory in academic contexts. *College English*, 63 (6), 687–705.
- [4] Brady, M. K. (1997). Ethnic folklore. In T. A. Green (Ed.), *Folklore: An Encyclopedia of beliefs, customs, tales, music, and art* (pp.237 - 244).
- [5] Denning, S. (2004). The power of storytelling. *Knowledge Management*, 7 (4).
- [6] Egan, K. (2005). *An imaginative approach to teaching*. San Francisco: Jossey - Bass
- [7] Gottschall, J. (2012). *The storytelling animal: How stories make us human*. Houghton Mifflin Harcourt.
- [8] Hemsley, M. L., & Williamson, W. K. (2002). Storytelling in education. *Journal of Instructional Psychology*, 29 (2), 98–102
- [9] Heo, H. (2004). Inquiry on storytelling fro the web - based environmental learningenvironment. Association for Educational Communications and Technology. https://www.researchgate.net/publication/349759776_Storytelling_Techniques.
- [10] MacDonald, M. R. (2002). *Tell it again!: The new storytelling handbook for primary teachers*. Maupin House Publishing
- [11] MacDonald, M. R. (Ed.). (1998). *Traditional storytelling today: An international sourcebook*. Chicago, IL: Fitzroy Dearborn
- [12] Manwani, R. K., Guruprasad B G, (2022): An Empirical Study On Using Storytelling As A Learning Tool For Online And Offline Education, *Journal Of Positive School Psychology* [Http://Journalppw. Com](http://Journalppw.Com) 2022, Vol.6, No.3, 7442 – 7450
- [13] Nazir Atta - Alla, M. (2012). Integrating Language Skills through Storytelling. *English Language Teaching*, 5 (12), 1 - 13.
- [14] Rossiter, M. (2002). Narrative stories in adult teaching and learning. *Eric Digest*.