

## STORYTELLING MATTERS

by:

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In storytelling, the storyteller and one or more listeners engage in a two-way conversation. The tale is affected by the audience members' reactions. The interaction and mutually beneficial efforts of the storyteller and audience actually result in storytelling. Storytelling in particular does not erect an illusory wall between the speaker and the audience. Varying cultures and contexts produce different expectations for the precise roles of storyteller and listener, who talk how frequently and when, which is part of what distinguishes storytelling from forms of theatre that use a fictitious "fourth wall." Storytelling's immediacy and impact are in part due to its interactive aspect. The best storytelling can establish a strong connection between the narrator and the listeners.

Simply telling stories constitutes storytelling. There are so many excellent, diverse, and occasionally overwhelming methods to accomplish this. As our minds started to enquire, wonder, and think, storytelling was the reason language first evolved. As to Why We Tell Stories, Storytelling is still the most fundamental and vital method of communication, whether it is done in a cave or a city. We're all storytellers. The tragedies in the news, workplace rumors, your day's events, and your life's story. As a matter of fact, beginning, middle, and end are how our brains are programmed to think and communicate. We interpret the world in this way. According to Green (2004) stories can accomplish a variety of tasks in the classroom, such as igniting student interest, facilitating the flow of lectures, enhancing retention of information, overcoming reluctance or nervousness on the part of students, and fostering a positive connection between the teacher and the pupils. The oldest method of instruction is storytelling. By providing children with the answers to the biggest questions about the beginning of the

world, life, and death, it united the earliest human communities. We are made, shaped, controlled, and defined by stories. Every single human civilization in the world tells stories, including those that lack literacy. Teachers are storytellers, and storytellers have been teachers for ages. Teachers do not actually consider themselves to be storytellers. Or rather, they observe the occasional storyteller and believe it to be a theatrical, exaggerated performance more akin to acting. But acting and showmanship are unquestionably a part of teaching.

Storytelling has several advantages one of which being the magical moment that occurs when you tell your first tale. The kids are intrigued as they sit there, mouths open and eyes wide. If that's not enough of a reason, consider the following: storytelling encourages purposeful conversation that isn't just about the story (there are many games you can play), raises interest in reading books in order to find and reread stories, inspires writing because kids will naturally want to write stories and tell them, strengthens the sense of community in the classroom, and improves listening skills. Brook (2004) said that a story tends to have more depth than a simple example. A story describes an occasion, certain characters, and what transpires to them.. Stories engage our thinking, our emotions, and can even lead to the creation of mental imagery (Green & Brock, 2000).

The majority of kids, regardless of age, are drawn in and engaged by stories. It is understandable why the majority of teachers utilize stories for drills, motivation, lesson presentations, evaluations, and even assignments and homework.

#### *References:*

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<https://www.psychologicalscience.org/observer/storytelling-in-teaching>

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