

Using Narratives in Training

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Abstract: *The article discusses the possibility of using narrative in education. The authors investigate the appearance of the phenomenon of narrative, revealing its essence as the story of a person's life, which he himself tells. Considerable attention is paid to the consideration of the concept of narrative in scientific works. The article addresses the issue of the possibility of using narrative techniques in family psychotherapy. The distinguishing features of the narrative and the possibilities of its use in pedagogical practice, in particular during lectures, are indicated. The aspects of the narration of the monological form of conducting classes are considered. The prospects of using narrative in higher education are emphasized.*

Keywords: *Narrative, narrative turn, narrative approach, stories, training, students, teacher, reflection, pedagogical narrative, narrative pedagogy.*

I. INTRODUCTION

The purpose of modern education is not just the transfer of a body of knowledge, but the actualization of personal and social experience that corresponds to the specified knowledge, supporting the students' cognitive control over material [8]. It is the narrative that acts as an interdisciplinary methodological principle that effectively achieves these goals [9].

The presentation of the main material of the article. Let us turn to the interpretation of the term "narrative". Narrative (fr. - narratif, lat. - narrativus, narrative) - narrative, epic, descriptive (as opposed to dialogue). Narrator (fr. - narrateur, eng. - narrator, narrator) - a real or fictitious person on whose behalf the story is narrated in a work of art. Sometimes the narrator-narrator also happens in a dramatic work, although he usually does not appear in the play as an actor (often in a prologue, epilogue),

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he is entrusted with the task of informing other actors or the public, directly narrating about events or commenting on them.

Narration (lat. - narratio, narrative, French - narration, italian - narrazione, rum. - narratiune) - the method of narration and the nature of the story (in an epic work) [1, p. 78].

II. LITERATURE REVIEW

The works of many scientists are devoted to the consideration of the phenomenon of narrative: J. Bruner, T. Sarbin, L. Vygotsky, O. Zaretskaya, K. Girts, V. Turner, V. Propp, M. Bakhtin, N. Fry, S. Tagalskaya, V. Fedotova, M.N. Epstein, E. Sapogova, L. Tataru, V. Yakovleva, N. Chepeleva, A. Toporkova.

The studies of J. Brockmeyer and R. Harre reveal the essence of the "narrative turn" noted in modern philosophy: "In its generally accepted and generalized sense, narrative is the name of some ensemble of linguistic and psychological structures transmitted culturally and historically, limited by the skill level of each individual and a mixture of his or her socio-communicative abilities with linguistic mastery [1].

L. Shestov in scientific works (1905) confirmed the idea of the correlative nature of micro-relationships (the history of an individual person, a small group, a people, a small creative genre and form) and macrohistories in their mutual contextualization: "Once a person has found words to express his actual attitude to the world, - he has the right to speak, and you can listen to him, even if his attitude was unique, never met before and never had a repeat"[6]. Criticizing the natural science methodology, L. Shestov drew attention to the unreasonable neglect by science of a huge number of isolated facts, taking into account only a series of phenomena that could be caused artificially at will. It is precisely narrative that appears to be that singular phenomenon capable of communicating much more than constantly repeating [6, p.137].

III. INTERACTIVE TECHNOLOGIES IN EDUCATIONAL PROCESS

The American psychologist J. Bruner in the study "Real Consciousness, Possible Worlds" revealed the foundations of modern understanding of narrative, adding to the pragmatic logical-scientific thinking a narrative that focuses on the description of realities and acts as a natural way of human understanding [10].

The narrative approach at its core concludes the idea that a person builds his life from the stories that he tells himself about himself or his environment, or from which he hears from other people.



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Man himself is not the only author of his life stories: many of them being dominant, are based on the experience of family interaction, preschool and school. These interactions take on the form that broad social contexts give them. Community stories are a source of norms and standards - comparing oneself with them, a person can unwittingly create a problem. The task of the narrative is to extract the person from the problem and place him in the cultural landscape.

The formation of the category “narrative” can be traced to socio-constructivist psychological research, where human life is to be considered as a story or text. When a person tells about himself, about how he behaved, acted, he distinguishes from the stream of life and looks differently at present, past or future events. There is a formation of a special reality with a certain meaning. Using a narrative, a person creates a personal view of reality and of himself in it. The category “narrative” is based on the idea that human experience is continuous and unique.

We will agree with the scientists J. Bruner, G. Murray, M. White, D. Epston in defining narrative as the story of a person’s life, which he himself tells. The spatial and temporal value of human life, the logic and meaning of the existence of a particular person are reflected in the category of “narrative”.

The techniques of the narrative approach are widely used in family psychotherapy. They are based on the fact that the person has the ability to “rewrite” the alarming, uncomfortable, according to the person, situation in which he found himself or was once, destroying the chains that he himself built logically, and create a different reality that has a positive connotation. A person is given the opportunity to look at negative events in a different way, to see the positive aspects. Thus, separating the problem from a happy, full existence.

The authors of the narrative approach to learning are Australian psychologist Michael White and New Zealander David Alston. According to scientists, by studying the actions of heroes of literary texts, students are able to perceive their lives for universal human values, as fundamental stories about culture, analyze their identity with heroes, evaluate actions, accepting or rejecting them.

When analyzing the works of British and American scientists S. Jordan, J. Bruner, J. Ritch and D. Wilson, R. Sochmer and S. Michel, D. Polkinghorn, Nancy and J. Deikelmannov and others, E.V. Kazantseva comes to the opinion on the connection between the development of narrative pedagogy and the ideas of phenomenological analysis and hermeneutics [4]. From the point of view of phenomenological analysis, education is considered as a process of personality development, the purpose of which is to reveal individual spiritual potential, based on the ability to reflection and empathy.

IV. RESULT AND DISCUSSION

Narrative affects emotions, the position of the listener. The presence of information that tunes the listener to a specific position, contributes to the development of attitudes towards history. Reflection in this case acts as an integral attribute of narrative, an addition to communicative forms in training and education.

An important property of a narrative, if viewed from an educational, pedagogical position, is not in its information component as a retelling of facts, but in the influencing

character and evaluative component. Narrative is characterized by the transfer of attitude, the building and organization of perception, the formation of the position of the listener. When we understand the role of the author of the narrative, the role of the translator of history, then the skills of building a narrative are formed, based on the selection and combination of elements of events, the author’s presentation and assessment of the event, the creation of the image [9].

The distinguishing features of the narrative can be noted:

- brevity and conciseness, lack of details that are not relevant to the purpose of history, contribute to a renewed understanding of the phenomenon through a really instructive story;

- the presentation is conducted on behalf of the participant in the event, which is a problem situation for the audience;

- the way out of the problem situation unknown to the audience in advance is unexpected for the audience and the only true way to resolve the issue, accompanied by a description of the favorable consequences of the decision.

The narrative approach is based on the idea that the educational approach is based on stories that students have the opportunity to analyze, correlate with their actions, thereby updating the students' life experience. A story or story is the most common way in which it is possible to relay events and transmit information about historical figures. With its help, you can develop a certain line of behavior, because the listener remembers the information, comprehends and can use in practice. Often students, encountering similar problems in life, correlate the actions of the heroes with themselves, have the opportunity to analyze their possible actions or to relate themselves to the heroes of the story and story. An adaptation or adjustment of the events of real life to the structure of a developing story, narration takes place. In this case, the narrative acts not only as a translator of information from subject to subject, but also as the creator of a behavioral policy, with the help of which new experience is acquired or personal or social experience gained is updated. In this situation, the teacher has a certain share of responsibility for the correct selection of history, text, narration for the purpose of further discussion. In this situation, the task of the teacher is to create a text that is understandable and accessible to students. Here, the student’s position is identical to the reading one (there is a certain cultural and educational level, the ability to work with text, etc.). The teacher’s goal is to include the student in the process of pedagogical discourse, expanding vocabulary.

A narrative approach to learning allows students to review their own actions or reality. When recalling the sequence of one’s own actions and building them logically, the learner has the opportunity to revise the algorithm of actions, rethink the actions in their relationship and develop a new strategy that will help to avoid mistakes made earlier. There is a closure of the hermeneutic circle and exit to the next stage of knowledge and experience. A.O. Bukharov writes: “Narrative as a form of organization of socio-psychological research, has powerful potential. The narrative analysis essentially covers all dimensions of social reality: from the individual level of ordering and interpretation of life experience to the level of social interactions (the interaction of individual stories)”[2].



V. METHODOLOGY

Attributes of interactive and communicative pedagogical technologies such as empathy and reflection should be called integral signs of a narrative approach. When performing the act of utterance, the subjects of communication subject the text of the utterance to reflection, reflection: the emotional sphere is activated, the student expresses his attitude to the information received. Consequently, the narration act is characterized not only by the transfer of information, but also by the expression of a personal attitude to the narrative. Here we have the uniqueness and uniqueness of the manner of the unique author's interpretation of the narrative. Thus, there is an interaction between the teacher and the student, the organization of the process and the way to organize joint activities, which is the purpose of training and education - the interaction of all participants in the educational process.

The construction of the educational process on the basis of a narrative approach can occur as modeling professional situations and attitudes to them through a business game, round table, debate, discussion - various active forms of training. The task of the teacher is to set a topic for discussion, the teacher takes the initiative and interacts with the environment.

The pedagogical narrative has certain differences, which are characterized by:

- a minimum amount of information on the content of the discipline;
- a single application related to the audience and the cultural and historical situation;
- spontaneous occurrence (the ability to fill free time, the need to switch the audience's attention) with an obligatory pedagogical load.

Analyzing the experience of teachers with students, we can point out the main difficulty in working with educational narratives: the selected texts should be systematized and processed taking into account the author's presentation to their students.

The main components in practical work in narrative pedagogy are confidential communication when working with personal narrative - the student's educational experience. The teacher accompanies the conversation, with the help of leading questions orientates the conversation in the right direction, summarizes and focuses on the important. Next, a collective discussion of images of personal experience, reflection.

We can distinguish the following functions of a narrative (story, story, etc.) as a type of discursive reality:

- a concentrated prescription (how to behave in solving various practical problems: comparison, attitude to something, classification, opposition, rearrangement, etc.);
- organization of ideas, intentions, experience in some discursive order;
- the expression of certain instructions and norms in various practices of communication, streamlining, giving meaning to experiences, the formation of knowledge, the procedure of apology or excuse, etc. ;
- subjectivization of the world, which makes a person open to the sphere of actual perspectives that form the real life of the interpretive consciousness;
- the ability to endow human existence with special openness and plasticity [1, p.30].

The discourse of education is characterized by a certain feature - it is an extremely simple, well-developed technique, traditional and conservative, oriented to the average linguistic semiotic norm, to pragmatics, as it is addressed to a huge audience; it corresponds to a clear plot and certainty of the genre.

The method of teaching natural sciences in higher education is determined by V.V. Rozanov as: "... a way of collective learning. The student never again remained alone with his teacher, the teacher never spoke to his face again, but only to the crowd. Everything individual that was in one and the other was carefully hidden, people only touched here by the common sides of their being "[1, p. 9].

For the humanization of a deliberately formal process of transmitting information, one should find methodological means in the pedagogical interaction itself that can awaken the "human in man". One of such means is the narration of the monologic form of conducting classes, since it is in the genre of a work born independently that the author's world attitude is reflected. Engaged in "the transmission of values and meanings in time", the teacher touches upon the universal destinies and the fate of the individual in the wealth of her group ties and in her substantial existential loneliness, mutually intertwined and mutually reproducing each other.

Narratives, based on the understanding of the latter as an oral narrative, include such a form of training as a lecture. A teacher, as an interpreter of information, becomes to some extent its author. More subtle conjugation is possible here: in the lecture it is possible to single out a lot of narratives that carry different loads in the transmission of meanings.

In the lecture on the disciplines of the natural science cycle, an obligatory part can be distinguished that contains certain concepts accepted in science, mathematical descriptions, etc. and part of the verbalized constructions introduced by the interpreter with certain pedagogical goals. The difference between the first and second parts is similar to the ratio of the reference book and the textbook: the first contains information in a rigidly structured form, the second gives it its origin and meaning. The narrative of the lecture introduces the teacher's worldview into this sense.

D. Boyle rightly believes that an "narrative" is an important property of a narrative. The significance of "explanatory power" as a constitutional feature of narrative is also noted by J. Welleman, who believes that it can be described as a genre of explanation. "A narrative does not just expound events, but makes them accessible to understanding, systematizes cause-effect relationships" [12].

Narrative on behalf of the teacher performs the following functions:

- epistemological: it is introduced most often in the form of an analogy for a more accurate understanding of the educational construct or model;
- methodological: contains an algorithm for performing certain operations in educational activities;
- presentation: includes information on the achievements of certain people (states or other communities) in the relevant field of science (technology, organization of activities);
- humanizing: by demonstrating empathy, proclaiming humanistic ideals and expressing one's personal attitude to them;

- value-orientating: contributing to the formation of a system of life values;
- psychological: to create an atmosphere of mutual understanding, co-creation; focusing or switching attention;
- self-presentation: communication about one's own achievements in a certain field of activity (scientific, cultural, everyday).

Narrative schemes, being the main form of people's representation of knowledge about events and subjects of public life, influence the way of remembering, understanding and using this knowledge in behavior. If the questions important for the student are subjected to a narrative interpretation, then a latent tendency arises to adapt the intentions, plans, decisions, and even feelings of the individual to the structure of the developing history. Thus, a narrative forms a person's behavior, updating relevant experience, personal and social, by referring to relevant stories.

The following differences in the pedagogical narrative are distinguished:

- small volume of information related to the content of the course;
- one-time use, because, depending on the audience, the level of "relaxedness" of the teacher, the cultural and historical situation;
- A pedagogical narrative can be "born" spontaneously.

The pedagogical narrative in content may be: a curriculum vitae of the scientist's personality, mentioned in the presentation of the program material, with emphasis on his personal qualities; the fact of the teacher's autobiography; a story that is related to the material presented and carries a certain value burden.

The criterion for distinguishing a narrative from the content of a lecture is that the exclusion of a pedagogical narrative from a lecture will not affect its formal content. In the process of compiling a narrative, discursive registration of experience occurs. Narrative, being a part of human reality highly sensitive to its changes, presupposes the possibility to set the order and give coherence to the experience of a constantly changing human existence and change it if the experience or its understanding changes.

VI. RESULT AND DISCUSSION

With the help of narrative pedagogy, the interaction between the teacher and the student clarifies the image of "oneself" in a learning situation or future professional activity. As J. Dyckelman pointed out, "narrative pedagogy stands out from the practice of jointly listening to the stories of students, teachers ... uses an understanding phenomenology in the process of interpreting narrative narration (storytelling procedure) of its experience" [11].

Narrative as a property of human nature, can attract and retain the attention of students, as a result we have a motivated and interested student. If there is interest, then the information is remembered better. When narrating, it is possible to use associative connections and imagery, clarifying the moral of the presented.

VII. CONCLUSION

The result of the activity of students with a training narrative is the formation of an experience of creativity, consisting in the ability to convey information in history. The

specified experience is an integral component of the development of a specialist as a professional, his desire to process professionally significant information and productively store and reproduce. The narrative method, characterized by its versatility and functional potential, has the prospect of use in higher education.

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