

STORYTELLING AS A TECHNOLOGY FOR THE BIOLOGY TEACHERS' PROFESSIONAL DEVELOPMENT

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The article analyses the main pedagogical and educational technologies. The purpose of the article is a comprehensive analysis of the features of storytelling technology, as one of the leading pedagogical technologies that contributes to the professional development of biology teachers.

According to the goal, the following task was set: to determine the expediency and ways of using storytelling technology in the professional development of biology teachers.

It is noted that in the modern conditions of the development of society, the change of the educational course to a human-centred personal direction in education, the transition to competency-based training, active, interactive and innovative educational technologies in the learning process are becoming more and more relevant. The levels of functioning of educational technologies are determined as follows: general pedagogical, subject-methodical and local (modular) levels of functioning of pedagogical technology. The importance of understanding the differences between such concepts as "educational technology", "pedagogical technology", "learning technology (education, management)" is emphasized. The basic pedagogical technologies, their general characteristics, purpose and functions in the educational process are indicated. In the article, considerable attention is paid to the technology of storytelling, its content and essence are determined, both for the general range of subjects and for biology in particular. Attention is also drawn to the peculiarities, types, forms and other methodical characteristics of storytelling. The key role of storytelling technology as an effective method of presenting information in biology lessons is emphasized. Storytelling has significant practical advantages: it is easily perceived by students, develops creative imagination, overcomes the fear of public speaking and establishes relationships between students. It can be said that the proposed methods of using storytelling in lessons make it possible to implement the educational process in institutions of general secondary education based on a fundamentally different methodological approach, accordingly, the widespread use of multimedia formats for presenting educational materials is gaining momentum; ICT, the use of Internet resources in combination with storytelling remain relevant. The publication highlights the main, in our opinion, recommendations for the effective use of the mentioned technology, outlines the forms of its application in biology lessons. Examples of the use of storytelling technology during the study of a certain topic from a school biology course were given. The recommendations presented in the article are based on theoretical analysis, synthesis of scientific views and personal pedagogical experience. The basic aspects of the use of storytelling technology in the professional development of teachers are indicated. It is emphasized that the technology of storytelling is an effective tool in the professional development of teachers, as it contributes to the enrichment of pedagogical experience, stimulates creativity and contributes to the effective transfer of knowledge and values.

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