

THE RELEVANCE OF STORY TELLING IN EDUCATING CHILDREN WITH SPECIAL REFERENCE TO BLOOMS TAXONOMY

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Abstract:

Story telling is the passing on of occasions in words, sound and/or pictures, frequently by act of spontaneity or adornment. Stories or accounts have been partaken in each society as a method for diversion, instruction, social conservation, and instilling moral values. Critical components of stories and narrating incorporate plot, characters and story perspective. It has been identified that storytelling has mental, social and instructive advantages on youngsters. Individuals of all ages love stories. In modern days, with the advent of technology, storytelling is becoming an underappreciated skill. A large portion of the folks overlook the significance of narrating and are uninformed of the advantages of narrating. Story telling is not only the tool that was used when there was no other passtime it is an effective tool that can be used even in today's busy schedule.

In 1956, under the leadership of educational psychologist Dr Benjamin Bloom, the Bloom's Taxonomy was created in order to promote higher forms of thinking in education, such as analyzing and evaluating concepts, processes, procedures, and principles. Narrating is vital for a child's advancement, their innovativeness blooms when they watch and listen to stories and adds to different types of creativity including craftsmanship and writing. Stories can offer kids some assistance with coping with numerous emotions and issues and they learn things about the world just by getting a charge out of the story.

This paper focuses on the relevance of storytelling and a detailed analysis of storytelling as a key tool in educating children with reference to Blooms Taxonomy.

Key words:

- *Story telling*
- *Narrating*
- *Blooms Taxonomy*
- *Education*

Introduction

Everybody adores a decent story – particularly the youngsters we instruct. Truth be told, having the capacity to recount a story in an intriguing and convincing way is an imperative instructing ability. This is on the grounds that a decent story is exciting as well as is fit for holding understudy consideration while they learn vital ideas, dispositions and abilities.

Everyone will be able to recollect the fond memories of listening to the stories about the intelligence of Birbal, the uprightness of the Pandavas and other such stories. Those were the stories that offered us some assistance with learning some imperative lessons of our lives. They taught us about the great people and also played a part in making us the general population. In the modern world, with innovation attacking our lives more than ever, atomic families and working folks overwhelming the social set up, the craft of narrating has ended up as an uncommon art form. There is a strong connection between storytelling and Blooms taxonomy.

1.0 Relevance of Storytelling

1.1 Improve Vocabulary A major advantage of narrating is that listening to stories improves a kid's vocabulary. Namrata Popat, mother of a six-year-old, says, "My child is extremely enamoured with listening to stories thus at whatever point I have time, I read out stories to him. The way that he is interested about a few words and needs to know the implications of the ones he can't comprehend, makes me feel great. I know he is adapting new words and I think that it's simple to clarify their implications on the off chance in the connection of a story being described." Since the youngster identifies with the words better, they are held in his memory for long. Studies have demonstrated that kids assimilate the vast majority of the words that they later use in their lives in the early stage of their life.

1.2 Improves listening skills: Listening to stories empowers and upgrades the listening abilities of kids. Normally youngsters like to talk more as compared to listening and this conduct is apparent particularly in classrooms. Active listening is considered as one of the most important communication skills. Active listening requires that the listener provides feedback and the three main degrees of active listening are repeating, paraphrasing, and reflecting. While listening to a story, a student takes practises active listening and all the three degrees of listening are focussed. Actively listening to stories equips students to figure out how to be good audience and better observers and good decision makers. It gives them the vital preparing to listen and see more, rather than talking

1.3 Story: learning method: Storytelling is exceptionally spontaneous and as a story advances, kids make inquiries. This is an incredible learning movement. Storytellers ought to utilize approaches to make a tyke inquisitive and urge them to make inquiries in light of the fact that this makes the youngster think. They figure out how to partner pictures in the book with the story and this adds to their perception limit and creative ability. "A tyke's memory limit is upgraded when he/she is requested that remember something from a story. I ask my five-year-old inquiries from stories I have told before. It is similar to an amusement to her, instead of a test," states Archana Jain, a Human Resource Manager from Brookfield Technologies, Bangalore.

1.4 Cater Creativity: listening to stories serves as a food for the inquisitive mind of the child and encourages the creativity of the child. Today creative thinking is considered as one of the most important skill set that is required in the corporate world. Specialists who work with kids say that elders have to encourage children to make a little story with the characters they have been told about. This energizes creative energy and makes the youngster more inspired by the stories being told.

1.5 Emotional Intelligence: EQ is defines as is the ability to identify, use, understand, and manage **emotions** in positive ways to communicate effectively, relieve stress, empathize with others, overcome challenges, and defuse conflict. The media-splashed environment of today is the thing that welcomes kids when they appear on the scene. Various TV channels, web, cell telephones — all strive for their consideration and the children frequently get snared. These quick paced visual media hinder their mental improvement. Supriya Anand, mother of a school-going youngster says, "I have seen that telling stories makes kids more included than staring at the TV. Feelings are genuine when a youngster is listening to stories in light of the fact that his reasoning limit is improved. The intuitive session supports his creative energy." Story telling serves to instill positive values in children and build strong citizens.

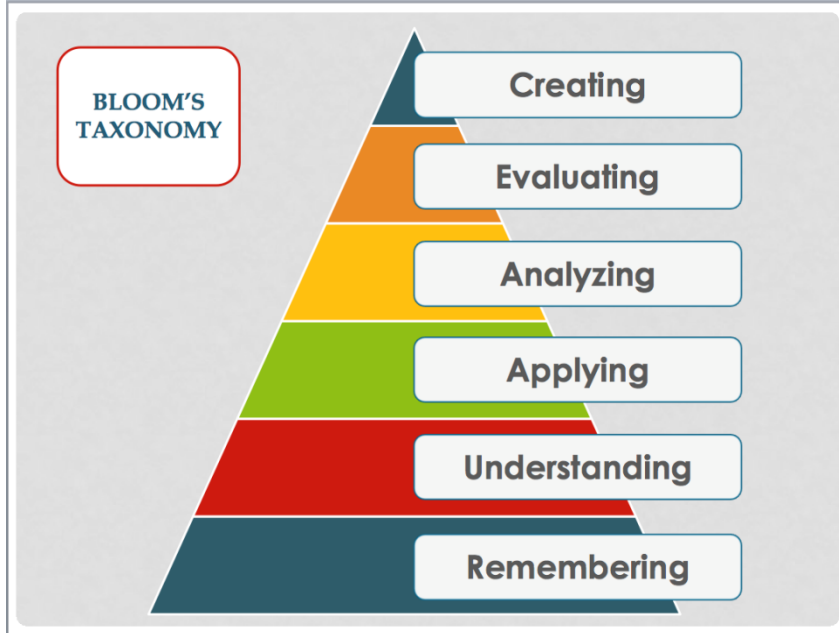
2.0 Storytelling and Bloom's Taxonomy

Bloom's Taxonomy of Educational Objectives is a model that is valuable, particularly in a comprehensive setting. Created by Benjamin Bloom in the 1950s the model gives a structure that permits everybody to show a story to a gathering of youngsters who have changed needs and capacities. This model supports the need to separate the story line so that all children can take an interest in the same content area during a session. The structure permits the storyteller to oblige a variety of kids' necessities by applying the appropriate inquiries and exercises for them, with the goal that they might similarly take an interest in the session.

2.1 Bloom's Taxonomy

Bloom's Taxonomy is a list of intellectual aptitudes that is utilized by educators to decide the level of thinking their students have accomplished. The scientific classification positions the intellectual abilities on a continuum from lower-order thinking to higher-order-thinking. This scientific classification is frequently depicted by a pyramid that demonstrates the order of intellectual aptitudes. In 1948 Blooms taxonomy was initially designed by Mr. Benjamin Bloom and his associates. It was then redesigned in the 1990s by one of his student named Lorin Anderson. Anderson redesigned the names of the classifications and swapped the main two components on the pyramid.

2.2 Structure of Bloom's Taxonomy



(source: <http://mylearningnetwork.com/?p=614>)

The educational objectives are organized in a various hierarchical order. At the least level students are required to know, retain, repeat and list the information they remember. At the highest levels children are required to judge, criticize, resolve, invent, and make proposals. Each of the levels builds more complexity than that of the past level.

Level I: **Remembering** (or Knowledge) is the first level of the classification. It just implies that the children should recollect the data. They ought to have the capacity to recall, characterize, or discuss something.

Level II: **Understanding** (or Comprehension) is the next level of the scientific classification. To show understanding, children should be able to put the data in their own particular words. They should have the capacity to clarify, interpret, or condense the data. In listening to a story children are able to comprehend the meaning.

Level III: **Applying**-This level kids ought to have the capacity to demonstrate, operate or relate the data in diverse situations. Helping out or utilizing a system through executing, or implementing. Applying related circumstances where learned material is utilized through items like models, presentations, meetings or simulations. Children try to relate the morals they learn from the stories and apply it in their life in similar situations.

Level IV: **Analysing**: the capacity to separate or recognize the parts of material into its segments so that its hierarchical structure may be better caught on. In a higher level, children should be able to deconstruct the story they listen to and analyse the story.

Level V: **Evaluating:** Making judgments in light of criteria and standards through checking and investigating. In a story, children get the opportunity to evaluate the actions of the various characters in the story and criticise their action.

Level VI: **Creating:** Putting components together to frame a sound or useful entire, reorganising components into another example or structure through producing, arranging, or delivering. The ability to think creatively and throw light on different actions based on a story.

At the point when the storyteller/guardian utilizes these verbs as a part of the structure of an inquiry in regards to the substance zone it naturally includes the understudy thinking at that level in which the verb word shows up. In this way, in the event that we request that an understudy "develop" something we are requesting that they perform at the making level of considering.

Conclusion

Listening to stories updates the kids' understanding capacities, at the demanding, inferential, and fundamental levels. Inferential insinuates getting the chance to be aware of cases, seeing causal associations, understanding that there are results to exercises, and having the ability to anticipate what may come next. Blooms taxonomy is considered to be one of the best tool in education and storytelling is one of the methods that is able to match with all the six hierarchical levels of Blooms Taxonomy. If story telling is used in an effective manner, it is the best tool for education. It is able to meet the different stages of teaching learning requirements.

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