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## LEARNING BY STORIES

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### Abstract

„In the beginning It was The Word and The Word was at God and the Word was.” (Gospel of John) Knowledge, tips, lessons - all were transmitted over time through stories from one generation to another, from one nation to another. Currently, the word that makes the story seem threatened picture and certainly no stories, kids today would not be intelligent adults that we want to grow for tomorrow. Learning through story comes not only in the field of non-formal, as often believed today, but can become - and become - adequate support, motivating and creator of "wellbeing" for children who have benefited from this type formal learning disciplines in the field of sciences, arts, foreign languages. The research aims to highlight the possibility of treatment with stories of various situations of learning disorders and anxiety occurring in some children and are discovered in the early years of schooling, or sometimes later, and manifests itself in contexts various school and family life. Learning by discovering, teamwork, practice and evaluation methods were stimulating methodological research resources. Our conclusion is that "Learning story" proves most effective in most learning situations, even for older students.

**Keywords:** learning by story; creativity; freedom of expression; learning difficulties;

## 1. INTRODUCTION

The written word was born of a deeply felt longing of man to transmit horizontal and vertical time, experiences, discoveries and dreams that our neighbours - not so different from us as he believed - lived several thousand years before Christ, they wanted to cross the bridge of time. He came to us, their thoughts were preserved carved in stone or on tablets, papyrus scrolls gathered - Volume and then, down on parchment codices.

## 2. PROBLEM STATEMENT

Reinforcing the idea that the work of "Pedagogy of the story - was once, when stories had no TV ..." suggests that man cannot be expelled from "Kingdom Tales" because through them "unfolds God as



Father of the story, who prepared the world, all of them, to happy, as only He knows it makes his children. "(Necula, V. C 2016, p.5).

From "the stories - stories" of Romanians, but not only theirs, but also gathering in different cultures gold human wisdom stored texts spread over all the earth and dating back thousands of years, the modern world has exploited both as literary texts themselves as well as possible models to decipher the truths that need to be revealed and can enrich each re-listening or re-reading.

More, stories have become often models or even vehicle transmission of teachings and knowledge in areas seemingly unrelated idea of literature, and titles such as history, "the most beautiful story" - as he sees Adrian Cioroianu (2014), „Telling a Story About Math. Math Stories explained to Primary School”, Florina Belint (2014), “Storytelling Physics” by Cristian Presură (2014), or „Diandra’s Stories” by Ion Ovidiu Pânișoară (2016) shows concern authors to soften somewhat a content that, at first approach might not be "connected" to a readership insufficiently prepared for the "scientific" or this history, mathematics, physics or psychology.

### **3. RESEARCH QUESTIONS**

Our investigation research analysed the story telling method used by teachers in teaching process.

The research questions are:

Is the story telling an effective method for teaching students?

Which of the domains are more proper to storytelling?

### **4. PURPOSE OF THE STUDY**

We propose to analyse the using of storytelling method in literature specialised and which are the benefits for students in learning some difficult domains. Our hypotheses are that

-storytelling used in teaching process facilitate the learning process, even in domains considered more difficult;

-using storytelling, the domain becomes easier to understand.

### **5. RESEARCH METHODS**

First point, we analysed the literature which transformed the areas in stories and its impact in teaching class. We analysed the story telling teaching method from Romanian literature characters. A memorable example for any future teacher remains us the portrait of Mr. Trandafir (Rose) from the writer Mihail Sadoveanu( edition from 2016) in his short story of the same name about the teacher in primary school.

What makes archetypal remains the model of man and teacher love story of Ion Creangă, which was transmitting "boys" love of nation, of Romanian language, but many good things for life, they sit alongside occupations practice, so training children plenary was: academic, moral and practical. The story gets here sizes supreme method, because it is accompanied by the love that binds the teacher to his students.

Second, we analysed the method in our contemporary days because this formula remained forgotten for a while in school memories, but increasingly more in recent years, pedagogy returned to a pattern of transmitting and acquiring knowledge revalued and enriched, now regarded as a "method non-formal", which is found in increasingly diverse areas. As shown, presenting tales of mathematics, „The book was born out of passion for mathematics author. Ability to explain in words algebra and geometry problems beautiful and willingness to help children to unravel the mysteries of mathematics discipline have transformed this topic in play and delight to learn. He was successful because students love stories, characters associated results and thereby retain and understand much easier operations and mathematical theories. (<http://povestindmatematica.ro/>)

Contemporary mathematician Ivar Ekeland approach has the same direction. He presents the latest volume: „This is a story about infinity”. In this sense, the beginning of Chapter 1 transposes the redeal to the realm tale: „Far, far away, on another planet, in a place called Numberland, all the Numbers live together in a big hotel.”. Once created the atmosphere of the story, the child will come into play and easily assimilate notions taught without narration fabulous clothes, it remains no so difficult to understand. During the project Erasmus +, our students, which is developing the project STEM en action

dramatized stories of Ivar Ekeland and presented with humor, involvement and understanding of mathematics while both Romanian colleagues and school children Spanish partner problem "Infinite Hotel". The last chapter of the book, explains his readers that his approach is based on two other mathematicians, „Georg Cantor (1845-1918) and David Hilbert (1862-1943)”. The first was „the first person ever to understand infinity”, but „his papers are difficult to read, so Hilbert come up with the wonderful idea of having a hotel with infinitely many rooms, where Cantor’s ideas could be staged” (Ekeland, I, 2016, 5-60).

Here’s how a kernel of the story came in the last century, it stimulates young minds who want to understand the beauty of mathematics. Re-telling, and explained some, others seemingly difficult concepts apparently airtight.

Regarding physics story, here's a confession related to its reception: "The first contact with this book I felt that listening to music that delights me whenever I hear. In interpreting Cristian Presură, this grand composition which is to raise ears Physics reach the less educated scientific. Covering Cristian Presură's book will come to understand concepts such as standard model, unifying interactions of nature, matter and dark energy, black holes etc. Most physicists who dare to write such a work hardly resist the temptation to use a comprehensive mathematical language with many formulas, sometimes hard to digest for a layman. Cristian Presură's book is especially valuable as it addresses an equally unsuspecting reader and one expert in the mathematical formalism that does not readily accept statements without proof. Paraphrasing Richard Feynman, I can say that to study physics there are two possibilities: either follow for five years the Faculty of Physical or read this book (PhD. Mircea PENȚIA, National Institute for Physics and Nuclear Engineering, Bucharest-Măgurele, associated researcher CERN, Geneva) (<http://www.humanitas.ro/humanitas/fizica-povestit%C4%83>).

In the same register, the volume "Storm in a Teacup" by Helen Czerski, lecturer at the Department of Mechanical Engineering of University College London. It demonstrates how utterly mundane things such as spilled coffee or even ketchup bottles, can help us understand Antarctic storms, medical tests and our future energy needs. An anecdote, story of his life come so to create the right framework for a layman to amaze, to question, understand and even begin to deepen the study of physics itself. "This book is about how the little things that we see every day are related to the huge world we live in" (Helen Czerski, 2018, p.27).

As for the temptation to put the story emotions of children, Professor Ion Ovidiu Pânișoară (2016) confesses that, at the request of his daughter, "... I started the story. I thought the situations that you children might encounter at school, in life when you are going all sorts of things. " ([http://www.elefant.ro/carti/carte/carti-pentru-copii/povesti-si-povestiri/povestile-diandrei-vol-i-330778.html#\\_\\_sbW9uYV9zZXJiYW5lc2N1QHlhaG9vLmNvbQ](http://www.elefant.ro/carti/carte/carti-pentru-copii/povesti-si-povestiri/povestile-diandrei-vol-i-330778.html#__sbW9uYV9zZXJiYW5lc2N1QHlhaG9vLmNvbQ))

It could be counted as part of the same series of attempts to give abstract "meat" volumes "Stories about Human Being" by Constantin Noica (2009), [https://kupdf.net/download/constantin-noica-povestiri-despre-om\\_59f3edd8e2b6f57608c4baaf\\_pdf](https://kupdf.net/download/constantin-noica-povestiri-despre-om_59f3edd8e2b6f57608c4baaf_pdf) or "Jesus's Parables-The Truth as a Story" by Andrei Pleșu (2012). In the preface of "Stories about Human Being", Sorin Lavric says that is about "a Hegel understood by men", adding the observation that "a magic formula, applied a strictly monotonous world, can make a discipline philosophy of magic and a thinker apprentice sorcerer ". (Noica, C, 2009, p. 5-10). The explanation enlightens all attempts mentioned above, meaning that every time, appeal to the "story" is explained "teaching function" of the story that speaks Pleșu, A (2012, 18), meaning that "the only way, faced with an appealing story, readers would have understood why Tom leak pages of Hegel's life and conscience of every man " Extrapolating, "virtue [...] narrative" an idea makes it breathable and gives it a chance to be included in a language different from the original, whether it's about art, about mathematics, physics, history or psychology ( Noica, C, 2009, 11).

Maria Dorina Pașc (2004) demonstrated the value of storytelling for healing . In the same key can be read news Constantin Necula to Ion Creangă's well known stories "Goat with Three Kids" , "Harap Alb" and "Girl old woman and the girl old man" where analysis reveals true archetypes of pedagogy, which can be summarized simply: "to be good not just stay locked in the house, but knowing where to open the door. "in this respect, considering Necula father" Goe "as" Codex teaching after Ion Creangă " (Necula, V. C, 2016, p.20).

Based on these valences on the story it holds - the transmission of teachings valuable whose beginnings are lost in time ( "Once upon a time"), translated into plain language of information /

knowledge / formulas to listeners - readers could not access due to high levels of enciphers the message source, it appears to be putting the child or adult in front of a mirror "that are projected emotional necessities" of each. (Filipoi,S, 1998)

## 6. FINDINGS

Teaching "a story" or "through the story" is not a discovery of art pedagogy. As a teaching strategy, who is certainly based learning in ancient times, but for a while, it seemed to have been forgotten in the attic of memories. When, the kindergarden "Arc-en-Ciel" in 1994, then School and High School "Anastasia Popescu" teachers rediscovered possibilities combinatorial of "learning through story" first enjoyed were themselves because they could create the best learning environment for children. The working groups, from kindergarden to high school classes, practiced this mode of communication, networking, according to children's age, the unit of study, the learning objectives and, especially, the "profile" group / class, realizing over time, the benefits of "teaching through story", meaning that the results consistently good and very good children were every year quantified and, in a recent analysis done within hours "social education "children have created a questionnaire following the interpretation which school is seen by more than 80% of the 100 children interviewed as" very good "and preferred method occurs as" story / play ".(78%).

Among the first innovative approaches a count that of Professor of Fine Arts, herself an artist, eager to bring children closer to the realm of drawing and painting, which is why most of the workshops / classes do not start no story, no magic wand that borrows pencils wonderful and brushes. To create an environment best suited hall Arts Workshop was "decorated" children, even the chairs were painted. From this point of view, we can highlight the difference in status of students when time takes place in regular class, to the working hours of story workshop. In particular, work on icons, requires knowledge saint or holy story on which little leans iconographer, and this highlights the beauty we find in approaching the subject without the usual patterns, but respecting Orthodox Erminia. In this regard, a special approach in recent years is organizing the contest "Holy, friends of children" where a team of two students to treat the story and icon of the saint, of course, within a previously known theme. That proximity faith, face the icon, is through a story, that the life of to be painted by child requires adherence actions and faith its transposition at a single time off or near the empathy of understanding abstract notions of "love" and "sacrifice" that accompany usually saints. From the same perspective, the study of music, not just in small classes benefit both space decorated children's room, for "entry in the story" and to urge the teacher to children to "tell" themselves happenings musical notes, or how that excites you listen to some music or sing. Thus were born the albums "Musical Tales" and "musical games" where children expressed their love for music free, but due to which they have closer study or composition.

As we all know, the figures have fascinated mankind in the sense that they were assigned (or they were found) special powers, magic, which made them appear in the stories of all peoples. So, teaching mathematics through the story can be done in two ways: either by finding numbers of stories "classic" and giving children the joy of their recognition or making the numbers and geometrical figures, characters stories. In this regard, an example of the creative imagination is a doll from plastic taken from 70s, made of geometric shapes and named "The little Square", thanks to which children discover through stories, figures and geometric bodies, which then they themselves create and animate, retelling in turn Random them, that "fear" of geometry can be "exorcised". Mathematics can also make good house with a foreign language, if students are staging a story math fun, learning, with mathematical notions that comprise the story dramatized their translation into foreign language, which strengthens retention and facilitates the transfer of knowledge in the playful manner possible.

As for grammar, science presenting tightly enough when addressing grammatical categories, it can "tame" if, for example, morphology and syntax are imagined as two different worlds with characters who have different roles. In the United Morphology, for example, we meet Noun - Prince with his suite, consisting of Knights article, adjectives, pronouns and numbers. And Voivode's joins Verb with a smaller suite but powerful Henchmen composed of adverbs: place, time and manner. Other parts of speech are also included in the story that develops then the emergence of the United Syntax. Presented under the title "A grammar of story," dramatized narrative was meant to befriend students with concepts that otherwise would have remained obscure. Thus, they were acquired by playing in a good state (well-being) - concept

and at the same time, the overall objective, taken from the Danish School, which Professor Lucian Ciolan knuckle it argues clear: "to learn and success in learning, strengthen your learning, you need above all to have a good feeling. "(<https://leaders.ro/newsfeed/lucian-ciolan-decanul-facultatii-de-psihiologie-invatarea-nu-e-ceva-care-astepti-intr-o-stare-zen-sa-vina-lucururile-la-tine/>)

Finally, the benefit of "teaching through story" pursued assiduously every teacher Secondary School Teachers "Anastasia Popescu", from kindergarten to high school classes, it seems to be most valuable if we think of children diagnosed with "learning difficulties" alleged difficulties whose range is very wide. Type of storytelling that invites her school psychologist are called "different stories". Each child creates, this time, his story, by day, status, type of emotion that animates him and also strives to illustrate the one or more images. Sometimes, children are happy to meet and read their stories to each other. Sometimes, they prefer to remain secret.

The ability to manage uncertainty and preparing to not become anxious and to have no fear in the face of something that eventually is natural in our society are essential components of education." - says rightly, Professor Lucian Ciolan knuckle, the question is when and how the school can predict the future, giving children the proper start. (<https://leaders.ro/newsfeed/lucian-ciolan-decanul-facultatii-de-psihiologie-invatarea-nu-e-ceva-care-astepti-intr-o-stare-zen-sa-vina-lucururile-la-tine/>).

The story, the child can know and re-known his fears, hesitations, pains, which gives them a name that "tame" and so do their "owner". It is a mechanism driven by narrative, involving characters, events, their location in space and time, a climax and a denouement, all are intended to create a framework sometimes familiar, sometimes, fantastic situations that the child assumed that the experience because the story is, in fact, experimentation imaginary (virtual) certain facts of life. To paraphrase, "tell me what story they give children to tell you what kind of teacher you are" mastery teaching - that initial training in pedagogical high school, followed by specialized studies and training, involving collection experiences - crystallized in these exercises pedagogical virtuosity and can make the difference between a child who understands and wants to find and one that closes itself denied information that you do not understand and even drop out.

## 7. CONCLUSION

In conclusions, "teaching through story" is a way, at any age, any discipline can become not only attractive but also more easily digestible for children big and small, and trust the teacher in this method ensures transfer contextualised knowledge thanks to which memory and emotional involvement are both, in the service of long-term learning. A story does not look one, two, and call for collateral knowledge has the gift of light meaning us. Thus, classes usual in time with "school differently" and "summer schools" whenever fantasy is missing, appetite for the game and dynamism stories will bring more good in the lives of learners whether "They are teaching or they are learning".

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