***Pedagogical use of the storytelling in a contemporary educational environment***

Our paper’s purpose is to demonstrate how and why storytelling can constitute an additional method, a logical tool, which the educator will use (among others), in order to satisfy the demands of the contemporary school. Since, as it has been proved by latest views that prevail in the field of pedagogics (Bruner, Vigotsky, among others), the procedure of learning has to meet the needs of most kinds of intelligence and in the most complex ways of understanding the world by the pupils.

Learning via arts ( storytelling is included among them ), represents the most appropriate way of education, by which they are fulfilled all the expediencies of the contemporary school (group cooperation teaching, interdisciplinary, project, etc.). The storytelling though, has overcome the old, traditional form by which appeared from the beginning of the civilization until the era when the oral speech was replaced completely by the written speech and the literacy was set up by the human societies. It is differentiated even by the one that keeps until nowadays, to function in limited type societies, with a clear folkloric context, or even in those in which it is appeared as a tourist attraction or as a commercialized consumable cultural product.

Belonging to the school and in the satisfaction of the educational aims, traditional narration is updated, it is adjusted to the new data (we address to a new audience) and it is transformed into performance, making at the same time the storyteller a contemporary performer.

In this sense, the modern narration borrows and makes use of the codes and elements of theatre, whereas the monolithic exploitation of the phonetic only code by the narrator, is enriched with elements of corporeal acting that present figuratively the narrated story and turn the narration into an imagery symbolism, with the development of other visual and audio signs of the performance.