

APPLYING FAIRY TALE IN ENGLISH LESSONS FOR SCHOOLCHILDREN

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Annotation

The main task of the modern school is the effectiveness of education. This goal is realized through changing the content of all activities of the student and teacher. The focus of the teacher is the process of introducing new pedagogical technologies, such as the use of non-traditional forms and elements of learning (travel in fairy tale), as well as the introduction of integrated lessons (combining literature and English). Non-traditional forms of work allow to increase the intellectual activity of students. The introduction of elements of integration into training contributes to the formation of generalized knowledge and skills. One of the productive techniques that promote active way for introducing students to knowledge is the study of fairy tales in English lessons. This article discusses the features of teaching a foreign language in high school using fairy tales as didactic material, having an international character. The study of fairy tales in English classes helps to combine elements of literary and linguistic analysis. The introduction of a fairy tale into a lesson in teaching a foreign language makes it possible to analyze various types of speech activity that should be practiced in English lessons.

Keywords: fairy tales; speech activity; English lessons; methods of teaching English; methodology of English at school; English language; pupils; pedagogical technologies; non-traditional forms of learning.

The tasks of the modern school are the education of a comprehensively developed person, the activation mental activity of students, the formation of generalized knowledge and skills, as well as the education of a person who is aesthetically prepared to perceive the language of art and literature. The solution of these problems is facilitated by the creation and conducting integrated lessons. Especially integrative is the school literature course that can easily be linked with history, and with geography, and with a foreign language. Integration of literature and language allows students to achieve a holistic, synthesized perception of the problem under study, forms the linguistic and spiritual culture of schoolchildren. Such lessons provide an opportunity to reinforce knowledge in the subject and develop motivation



for learning. Such lessons should be based on an interesting text that contributes to the spiritual development of the student, corresponding to the age characteristics of the student, at the same time containing something new intellectually and emotionally, saturated with lexical and grammatical material and current at the time of use. It is obvious that the use of fairy tales and games as a didactic method of active learning in English lessons helps to improve the interest of students in the subject, helps to increase the level of motivation in learning English and forms a conscious need for the acquisition of knowledge and skills.

A fairy tale is a genre both authorial and oral folk art, which suggests that the fairy tale very clearly represents the realities of life and life of people, the originality of its language, culture, way of life in general. It becomes especially important for study of folk tales that have so called "walking story". Analysis of such tales allows you to compare life, culture and worldview different peoples and form an idea of general and individual in the language and culture of the two people. According to T.A.Zinovieva and E.V.Gudakova, "... the genre has a very important socio-cultural significance. Introduction to fairy tale is an important moment for the growing personality. On the basis of well-known plots and heroes is the understanding of the child - about the world, about people, about their bad and good qualities" [4].

It should also be borne in mind that the study of a foreign language at school includes a number of aspects, such as according to the notes of E. N. Solovova, "educational practical aspect (language proficiency as a means of communication - possession of four types of speech activity: writing, reading, speaking, listening); the educational aspect of education (the formation of a worldview, ideological conviction, morality personality, etc.); educational aspect (acquisition of knowledge about the country and people of the language being studied, its culture, psychology, art, etc.); developing (development of mental operations, awareness of the means of expressing thoughts, a sense of language, the ability to communicate, such character traits as diligence, perseverance, etc.)" [5]. A fairy tale in English lessons can be used as a linguistic and cultural material to represent the process of mastering language as the comprehension of living foreign language reality. For example, the lesson can include elements of a discussion of the life of the British, their traditions and holidays, finally, attractions that attract tourists to England. Learning a foreign language as it is linguistic discipline involves the possession of them as a means of communication.



Accordingly, several types of exercises are methodically practiced in the lessons: for listening, for reading, for writing and speaking. And here the fairy tale will be useful: students can be shown introductory video with a fairy tale (involved auditory and visual channels of perception); use exercises to restore the sequence of events in a fairy tale, questions about the content of the fairy tale (provoke children to read the fairy tale a second time); offer to talk about the characters of the fairy tale or about the topic (problem) that prevails in the fairy tale (speaking); finally, you can invite the guys to write a fairy tale remake themselves or a fairy tale of his own composition (working out writing skills).

The main goal of the English lesson is practical language training associated with the formation of linguistic competence. Linguistic competence includes teaching phonetics, vocabulary and grammar. Teaching English grammar takes into account not only knowledge forms and rules for connecting words, but also knowledge of structures for building speech. Grammar learning impossible without vocabulary, knowledge of words and their meanings. The connection with this, it is obvious that acquaintance with a fairy tale and its analysis must be accompanied by the study of grammatical phenomena. Therefore, the course is preferable should be built according to the system-linguistic principle, consistently studied grammar language system, norms of grammatical usage and oral literary speech. As an example of such work, we offer lesson designed for students in grades 5-6 fairy tale "Goldilocks and the Three Bears". In accordance with the provisions of Solova, the lesson had the following objectives:

- educational. Recall a fairy tale with students "Goldilocks and Three Bears";
- study new vocabulary that is found in the text of the fairy tale;
- summarize and organize grammatical material for the topic "Past Simple and Present Simple";
- repeat word order in an English sentence;
- developing analytical skills;
- develop communication skills;
- to teach the skill of identifying causal relationships.

The methodological base of the lesson consists of several exercises aimed not only at the development of known types of speech activity of children, but also at assimilation of grammatical and lexical material, based on a fairy tale. It is worth saying that the moment of illustration is important (usual or interactive whiteboard), as the design of the board will make it easier for children to memorize the material.



The lesson begins with watching a short cartoon based on the plot of a fairy tale in English, language adapted for students in grades 5-6. Methodically this exercise serves not only as a game moment in the lesson, but also activates the auditory channel of perception, the vocabulary of children.

Primarily fixing the worked out vocabulary, need to find a use for it. An exercise to restore the sequence of events in a fairy tale allows you to do this. The children are presented with statements that tell about the events of the fairy tale, but not sequentially:

- ✓ Goldilocks goes to the forest;
- ✓ Goldilocks runs away;
- ✓ She eats the porridge and falls asleep;
- ✓ The bears see Goldilocks;
- ✓ She comes into the house.

The task of the children is to put these statements in the correct order in writing. In the process of completing the task, the children update the studied vocabulary, and also work out comprehension reading skill. Grammar in the lesson is presented in the form exercises for transforming verbs from phrases in previous exercise, translation of verbs from the Present Simple to the Past Simple. The final stage of the lesson is traditional: pedagogical reflection.

So, the lesson systematizes previously acquired knowledge of grammar, vocabulary; acquaintance of children with the folk English fairy tale was organized; all types of speech activity are involved. As practice shows, the inclusion of a fairy tale in educational process in English language is a very useful and interesting solution to the problem of the difficulty of mastering a foreign language in school.

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