

## THE ROLE OF FAIRY TALES IN THE TEACHING OF ENGLISH

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34 - umumta'lim maktabi ingliz tili fani o'qituvchisi

### ABSTRACT

Nowadays there are many different ways to learn English. Each has its own merits and gives positive results. Some methods recommended for teaching pupils. However, there is a very interesting option, which well perceived by both adults and children. You can probably guess that English fairy tales are the most effective tool, with the help of which language learning becomes a fun activity. This aspect especially appreciated by the children's audience.

**Keywords:** children, fairy tale, teaching, English, method, school, teacher.

At the initial stage of education, it is very important to interest children in learning, so the English teacher has a very important task not only to teach the language, but also to develop an interest in its study. However, the question arises: how to do it. Therefore, a lot of teachers in the classroom trying to use interesting tasks, a lot of visibility and so on. Nevertheless, unfortunately with most of these tasks the children only get tired of the large number of variety in class.

The role of a fairy tale considered in three aspects: psychological, emotional and cognitive. Thus, in order to carry out educational intentions with respect to the child, it is necessary to create such a psychologically favorable situation in which the child feels comfortable. The creation of fairy tales helps to unload the minds of students, to create a favorable friendly atmosphere of communication in the classroom.

Construction of the initial stage of teaching a foreign language can be different in terms of the language material, its volume, organization; sequence in the formation and development of oral and written speech. Taking into account the conditions in which the educational process, disclosure of the potential of the subject itself in solving the educational, educational and developmental tasks facing the school.

It is known that teaching English to elementary school children is very difficult. They get tired quickly and get distracted. The academic style of work is not suitable here. It is difficult to attract the attention of children with text tasks, it is much better to conduct lessons in a playful, unobtrusive form. Here a fairy tale can help the



teacher. The story involves active imagination of children, and through the imagination, more easily and reliably activates his or her memory. At the same time, logical thinking gradually develops. This aspect is the main emphasis.

The fairy tale promotes the development of creative abilities of students, creates an emotionally positive atmosphere of cooperation. It known that at the initial stage of learning English there are some restrictions in the manifestation of speech activity associated with the lack of speech and language tools. During lessons it is necessary to stimulate speech activity so that it was as much as possible motivated, which means that the younger students must be caused by the need to understand the statement perceived by hearing, to express their attitude towards what is happening. Reading fairy tales at foreign language lessons, the children are acquainted with the characters, traditions, find things in common with Russian fairy tales. In this process, it is important to use authentic material. With the help of a fairy tale, the teacher can develop almost all the skills and abilities, teach to anticipate, to tell about its content. The language of fairy tales contributes to the development of speech culture, enrichment of language knowledge. Fairy tales are convenient to work with because they contain a typical folklore compositional technique of repetition and a dynamically developing plot [2; 89].

The effectiveness of using a fairy tale in speech instruction depends on not only the exact definition of its place in the teaching system, but also on how rationally the structure of the lesson is organized and how the teaching possibilities of the fairy tale are coordinated with the teaching objectives. In the structure of the lesson for teaching oral speech, we can distinguish four stages:

- 1) Preparatory – the stage of preliminary elimination of linguistic and linguistic difficulties;
- 2) Perception of the fairy tale during the first reading – development of perception skills;
- 3) Control of understanding of the main content; 4) Development of language and oral skills.

A repeated reading can precede the fourth stage. Here is an example of what we can do with a fairy tale.

#### 1. Preparatory work.

Pupils told the name of the story and asked to guess what the film about. Then new vocabulary introduced that is necessary for understanding the fairy tale and intended for active possession. The new vocabulary introduced before reading each act.



Particular attention paid to phraseology:

1. A country study commentary conducted.
2. Perception of the tale (in parts). Before reading each part (act), students are set.
  - Who is the main character?
  - How we feel about him?
  - What did he do?
3. Checking comprehension of the main content.

First, the pupils answer the questions put to them by the teacher before they read the text.

Then exercises like “Pick the right answer”, “Put sentences in a logical order”, can used.

4. Development of speaking skills and abilities.

Communicative speaking skills can be stimulated through various tasks.

- Write the main character.
- Picture the dialogues between the characters.
- Comment on the behavior of the hero.
- Which idioms we will use when describing the hero.

The protagonists of fairy tales endowed with a certain character, acting in specific circumstances. The absence of redundant information allows for unambiguous semantization of the linguistic material by the image-picture. This is one of the advantages of a fairy tale over a complex literary tale. Psychologists much more quickly than photographs of the same object. This is because there is too much detail and superfluous information in the photographs.

Fairy tale gives the opportunity to easily get to the essence of real things and phenomena and convey information to students in a simple visual form.

In fairy tale dialogues the necessary repetition of language material provided, which achieved by the plot structure of the tale.

Re-creation of typical situations of dialogue (“Acquaintance”, “Visiting”, “At the Table”, “Sports”, “In the store”) allows stimulating speech activity of pupils, their communicative activity.

The indisputable merits of fairy tales are:

- 1) Authenticity
- 2) Informative richness
- 3) Concentration of linguistic means
- 4) Emotional impact on students.



The effectiveness of using fairy tales depends on the rational organization of lessons. In the structure of the lesson, the following stages distinguished:

1. Preliminary work that includes linguo-cultural commentary, setting the stage for understanding. For example, before reading the fairy tale "Cinderella" students told brief information about R. Kipling and his works.
2. Reading of the fairy tale.
3. Examination of understanding of the content by means of questions.
4. Activation of language material through tasks.
  - a) Division of the fairy tale into main episodes.
  - b) Work through the episodes with the task of repeating the remarks of the characters.
  - c) Identifying to whom the remarks made by the teacher belong and to which episode they belong.
  - d) Role-play: assignment of roles, reading in order to say the lines.
5. Retelling of content orally and in writing.

Exercises after reading designed not only to consolidate, but also to expand the material. The final part of the task should be a speech activity, when all students become participants in speech communication in a role-play. Therefore, it is necessary to understand the fairy tale as fully as possible.

In addition, we can conclude that English children's literature is so rich and varied that it is necessary and useful to study it in English lessons. Introduction to famous works

The effectiveness of the use of fairy tales depends on the rational organization of the lessons.

Pre-text exercises (work on words and grammar used in the text).

1. Find pairs: a word and its definition. Pupils given two columns, their task is to connect the pairs with arrows.
2. Choose an antonym for the word from the given ones. For example, large is big, small, and black.
3. Choose a synonym for a word from the group. For example, cannot stand - to love, to hate, to stand.



4. Connect pairs of words by meaning in word combinations; for example, match the words for animals with the words for places. Animals: a fox, a dog, a tiger. Places: a zoo, a forest, a house.
5. Work with prepositions. For example, fill in the gaps with necessary prepositions.
6. To paraphrase sentences, using a particular grammatical structure. For example, say that it is wrong – use negative sentences.
7. Paraphrase sentences by replacing the highlighted word or phrase with a synonym used in the text.

Control the comprehension of the general content of the fairy tale.

All of the above tasks are as light as possible, with all attention focused only on the content. They performed both orally and in writing, as directed by the teacher.

1. Divide the text into parts and title them.
2. Find (write out) sentences that express the main idea of the individual parts of the text.
3. Read (write out) those fragments from the text that characterize a particular character.
4. Find situations in which the following expressions are used.
5. List sequentially all the characters.
6. Name in order all the places of action named in the text.
7. Identify the characters who say the following phrases.
8. Answer questions that students can find answers to in the text.
9. Find the differences between the Russian and British versions of the tale.
10. Agree or disagree with the statements according to the content.
11. Correct errors in statements
12. Look at the pictures and choose the ones that match the fairy tale.
13. Line up the pictures according to the events in the story.

Thus, I think that the use of fairy tales in the teaching of introductory reading in English lessons allows us to introduce variety into the content of the lesson, expands the general outlook and communicative culture of younger students, develops language guessing, language feeling, increases students' interest in language, and, therefore, their motivation for learning.

Undoubtedly, the use of fairy tales will improve the process of learning English. The fairy tale, as well as any other element of the communicative method of language learning, will diversify lessons, allowing students to learn the necessary information



in an easy and entertaining way, to develop language skills. Nevertheless, it is understood that the effectiveness of the use of fairy tales in the study of English depends on the rational organization of classes.

Based on the above, it is worth concluding that fairy tales are a great and valuable resource when learning foreign languages. They are fun, engaging, and concise. With their help, pupils learn aspects of grammar, new vocabulary, and morals. Fairy tales create motivation to learn and make language classes more interesting.

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