
USING FAIRY TALES IN ENGLISH LESSONS

Azimova Anora Saydulla qizi,
Assistant Teacher, The Department of Second Language,
Uzbekistan State World Languages University

Annotation

This article discusses the features of teaching a foreign language in secondary education with the use of fairy tales having an international character as didactic material.

Keywords: fairy tales; speech activity; English lessons; methods of teaching English; pedagogical technologies; non-traditional forms of education.

The main task of modern education is the effectiveness of learning. This goal is realized through changing the content of all student and teacher activities. The teacher focuses on the process of introducing new pedagogical technologies, such as the use of non-traditional forms and elements of learning (a journey into a fairy tale), as well as the introduction of integrated lessons (combining literature and English). Non-traditional forms of work allow students to increase their intellectual activity. The introduction of elements of integration into training contributes to the formation of generalized knowledge and skills. One of the productive techniques that contribute to the active familiarization of students with knowledge is the study of fairy tales in English lessons. The study of fairy tales in English lessons helps to combine elements of literary and linguistic analysis. The introduction of a fairy tale into a foreign language lesson allows you to analyze various types of speech activity that should be practiced in English lessons.

The tasks of the modern education are the education of a comprehensively developed person, the activation of students' mental activity, the formation of generalized knowledge and skills, as well as the education of a person aesthetically prepared to perceive the language of art and literature.

The creation and implementation of integrated lessons contributes to the solution of these tasks. Many education subjects are initially integrative, for example, foreign language and literature, chemistry and biology, history and society. Especially integrative is the education literature course, which can easily be connected with history, geography, and a foreign language. The integration of literature and language (foreign: English, German, French) allows students to achieve a holistic, synthesized perception of the problem under study, forms the linguistic and spiritual culture of education children. Such lessons make it possible to consolidate knowledge on the subject and develop motivation to study. Such lessons should be based on an interesting text that promotes the spiritual development of the student, corresponding to the age characteristics of the student, at the same time containing something new in intellectual and emotional terms, rich in lexical and grammatical material and relevant at the time of use.

It is obvious that the use of fairy tales and games as a didactic method of active teaching in English lessons helps to increase students' interest in the subject, increases the level of motivation in teaching English and forms a conscious need for the assimilation of knowledge and skills.

A fairy tale is both an author's genre and a genre of oral folk art, which suggests that the fairy tale very vividly presents the realities of life and everyday life of the people, the originality of their language, culture, way of life in general. Especially relevant is the study of folk tales, which have a so-called "walking plot". The analysis of such fairy tales allows us to compare the way of life, culture and worldview of different peoples and form an idea of the common and individual in the language and culture of the two peoples.

A fairy tale in English lessons can be used as a linguistic and cultural material in order to present the process of language acquisition as comprehension of a living foreign reality. For example, the lesson can include elements of discussing the everyday life of the British, their traditions and holidays, and finally, attractions that attract tourists to England.

The study of a foreign language as a linguistic discipline proper presupposes the possession of it as a means of communication.

Accordingly, several types of exercises are methodically practiced in the lessons: listening, reading, writing and speaking. And here the fairy tale will be useful: students can be shown an introductory video with a fairy tale (auditory and visual perception channels are involved); use exercises to restore the sequence of events in the fairy tale, questions about the content of the fairy tale (provoke children to read the fairy tale for a second time); offer to speculate 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 remake fairy tale themselves or a fairy tale of their own composition (practicing writing skills).

The choice of a fairy tale and the volume of literary analysis depends on how prepared children are for the perception of a foreign word and what goals the teacher pursues.

The main purpose of the English lesson is to teach practical language proficiency, which is associated with the formation of linguistic competence. Linguistic competence includes teaching phonetics, vocabulary and grammar. Teaching English grammar takes into account not only the knowledge of forms and rules of connecting words, but also the knowledge of constructions for constructing speech. The study of grammar is impossible without vocabulary, knowledge of words and their meanings. In this regard, it is obvious that acquaintance with the fairy tale and its analysis should be accompanied by the study of grammatical phenomena. Thus, the course should preferably be based on the system-language principle, in which the grammatical system of the language, the norms of grammatical use and oral literary speech are consistently studied.

The methodological basis of the lesson consists of several exercises aimed not only at the development of well-known types of speech activity of children, but also at the assimilation of grammatical and lexical material compiled on the basis of a fairy tale. It is worth saying that the moment of illustrativeness is important in the lesson (a regular or interactive whiteboard), since the design of the whiteboard will make it easier for children to memorize the material.

The lesson begins with watching a small cartoon based on the story of a fairy tale in English, the language is adapted for students. Methodically, this exercise serves not only as a playful moment in the lesson, but also activates the auditory channel of perception, the lexical stock of children.

The task of the guys is to put these statements in the right order in writing. In the process of completing the task, the children update the vocabulary they have learned, as well as practice the skill of conscious reading.

Grammar in the lesson is presented in the form of an exercise for transforming verbs from phrases of the previous exercise, translating verbs from the Present Simple form to the Past Simple form. The final stage of the lesson is traditional: pedagogical reflection.

In general, the lesson systematizes previously acquired knowledge of grammar, vocabulary; the children are introduced to the English folk tale; all types of speech activity are involved.

As practice shows, the inclusion of fairy tales in the educational process in English lessons is a very useful and interesting solution to the problem of difficulty in mastering a foreign language for children in high education.

As we can see, each of the definitions of a fairy tale speaks of its connection with the fantastic world. But it is through this specificity that the fairy tale reveals the cultural heritage of its people, language, customs, traditions.

Speaking about the classification of fairy tales, there are several such classifications created by various researchers. So, for example, there is a global division of fairy tales into literary and folklore fairy tales. It is possible to distinguish such types of fairy tales as:

- artistic (folk and author's) fairy tales;
- didactic fairy tales;
- psychocorrective fairy tales;
- psychotherapeutic fairy tales;
- meditative fairy tales.

Combining all of the above, we can say that a fairy tale appears in the life of every person from early childhood and stays with him forever. It is in the fairy tale that the heritage of culture and human wisdom are reflected. With the help of a fairy tale, children get acquainted with the world of literature, with the system of human relationships, distinguish between moral concepts of good and evil, love and hate, honesty and lies.

The phenomenon of fairy tales is an object of interest for many researchers, but their attitude to this phenomenon is ambiguous. Some researchers believe that a fairy tale breaks the child's connection with reality and leads away from it. Others say that a fairy tale is a necessity in a child's life, as well as a game, since both of these phenomena satisfy the needs of children. All of the above confirms the importance and necessity of the presence of a fabulous work in the lives of children. Below we will talk about what role the fairy tale plays in the upbringing and education of younger education children.

A fairy tale constantly accompanies a child at preeducation age, but what happens after? Her presence also remains important, as a fairy tale is a connecting link in the transition from kindergarten to education. Moving from kindergarten to education, a child faces significant changes in his activities, interactions and relationships with others. When the lifestyle changes, new responsibilities arise. The leading activity in the education is educational and cognitive. It consists in mastering new knowledge. True knowledge and skills are acquired by children in the process of active mastering of educational material. In order for assimilation to take place more actively, the child needs attention to what he is studying, to the tasks that the teacher gives.

When a younger student is interested, he will learn new material faster and easier. To maintain a steady interest in learning, the teacher uses entertaining materials. Then comprehension of the new for younger students becomes an exciting process that brings them the joy of learning something new.

Children feel moral satisfaction and pride in their achievements. And in this, the teacher is helped, for example, by didactic fairy tales, which carry a high educational potential.

Children should be taught to reason about the meaning of fairy tales. When a child listens to a fairy tale, he imaginatively connects with fairy-tale characters if they arouse his sympathy and interest. In this case, he will show kindness and nobility, he will have more courage and resourcefulness, he will love, grieve, perform feats. Children like to animate objects, natural phenomena, and often attribute human properties to animals and plants. It is for this reason that children easily perceive and understand the language of fairy tales, and, consequently, as mentioned earlier, together with a fairy tale, they can better assimilate universal values, learn to draw a line between good and evil, appreciate hard work, learn what justice, perseverance and courage are.

Speaking about the role of a fairy tale in teaching a foreign language in elementary education, we can say that at the initial stage of learning, the most effective method is recognized when students learn the material not by compulsion, but with ease and desire, when it is taught to them in the form of an interesting fairy tale or game.

At the beginning of learning a foreign language, the child gets acquainted with the culture of the language being studied, and, accordingly, shows interest in something new for him, exciting him. The fairy tale is just a rich resource for obtaining linguistic and cultural knowledge, provides background knowledge, which means that you should learn to communicate in a foreign language orally and in writing, learn to use language as a communication tool. But, in addition, it is necessary to solve the developmental tasks of training. A fairy tale is a great material for this. It is easier and more interesting for children to learn with the help of a fairy tale, since fairy-tale characters have different characters that can be imitated. Children are not afraid to make mistakes when playing their roles. Memorizing the texts of fairy tales, interpreting illustrations to them, dramatizing fairy tales in class or on stage in front of parents or friends - all this contributes to the formation of students' communicative competence and increases their interest in learning a foreign language.

At the initial stage, most students are highly motivated to learn a foreign language. The teacher should maintain this motivation by developing an interest in learning at the same time. A good, kind atmosphere in the classroom is also important. The fairy tale gives us a lot of educational opportunities, because it shows a world of kindness, justice, responsiveness, joy. The fairy tale helps in the moral, labor, aesthetic education of the student; helps to motivate the child to learn a foreign language. Using a fairy tale, the teacher has the opportunity to develop almost all skills and abilities. Younger education children learn to anticipate the development of a fairy-tale plot, and also learn to retell it.

The widespread use of fairy tales, first of all, helps to form the linguistic competence of students: their active vocabulary expands. Dramatization of fairy tales in the classroom helps children get rid of negative emotions. Children are attached to fairy tales because they satisfy some of the needs of this age: the need for reincarnation, interest in everything new, mysterious, which for a child is common in a fairy tale. The child empathizes with the heroes, which generates his creative activity and imagination, and fiction provides an opportunity for the realization of fantasy. At the same time, the fairy tale disposes children in the classroom and to communicate in a foreign language.

Summing up, we can say that the fairy tale is multifunctional and allows you to achieve different goals and objectives. A fairy tale has a close connection with the real world, so children get both speech and

social experience through a fairy tale. Communication based on a fairy tale is naturally communicative, which means that the use of fairy tales in foreign language lessons is extremely useful and effective.

References:

1. Elizarova G. V. Culture and foreign language teaching. — St. Petersburg: KARO, 2005. — 352 p.
2. Асқарова Ў. М. Педагогикадан амалий машқлар ва масалалар //Ўқув қўлланма.–Т.“Меҳнат. – 2005.
3. Ergashev I., Farxodjonova N. Integration of national culture in the process of globalization //Journal of Critical Reviews. – 2020. – Т. 7. – №. 2. – С. 477.
4. Zinovieva T. A., Gudakova E. V. "Fabulous" techniques of the translator // Young scientist. — 2014. — № 21. —С. 767-770.
5. Асқарова У. М. ФОРМИРОВАНИЕ ДУХОВНО-НРАВСТВЕННЫХ КАЧЕСТВ ВОСПИТАННИКОВ" ДОМОВ-МИЛОСЕРДИЯ" //Булатовские чтения. – 2020. – Т. 7. – С. 112-114.
6. Farkhodjonova N. F. Zhuraev Zh. A. The influence of ideological processes on the national idea in the context of globalization //Theory and practice of modern science. – 2017. – №. 4. – С. 15-18.
7. Qizi A. R. F., Sergeevna P. M. Teaching for translation through fairy tales //ACADEMICIA: An International Multidisciplinary Research Journal. – 2022. – Т. 12. – №. 9. – С. 172-175.
8. Ibodulla E., Makhmudovich S. M., Oynisa M. The role of constructive ideas in the formation social-political consciousness of youth and social progression in Uzbekistan //International Journal of Advanced Science and Technology. – 2019. – Т. 28. – №. 14. – С. 19-23.
9. Farxodjonova N. Features of modernization and integration of national culture //Scientific and Technical Journal of Namangan Institute of Engineering and Technology. – 2019. – Т. 1. – №. 2. – С. 167-172.
10. Ergashev I. Taraqqiyot falsafasi //Tashkent:“Akademiya. – 2010. – С. 46-49.