

The Implementation of Using Fairy Tales in Learning Foreign Language in Elementary School

Madiyarov Babur Allambergenovich

Teacher, Uzbekistan state world languages university

Abstract: The article considers the material of fairy-tale texts as a valuable resource in the study of foreign languages, in particular English. It consists in substantiating and revealing the possibilities of including fairy tales in the educational process to improve the effectiveness of teaching English in primary school.

Keywords: The features of primary school education, the definition of the concept of a fairy tale and the specifics of its various types.

Teaching a foreign language is a special process, the main thing in which is the formation of skills and abilities to use a foreign language as a means of communication within the scope of the subject that the training program provides.

It is necessary to take into account the great potential of the memory of children of this age, as well as the underdevelopment of the ability of self-control and self-examination during memorization, it is necessary to pay special attention to the development of these skills, to involve schoolchildren in the rational organization of independent learning activities. A significant role in the organization of educational activities should be allocated to exercises in arbitrary attention to activate volitional efforts in order to focus. Malleability, suggestibility, credulity and a tendency to imitation favor the moral education of elementary school students, introducing them to socially approved norms of behavior. The authority of the teacher for this age is very high. The teacher acts as a bearer of collective norms and values. It is necessary to use a description of situations of moral choice, strive to present a personal point of view, to explain the reasons for such a choice, to form students' own position. Educative learning forms the child's relationship with adults and peers, self-esteem and self-esteem.

In most teaching methods, speaking is one of the most important areas of teaching. Speaking is a productive type of speech activity through which oral verbal communication is carried out (together with listening). The content of speaking is the expression of thoughts orally. [6, p. 218]. Learning to speak is carried out by performing exercises. There are various approaches to the classification of exercises in the methodology. For example, there are language and speech; preparatory and speech; pre-speech and speech; conditional speech and speech; training and creative exercises [2, p. 4-8]

As can be seen from the above, different authors necessarily distinguish two different groups of exercises. The exercises of the first group are associated with the use of speaking as a means of learning, therefore, it is of a reproductive nature. The second group of exercises allows students to use their skills creatively in solving their communicative tasks. Mastering the ability of coherent utterance and conversation, that is, speaking as a learning goal, must necessarily be preceded by work on language and speech material. In other words, students need to provide sufficient training in the correctness of phonetic, grammatical and lexical design of statements.

Since teaching a foreign language in elementary school is conducted on speech units, samples or structures (structural groups), the formation of phonetic skills is carried out on these units, and, consequently, the sequence of work on the phonetic side of the utterance will be determined by these units, and not by the

difficulties that students may encounter in the process of learning to speak. For example, you can take a speech sample "My name is ...". Students are faced with the task of pronouncing this phrase so that they can understand the people around them. This phrase consists of English sounds [m, n, z, ai, ei, i], percussive and non-percussive elements, and also has a certain intonation pattern. Despite the fact that there are many different sounds, this phrase is not particularly difficult for students. They can easily imitate it, since most of these sounds can be pronounced not only in English, but also in Russian, that is, here the transfer of sounds [m, z, ai] is triggered; but three sounds require correction [n, i, ei], that is, an indication of the difference that exists in their pronunciation in Russian and English. Russian for example, the English sound [n] is different from Russian [n]; when pronouncing it, the tip of the tongue should touch the alveoli, and not the teeth, as in Russian. Pronunciation by students begins with the pronunciation of an isolated sound, then the words with this sound, and only then the whole sentence.

There is the formation of grammatical speaking skills. In this function, speaking takes effect after students have become familiar with the grammatical phenomenon in the structure, in the structural group, the speech pattern. This means that students have received an orienting remark or a short rule, instructions that allow them to consciously perceive and reproduce the grammatical material being worked out and also correlate it with the communication situation. That is, students already know what kind of communicative task can be solved with the help of this material. Then they train in pronouncing these units, perform various operations with them in order to learn this grammatical structure and through it the grammatical phenomenon of the English language. At this stage, it is possible to use such techniques as reproduction, which can be carried out with choral reproduction of a speech unit; grammatical substitution, where the speech sample is filled with other lexical units already known to students; grammatical transformation, restructuring of a given sample; grammatical combination - combining grammatical elements of structures already known to them or the structures themselves when constructing utterances.

In order for speech to become speech in essence, and not only in its form, the speaker's intention to participate and communicate is necessary. To do this, a motive is needed in the lesson - it is necessary to create a speech situation that can be real, conditional or problematic. It is best to create such a situation in the conditions of the educational process of a modern school at the initial stage of training with the help of fairy tales and games based on them. Younger students are distinguished by sociability and emotionality. At this stage, they intensively develop basic mental

processes, such as perception, attention, memory, thinking [7, p. 2-9]. The ability to verbal and logical thinking and reasoning is formed. Their attention becomes relatively stable and can be maintained throughout the lesson. At the same time, in children of this age, the ability to willpower and adequate self-esteem is not yet quite developed. Therefore, students may become undisciplined and unfriendly if the activity that is offered to them is not interesting or if they believe that they are underestimated. There are friendly and friendly relationships between children in the team, which also need to be taken into account when learning. Younger schoolchildren have a great interest in reading, literature with a sharp and entertaining plot, and fairy tales. In this regard, there is a need to use fairy tales in English lessons in elementary school.

Songs, rhymes and poems are easily and happily remembered by children, while their sonority, rhythmicity, and adjacent rhymes are important. Poems are easier to remember than non-poetic material, thanks to the rhyme and rhythm that give them a structural formality. From here we see the benefits of fairy tales, which can include not only simple text, but poems, songs. In addition, those poems in which children can put themselves in the place of the actor are better remembered. Therefore, in order to develop speaking and monologue speech in elementary school students, you can use dramatization and dramatization of fairy tales and poems in the classroom. The reinforcing effect for memorization helps to create a musical rhythm, since most of the rhymed texts can be sung to the familiar melody of children's or folk songs, which activates positive emotions and increases the performance of students. Psychologists note that active action significantly increases memorization. In this regard, dramatization, which includes non-verbal gestures and movements, which are excellent supports for memorization, is of no small importance when learning poems, rhymes and songs. A fairy tale consisting of poems, rhymes and songs are, thanks to their rhythmic structure, an excellent material for the formation of auditory-pronunciation skills, which is one of the most important tasks of teaching English [1, p. 67].

It is very important to create suitable conditions for the speaking process, otherwise students may have difficulties. Many students are embarrassed to speak English, afraid to make mistakes and thus expose themselves to criticism from the teacher and fellow students; a fairy tale helps to create a pleasant, comfortable atmosphere in the classroom. The plots of fairy tales are familiar to all children and quickly arouse their interest, this eliminates the problem that students have nothing to say on the topic under discussion, they do not have enough information on a certain issue. Often, when one student speaks, the others are silent, which means that there is a danger of their exclusion from educational communication, inefficient use of lesson time; the inclusion of a fairy tale in the lesson allows the whole class to be involved in speech activity. Thus, a fairy tale is an effective technique in teaching speaking, increases the motivation of students and avoids such difficulties.

It is assumed that in foreign language lessons, the teacher pays attention to the development of four skills: reading, writing, speaking, listening. These skills are traditionally divided into two categories. Receptive skills include reading and listening. Productive - speaking and writing.

It is very important to develop reading skills. Most of the language reproduction consists of texts that students listen to or see. Skills training is preceded by a warm-up. It is very important to start with an introduction (pre-reading activity) in order to establish a topic, focus students' attention on the subject of reading, and activate accumulated knowledge on the topic. The task of this stage is to determine the goal reading, and also provides all the necessary language training.

The teacher can ask questions related to the topic, show an illustration to the plot and be interested in what associations may arise when looking at the picture. The purpose of such leading questions is not to control the reading comprehension, but to hint at the most important points in the text.

However, checking for understanding the general meaning is also important. The exchange of expected answers will help readers to deduce the meaning and motivate them to practice communication. The teacher should avoid a large volume of tasks, which can cause a loss of interest and energy.

The most important question of all is still the question "Did you like the book (story, plot)?" After all, concentrating only on the language technique, we do not allow students to discuss the content. By giving the opportunity to speak out, the teacher fuels the motivation to learn the language. The answers to such a question will depend on the experience and knowledge of the students, as well as on the understanding of the text [3, p. 198].

In a light, friendly atmosphere, students feel free and can enthusiastically discuss the proposed topic. In this case, fairy tales offer a wide range of topics for discussion, thereby developing speaking skills. Any topic for discussion can be presented in the form of role-playing games. Based on the results of what you have read, you can prepare a quiz or questionnaire to be filled out by small groups of students, which will allow them to discuss nuances and exchange ideas. The teacher can invite students to present themselves as heroes and speak on their behalf.

Narration and dialogue are the main linguistic textual components in fairy tales the teacher may suggest that students pay attention to the use of the present tense in dialogues and the past in narratives; the use of irregular verbs, stylistic repetitions. The word order in narrative, negative and interrogative sentences can also be fixed on examples of fairy tale texts. In general, the authentic texts of fairy tales are exactly those texts whose episodes are placed as examples in grammar books.

One of the goals of fairy tales is to amuse, to bring a positive, in view of which the authors and storytellers select words with special care in order to maintain the interest of the audience. Fairy tales contain unusual words or onomatopoeic elements, rhymes. The fairy tales use the expressive language of metaphor, hyperbole, alliteration, as well as the spoken language of the common people. Repetition of words and phrases is characteristic of fairy tales, which in itself contributes to language learning. The content of fairy-tale works, their predictable pattern of events and illustrations - all this plays in favor of guessing unfamiliar words.

Exercises using fairy tales help to master new educational material through the emotional sphere, repeat what has been passed, there are elements of novelty in them, which so fascinates my younger students and increases their motivation. The inclusion

of fairy tales in English language teaching provides great opportunities not only for enriching language material, but also for the education and development of students. A fairy tale is an effective way to influence the feelings and emotions of students. Using a fairy tale in English lessons as a means of teaching, the teacher develops a positive and tolerant attitude towards a foreign language as an academic subject among students. When using fairy tales in English lessons, the teacher can solve several tasks at once, such as phonetic development of sounds, enrichment of the vocabulary of students, familiarization with the culture of the country of the studied language.

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

References:

1. Psychology from A to Z, 2014. URL: <http://www.knigi-psychologia.com/ponyatie-skazki-janry.ru> (accessed: 05/18/2016) 67 p
2. Rusinova M.V. Festival of pedagogical ideas "Open lesson" 2004
3. Skopinskaya L. Textbook of the English language. Tallinn, Kolibri publishers, 2001. 198 p
4. Simpson J., Roud S. Oxford dictionary of English Folklore. UK: Oxford University Press, 2003. 202 p.
5. Sofisian D. [Электронный ресурс]: The importance of reading. URL: <http://ezinearticles.com/?The-Importance-Of-Reading&id=354498>
6. Азимов Э.Г., Щукин А.Н. Новый словарь методических терминов и понятий (теория и практика обучения языкам). – М.: ИКАР, 2009. – 218 с.
7. Карасаева О. Коммуникативная методика // Иностранные языки PLUS. – зима 2008. – С. 2-9.