

THE ROLE OF FAIRY TALES IN THE TEACHING OF ENGLISH

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Abstract: The article deals with a role of literature, especially fairy tales' texts while teaching and learning the English language.

Аннотация: статья рассматривает материал сказочных текстов как ценный ресурс в изучении иностранных языков, в частности английскому языку. Приведены примеры возможных заданий при работе с текстами для повышения мотивации студентов в обучении устной письменной речи.

Ключевые слова: чтение, сказки, английский язык, навыки и умения, мотивация, литература.

Keywords: reading, skills, the English language, fairy tales, motivation, literature.

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.

Everyone knows that before the invention of computers and television, reading was considered the main subject of leisure. People read for hours and in their imagination they were carried away far, far away. The reading stories contained a whole virtual imaginary world.

Literature plays an important role in our life. Fairy tales, as part of children's literature, are a valuable source in teaching English as a foreign language. Fairy tales are considered one of the auxiliary educational materials for students. This is not only an atmosphere of mystery, mystery, miracle, which turns fairy tales into a unique and valuable material. They reveal ancient wisdom, knowledge of mankind, which we often forget about. Literature is an excellent material for evoking emotions and fertile soil for involving students in the process as full-fledged participants in literary events . Fairy tales can enrich students' knowledge: they teach morality, values. Fairy tales have a rich potential as a valuable source in English lessons. Stories for children contain a language style familiar to poetry and literary texts.

When adapted appropriately, these stories are readable by students of all ages and levels. Fairy tales often have universal morals and plots. A student with little life experience will like to deal with subjects that are familiar to him. Fairy tales carry not only pleasure but also meaning. They multiply human experience and history. Fairy tale texts provide food for further discussions. Small in length and humorous, they are rich language material, uncomplicated grammatically than any other literary form. It is the source of vocabulary, grammar, and syntax.

In addition to this, fairy tales are small in size and keep students interested until the happy ending . Thus, fairy tales play an important role in teaching language skills.

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. Much of language reproduction is made up of texts that students hear or see. Skills training will be preceded by a warm-up. It is very important to start with an introduction (pre-reading activity) in order to establish the topic, focus the attention of students on the subject of reading, and activate the accumulated knowledge on the topic. The task of this stage is to determine the purpose of reading, and also provide all the necessary language training. The teacher can ask questions related to the topic, show an

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

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.

CONCLUSION

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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