

THE ROLE OF FAIRYTALES IN TEACHING AND LEARNING A FOREIGN LANGUAGE

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ABSTRACT

Fairytales have been a part of human culture for centuries and have played an important role in education. Here are some ways in which fairytales can be beneficial for education. As the objective of EFL teaching is to help students to communicate fluently in the target language, teachers should provide authentic models of language use for every level and age. To hit the target we should focus not only on linguistic, but also on literary and cultural elements. Since fairy tales offer these elements, they are highly beneficial to use in EFL teaching programs, especially for young learners. It should be taken into consideration that the selection of fairy tales should be done in reference to the course objective, the learners' age and the story content.

KEYWORDS: *Integrated skills, EFL teaching, Fairy Tales, Young learners, Primary school, lesson activities.*

When children start learning a foreign language they receive more input than they produce output. Moreover, as the pupils are young teachers must use something appealing to them. Hence, using fairy tales in the Elementary English curriculum is a good idea. Teaching English through Fairy Tales in primary School has a paramount value. Fairy Tales are an ideal and a unique introduction for teaching a foreign language as they present learning in a motivating and catchy context. Since every teaching situation is unique, the use of every single piece of fairy tale varies from class to class and from teacher to teacher. But, anyhow, using fairy tales in Elementary English

courses as literary works tends to improve communicative competence and provide a springboard for the development of critical thinking and aesthetic appreciation. It is advantageous for many benefits, like cultural enrichment, language advancement, higher-order thinking, and many more. To accomplish the following purpose, there is a great significance given to the methodology and strategies to teaching English through Fairy Tales.

Children's starting consciousness of their first steps in another foreign context should have rudimentary basis during their first schooling period. Hence, the teaching process should embrace a measuring input and consequently it should be a complex of various materials and resources that should be involved in the world of a new foreign language. This specified inclination should be an outcome of a pure, coherent and worthwhile teaching. Young learners pursue to comprehend the awareness they are given which motivates them to broaden their knowledge frames in their learning period. The aim of the study is to explore and investigate the principal specific features and properties of teaching English language through Fairy Tales at elementary school as a practical viewpoint. The character and principal features of the scrutinizing study can be found in the works by Collie J, Slater S. [1987, p. 9-14]. The fairy tales spark children's curiosity, increase interest and create wonder and in addition to that they may elicit a powerful emotional response and personal involvement of students. According to Cameron stories offer the whole imaginary world, created by language that children can enter and enjoy, learning language as they read. Good stories provide a study of universal values and needs and capture students' interest and challenges them to explore new roads of meaning [2001, p.28-39]. They develop their literary competence - a combination of linguistic, socio-cultural, historical and semiotic awareness [Brumfit & Carter 1986, p. 18]. Fairy tales are stories that illustrate our impulse toward a greater level of consciousness. They are fun, interesting, and appeal to the imagination of virtually all readers. With the help of the methodology of developing speaking skills through Fairy Tales learners get opportunity to initiate their communicative skills and knowledge in another context and with different ways, which

is more captivating and handy for the pupils of this age. Besides, it makes the lesson more tempting, congenial and prompting.

Young learners are always interested in Fairy Tales and it helps them not only to be more acknowledged but also learn English language effectively. Using Fairy Tales in teaching process is one of the best and most omnipresent structures for running through such skills as listening, reading, writing and speaking. Fairy Tales are an overriding and forceful source of knowledge for upgrading the four skills to all levels of language proficiency in the frameworks of teaching process. They are to be a mysterious and glorious world for the children of this age.

The methodology of developing speaking skills through Fairy Tales should be focused on children's foreign language skills and on the development of their communicative skills that will enable them to combine meanings and texts, words in real social contexts. This frame references comprises such activities as puzzles, crosswords, picture telling, letter scrambles, word bingos, lexical threads, etc.

The objectives of chosen activities are the followings:

- To develop reading comprehension, to increase pupils' confidence in reading,
- To check the pronunciation of the words, and listening comprehension,
- To expand the learners' vocabulary (both spoken and written form),
- To develop the students' intellectual skills while they search and discover,
- To build up the learners' self-assurance in performance before the class and to help them control their timidity,
- To boost their physical development,
- To develop students' critical thinking and creativity.

After a content-based lesson, a discussion can be held for various reasons. Students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree

discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others.

Overall, fairytales can be a valuable tool in teaching foreign languages as they provide learners with a fun and engaging way to learn new vocabulary, grammar, and cultural understanding. However, it's important to choose age-appropriate fairytales and to use them in conjunction with other language learning materials and activities.

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