

USING FAIRY TALES AS A PRIMARY STAGE IN FOREIGN LANGUAGE TEACHING FOR YOUNG LEARNERS

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Abstract:

Fairytales play a vital role as an initial stage in foreign language teaching. The subject of research in this article is to show the effectiveness of using fairy tales as a core component in teaching foreign language to young learners. It examines how fairy tales attract young learners' attention, stimulate imagination, and facilitate language comprehension. Moreover, it discusses the role of fairy tales in promoting cultural awareness and intercultural competence. The article also provides pedagogical strategies and instructional techniques for effectively incorporating fairy tales into the language classroom, including storytelling, interactive reading activities, and creative projects.

Key words: young learners, fairytales, teaching children, methods, developing reading, grammar, vital role.

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The fairy tale, as a special form of folk creativity, has long occupied an important place in the folklore of all peoples of the world. Mentions of fairy tales and their examples can be found in various written sources that have come down to our time.

There are a lot of definitions of the fairy tale. The Oxford Dictionary of English Folklore says that a fairy tale is the usual English term for a group of oral narratives centered on magical tests, quests, and transformations [7.117].

Illustrated Oxford Dictionary has two explanations: a children's tale about fairies; an incredible story, a fabrication [5.284].

Most experts in children's literature include the following elements in their definition: fairy tales are more complex than folktales in theme or plot, they contain magical elements, the characters are usually witches, princes and princesses, fairies, etc., they are unbelievable.

Originally the term fairy tale came from France. In 1697 Madame d'Aulony began publishing volumes of fantasy stories under the collective title *Les contes des fees* [3.193].

Fairy tales played a significant role in the history of humanity in its early stages of historical development and have always been closely linked to the life of the people and could be a valuable source for teaching English as a foreign language.

Fairy tales have the potential to enhance a young reader's understanding in various ways. They impart moral lessons and values, emphasizing universal principles of language and existence. Moreover, fairy tales are a unique genre of literature that can be tailored to suit the age of the child, featuring straightforward sentence structures and plots that are easily comprehensible.

The world of fairy tales is beautiful and captivating for young learners. In the younger school age, the perception of fairy tales develops. Children are intrigued by the storytelling

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format itself, the melodiousness, vivid language, and the brightness of the imagery. The characters in fairy tales are colorful, and for the most part, they are clearly divided into good, just, and respectable ones, and evil, greedy, and envious ones. The power of the characters and the plot of the fairy tale is such that children vividly express their sympathies and antipathies towards the characters during the first reading, wholeheartedly siding with the oppressed, downtrodden, and ready to come to their aid. Children sincerely rejoice when justice prevails: simple, poor people emerge from adversity, and the wicked perish, that is, evil is punished, and good triumphs. This is primarily the great pedagogical value of fairy tales.

Fairy tales, as a teaching tool in foreign language classes, also possess tremendous educational potential. A fairy tale is always a subtle form of education. In its best forms, it opens up a world to the listener, revealing the essence of human relationships, nuances of human feelings such as kindness, respect, sympathy, camaraderie, justice, responsiveness, and understanding, thereby carrying a rich moral potential and revealing certain aspects of the mentality of the people whose language it is written in. Through exposure to tales from different cultures, children not only broaden their cultural awareness but also develop empathy and tolerance towards others. By incorporating multicultural fairy tales into language instruction, educators can cultivate global citizens with a deep appreciation for diversity."

Fairy tales are one of the unconventional methods of teaching reading, which has many benefits:

- Expanding vocabulary;
- Fostering young learners autonomy;
- Developing understanding of how the language works;
- Cultivating and enhancing interest in learning English;
- Developing their creative abilities, as well as memory, attention, and imagination;
- Speech practice during storytelling;
- Introduction to authentic materials and culture;

Classroom reading offers teachers the opportunity to provide extensive support to learners by furnishing background knowledge, explaining vocabulary, and selecting appropriate questioning techniques. However, it's crucial for teachers to ensure that the text chosen is neither overly lengthy nor overly complex to maintain students' interest. There are four main approaches to organizing class reading. Firstly, students can read texts at home in a comfortable setting. Secondly, they can read silently in class, with the teacher addressing questions afterward. Thirdly, the teacher can read aloud while students follow along in their books. Lastly, group reading, particularly with dramatic scripts, allows for the teacher to model reading before having students take turns reading aloud.

Fairy tales serve as a captivating tool for teaching vocabulary, as they carefully select words to entertain and engage the audience. They incorporate unique or phonologically rich words, captivating rhymes along with evocative language from the fairy world. Through techniques like metaphors, alliteration, and repetition, fairy tales offer a supportive environment for language learning, with predictable patterns aiding comprehension. Children naturally absorb words they enjoy, expanding their vocabulary.

Fairy tales can serve as a foundation for enhancing writing abilities in young learners. Teachers can derive creative writing assignments from these tales, such as crafting original stories or alternate endings. Children could also explore modern adaptations of classic tales or summarize familiar narratives. Throughout these tasks, students practice traditional fairy

tale elements like beginnings (e.g., "Once upon a time..."), stock characters (e.g., witches, princes, fairies), and comparative language (e.g., "the youngest," "the smartest").

Fairy tales aid children in recognizing language aspects like past tense, adjectives, comparatives, and more. Educators can leverage passages from fairy tales to highlight grammatical elements, such as identifying irregular verbs, listing adjectives, or pinpointing words indicating position in time or place. Texts with ongoing narratives offer more genuine examples compared to isolated sentences found in grammar textbooks. Storybooks often present extensive dialogue showcasing diverse punctuation usage in natural contexts, unlike grammar exercise books. Additionally, word order can be reinforced through reading fairy tales. During group activities, children can engage in asking and answering questions related to the content, thereby internalizing the word order of questions and affirmative statements.

Conclusion

Using fairytales is highly valued as a dominant method for teaching foreign language for young learners. Providing fairy tales during the lessons hold a vital role in the engaging children to develop their vocabulary, grammar, reading skills and bring benefits and conveniences for teachers work to teach foreign language for young learners.

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