

Using Fairy Tales in English Lessons in Primary School

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Abstract: This article discusses the features of teaching a foreign language in primary school using fairy tales of an international character as didactic material. Studying 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 makes it possible to analyze various types of speech activities that should be practiced in English lessons.

Keywords: fairy tales; speech activity; English lessons; methods of teaching English; English language methods at school; English language; pupils; educational technologies; non-traditional forms of education.

Teaching English to primary school students is notoriously difficult. They get tired quickly and get distracted. The academic style of work will not work here. It is difficult to attract the attention of children with text tasks; it is much better to conduct classes in a playful, unobtrusive form. Here a fairy tale can come to the teacher's aid. A fairy tale engages children's active imagination, and through imagination their memory is more easily and reliably activated. At the same time, logical thinking gradually develops. It is this aspect that the main emphasis is placed on.

The use of fairy tales in foreign language lessons can serve the following purposes:

1. formation of certain skills;
2. development of certain speech skills;
3. learning how to communicate;
4. development of necessary abilities and mental functions;
5. memorizing speech material.

A child perceives a fairy tale as a game, which consists of developing not only creative abilities, but also developing language skills and abilities. In this case, let's talk about language fairy tales, namely phonetic, lexical, grammatical.

A fairy tale promotes the development of students' creative abilities and creates an emotionally positive atmosphere of cooperation. It is known that at the initial stage of learning English there are some restrictions in the manifestation of speech activity associated with insufficient speech and language means. During classes, it is necessary to stimulate speech activity so that it is motivated as much as possible, which means that younger schoolchildren should have the need to understand a statement perceived by ear, to express their attitude to what is happening, etc.

In an English lesson, either the plot of one fairy tale can be used, or several plots can be mixed into one, or a fragment of a fairy tale; sometimes children compose their own fairy tale. The emotional activity that manifests itself stimulates the development of the child's intellectual and speech abilities. Speaking about

speech behavior, it should be borne in mind that the initial stage in teaching a foreign language introduces some restrictions on its manifestation, associated with the insufficiency of speech and language means. The tasks on fairy tales suggested below make it possible to motivate children's speech activity and develop initiative in speech behavior in schoolchildren. Below are examples of games and tasks used in English classes. Here are examples of language fairy tales.

Phonetic tales:

The Tale of Mister Tongue.

Here is a fairy tale about Mr. Tongue, which is useful to use as exercise at the initial stage of learning, since the speech apparatus of children is not yet configured to pronounce English sounds.

- 1) Once upon a time there was a tongue, very long, like this (the mouth is open, the tongue sticks out of the mouth and is retracted alternately);
- 2) He lived behind a fence with his teeth. Show what an even fence the teeth are (pull the corners of the mouth slightly, as when pronouncing "and", the teeth are closed and visible);
- 3) My tongue woke up early in the morning and stuck out from behind the fence (stick my tongue out);
- 4) And he began to do exercises (using the language of movement left and right).

The tale of Mr. Tongue can be transformed into a fairy tale where the main character, Tongue, is a traveler to the land of sounds.

This phonetic tale is about practicing the sound [ð].

"Once traveling through a magical land, Tongue met a bee - an Englishwoman, Zhuzha, and he liked her cute buzzing [ð - ð - ð]. He tried to buzz, but he came up with a Russian sound [z-z-z]. The bee sees it, it turns out badly. I decided to help: "Put the tip of your tongue between your teeth and say [z-z-z], you get the English sound [ð - ð - ð]. So the tongue and the bee Zhuzhu became friends, they walk and buzz [ð - ð - ð]. And around bees fly: sometimes close [ð - ð - ðis], sometimes far away [ð - ð - ðt]. Bee invited Tongue to her home to introduce her to her family. This is what Bee said: "This is my mother. This is my father. This is my sister. This is my brother. This is my grandmother. And this is my grandfather. Mother, Father, Sister, Brother, Grandmother, Grandfather." "The bee introduced the family members as they approached them. The cheerful, friendly family ended up with the bee Zhuzhu. Everyone held hands and sang: Mother, father, sister, brother. Hand in hand. With one another."

Lexical tales:

"The Tale of Flowers"

Green, green lawn. It's green.

A red flower grows on a green lawn. It's red. Pink flower It's pink.

A brown cow is walking. It's brown.

There is a blue sky above the lawn. It's blue. There is a yellow sun in the sky. It's yellow.

Suddenly a black cloud appeared. It's black. Everything turned gray. It's grey.

We called the owl for help. The owl hooted: "[w][w][w]." And everything around became white It's white.

The sun came out into the sky, more beautiful than before. It's orange.

"The Tale of Vegetables"

Grandfather planted carrots. Waters it and says: "I like carrots"

Grandma came: "I don't like carrots. I like cabbage." And the grandmother planted cabbage.

The granddaughter came: "I don't like carrots. I don't like cabbage. I like cucumbers." And my granddaughter planted cucumbers.

Bug came: "I don't like carrots. I don't like cabbage. I don't like cucumbers. I like tomatoes." And Bug planted tomatoes.

The cat came: "I don't like carrots. I don't like cabbage. I don't like cucumbers. I don't like tomatoes. I like potatoes." And she planted potatoes. Counts potatoes: "One potato, two potatoes

Three potatoes, four.

Five potatoes, six potatoes Seven potatoes, more."

A mouse came and said: "I like carrots." I like cabbage. I like cucumbers. I like tomatoes. I like potatoes. I like vegetables." And she didn't plant anything.

Grammar tales

What requirements should a grammatical tale have? A. A. Pligin formulates them as follows:

- a grammatical tale should be written in simple language, taking into account sensory perception systems;
- it should be built on the basis of objects and models that are understandable for children of this age;
- implementation of the principle of one complexity;
- the plot of the story must be isomorphic to significant didactic elements.

Also, a grammatical tale should be concise. This is necessary to maintain the desired pace of the lesson. A grammatical tale should not have excessive clarity, which would distract students from the phenomenon being studied, and should also correspond to specific learning conditions.

When creating fairy tales and compiling a set of exercises, the following topics were identified that presented significant difficulties for students:

- indefinite article;
- definite article;
- conjugation of verbs in the present tense;
- negative form of the verb;
- interrogative form of verbs;
- plural nouns;
- construction of general and special questions

To introduce the verb "to be", you need to place three houses on the slide in which pronouns live. In the first house – "I", in the second house – "he, she, it", in the third house – "we, you, they". The pictures depict fairy tale characters, verbs "be", "am", "is", "are". And you can start telling the story. The story needs to be told emotionally, involving the children in the process of creating a fairy tale.

“In a certain kingdom there was a small town with three houses in which lived very interesting inhabitants. In the first house lived I, who was very selfish and arrogant: he wrote his name only with a capital letter, was not friends with anyone and lived alone. Two faithful friends settled in the neighboring house: he and she, who had a favorite toy it. We, you, they lived in the third house. The city was ruled by the wise sorceress Grammar. One day the verb be came to the city. He didn't know anyone here and wanted to make friends with the residents. He knocked on the house where I lived and very politely said: “Hello, my name is be, let's be friends!” But I replied: “Go away, I don't like you!” Be was very upset and left. He was received just as unkindly in the other two houses. Be didn't know what to do, he was so lonely! In tears, he came to the sorceress Grammar and told her about his misfortune. She listened to him and decided to help. She said: “I am very sorry that my subjects treated you this way. Let's deceive them a little. You see, there is a chest in the corner. It contains masks and different clothes. Change your clothes!” Be changed clothes and became the verb am. In this form he came to I and was joyfully received by him. In a similar way, he changed his clothes two more times, became the verbs is and are, and became friends with all the inhabitants of the city.” With this fairy tale, you can make it clear to the children that the verbs am, is, are are still the same verb be, only “in disguise.”

Here is another way to get acquainted with the verb “to be”.

“There were two houses in a fairy forest. In one house there lived the verb to be, and in the other - its assistants am, is, are. The verb to be was very lazy and his assistants did all the work for him. One day the pronouns I, he, she, it, we, you, they came to this forest. They decided to pick berries. I went north, he, she, it decided to go south, and we, you, they went west. Suddenly there was a strong storm, and the pronouns got lost. They began to scream and call for help. Lazy to be sent his assistants to help. Am ran north, is ran south, and are ran west. They brought them to their place and gave them tea. And since then they have not parted. And we always say I am, He is, She is, It is, We are, You are, They are.”

The following story will help children understand the conjugation of verbs in the Present Simple.

“Once upon a time, there lived a giraffe in the desert. He had no friends and was very lonely. He walked through the desert sad and often cried. And the giraffe's tears were magical. They fell on the sand and turned into the letter “s”. The giraffe runs, followed by “s”, the giraffe eats, followed by “s”. The letter “s” became so accustomed to the giraffe that it no longer left its side. The desert inhabitants found out about this and came to help the giraffe. They began to play and laugh. The giraffe stopped crying and the letter “s” disappeared. And when the residents went about their business, the giraffe was left alone, became sad, cried, and the letter “s” returned to him again. Since then, if we talk about what one person or one animal does, we add the ending “s” to the verb.”

The undoubted advantages of fairy tales are their:

- 1) authenticity;
- 2) information richness;
- 3) concentration of linguistic means;
- 4) emotional impact on students.

Thus, we can say that with the help of a fairy tale, the teacher can develop both the language skills and speech skills of children, as well as develop their linguistic guess.

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