

IMPROVING METHODOLOGY OF TEACHING ENGLISH TO PRESCHOOL CHILDREN THROUGH FAIRY TALES (ON THE EXAMPLE OF PREPARATORY GROUPS)

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Israilova Dildora Atxamovna

English language teacher, researcher “Tashkent Institute of Irrigation and Agricultural Mechanization Engineers” National Research University English department, Uzbekistan

Abdunazarova Nargiza Fatxullayevna

Associate professor, Institute for retraining and advanced training of managers and specialists of preschool educational institutions, Uzbekistan

ABSTRACT

When teaching a foreign language at an early stage, the question arises of what to take as a meaningful basis for learning.

A fairy tale, due to its specific features, should act as a meaningful basis for education. The presence of fiction, fantasy in a fairy tale makes it more valuable from a methodological point of view compared to other literary genres.

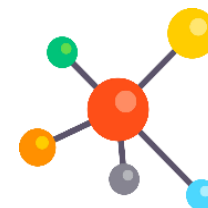
KEYWORDS

Fairy tale, foreign language, English, preparatory group, method, preschool children.

INTRODUCTION

A preschool child, listening to a fairy tale and feeling the existence of a fantastic hero as real, sympathizes with him and experiences what is described in the fairy

tale. The ability for empathy and imagination gives rise to independent creative activity of children, fantasy. Fiction, always present in a fairy tale, provides the child



with ample opportunities for the realization of his rich imagination. When working with a fairy tale, the teacher can rely not only on the experience of children, but also on their imagination, which contributes to the expansion of the content side of *communication*¹.

A fairy tale is, first of all, a poetic fiction. However, this basic principle of the artistic method of a fairy tale by no means denies its connection with reality, which determines the ideological content of a fairy tale, the nature of its plot, images, narrative details, and its language. Fiction in a fairy tale is built, as a rule, on a completely definite ground based on reality. Each fairy tale, no matter how fantastic content it may be filled with, draws realistic pictures of folk life. Behind the adventures of fairy-tale heroes, human destinies arise, fairy-tale conflicts convey complex domestic and social relationships. Unobtrusively, the author of the tale speaks to a small listener about the difficult choice of an honest path, about the bitterness of loneliness and the joy of friendship, about the phantoms of fear that separate people from different countries, and about sincerity and trust as the basis of peace and happiness on earth. In a fairy tale, children are faced with such complex phenomena and feelings as life and death, love and hate, betrayal and deceit. The form of depicting these phenomena is special, fabulous, accessible to the understanding of the child, but the height of the manifestations, the moral meaning remain "adult", genuine.

MAIN PART

Let us consider what opportunities a fairy tale presents as a meaningful basis for learning and how it contributes to solving learning problems.

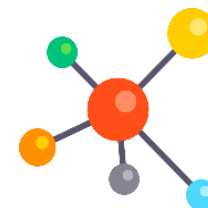
At an early stage of education, the developing aspect is a priority, since in the first year of study the foundations of many important abilities are laid, and their initial development is carried out. A fairy tale is an excellent material for solving developmental problems

One of the most important goals of the developing aspect is the formation of a motivational-need block. It is in the initial period that the teacher must form a stable motivation for learning a foreign language. A fairy tale, which is always interesting for children in terms of its content, greatly contributes to creating motivation for mastering a foreign language.

A foreign language allows the child to get into the fascinating plot of a fairy tale created by representatives of another nation, to get acquainted with the folk heroes of the country where the fairy tale was born. The scenario of the lesson, a meaningful accumulation of exercises based on a fairy tale, immediately attracts the attention of children. A fairy tale in a foreign language enables the teacher to turn the compulsory learning process into an exciting, desired and expected by the child. It helps the teacher to arrange children for learning, to make them volunteer assistants in search of knowledge, to form a positive attitude towards the educational process.

An important goal of the developing aspect is the formation of communication skills. At the senior preschool age, personal, personality-role, business, status communication is formed in children. A fairy tale in a foreign language always arouses in children the need for communication, since its content basis corresponds to the interests of children and the needs of their age.

¹ English. Learning and playing in English lessons. Grades 2-4. - M.: 2013



A fairy tale in a foreign language has enormous educational potential. A fairy tale is always an unobtrusive education. In her best images, she reveals to the child the world, the essence of human relations, the nuances of human feelings - kindness, respect, sympathy, camaraderie, justice, responsiveness, mutual understanding, and thus carries a rich moral potential.

Through early familiarization with a fairy tale in a foreign language, children develop a natural interest in the life of the peoples of other countries. A positive emotional attitude to a fairy tale in a foreign language makes it possible to prevent the emergence of a feeling of distrust and even hostility, which often appears in adults as a reaction to everything new, unfamiliar, unusual, going beyond the usual social standards.

At this age level, the child develops and realizes a cognitive interest in the culture of the country of the language being studied. A rich source from which a child can easily draw this knowledge is a fairy tale that reflects the cultural heritage of a particular country. Fairy tale-based learning provides an opportunity to explore the elements of a nationwide culture that find their expression in the literary language standard that serves the nation. In fairy tales, the linguistic and cultural aspect is always clearly expressed, which, being a separate component of the content of education, forms the ability to communicate in a foreign language through the provision of "background" knowledge.

When using a fairy tale as a meaningful basis for learning, a cognitive interest in a foreign language culture is formed and realized through the acquisition of knowledge: about the culture of the country of the language being studied (information from the history, geography, life of peers, about life, traditions,

interests, about music, painting, symbolism, clothes, holidays, hobbies); about the corresponding elements of world culture; about the correlation of a foreign language culture with the native one (for all of the above components).

A fairy tale as a meaningful basis for learning is effectively used in solving problems of the educational aspect. Learning to speak on the basis of a fairy tale forms in children an idea of a foreign language as an equivalent means of interpersonal communication in all its manifestations in relation to their native language. In terms of content, a fairy tale is an excellent means of organizing the process of mastering various skills of foreign language communication.

When using a fairy tale as a meaningful basis for learning, the process of forming speaking skills is aimed at developing communicative readiness, at forming a setting for using a foreign language as a means of communication. A fairy tale as a meaningful basis for teaching speaking contributes to the inclusion of students in the process of communication and co-creation. On the content basis of a fairy tale, various situations of game role-playing communication can be built.

As you know, the first acquaintance with the grammar of the English language often causes disappointment and boredom in children. A child who happily mastered vocabulary, phonetic material, and the basics of conversational skills often loses motivation to continue learning the language, faced with the need for repeated repetition of grammatical material, hard training of grammatical skills and listening to dry explanations from the teacher. How to be? There is only one way out - to turn the routine into a game.

A child perceives a fairy tale as a game, the "great meaning" of which lies in the development of not only



creative forces and capabilities, but also in the development of language skills and abilities, since in this case we are talking about language fairy tales. They are conditionally called: phonetic, lexical, grammatical.

As practice shows, this is one of the most effective methods of teaching a foreign language. It is necessary to strive to ensure that all exercises used in the lesson to work out lexical, phonetic, grammatical material are speech-oriented. But one of the difficulties of learning is the limited speech situations due to the small language stock of the trainees. In addition, during the development of lexical units and grammatical structures, there are monotonous multiple repetitions. Lexical tales help to avoid these difficulties at the initial stage.

CONCLUSION

Using the fairy tale in the lesson in the system, the children themselves begin to compose their own fairy tales. Therefore, it is necessary to strictly observe the principle of freedom of creativity, which implies three rules of “not” :

1. Do not limit the content and ways of presenting fairy tales
2. Do not make any comments on the construction of the plot
3. Do not interrupt the student's story unnecessarily

The effectiveness of using a fairy tale in teaching speech depends not only on the exact definition of its place in the learning system, but also on how rationally the structure of the lesson is organized, how the learning opportunities of the fairy tale are coordinated with the learning objectives. In the structure of the lesson for teaching oral speech, four stages can be distinguished:

- 1) preparatory - the stage of preliminary removal of linguistic and linguistic and cultural difficulties;
- 2) the perception of a fairy tale during the initial reading - the development of skills for the perception of information;
- 3) control of understanding of the main content;
- 4) development of language skills and oral speech skills.

The fourth stage may be preceded by a second reading.

As an example, we give a possible version of working with a fairy tale:

1. Preparatory work.

Children are told the name of the tale and are invited to guess what it will be about. Then new vocabulary is introduced, which is necessary for understanding the fairy tale and is intended for active possession. New vocabulary is introduced before reading each act. Particular attention is paid to phraseological units, a country-specific commentary is carried out.

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