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Advantages of Using Fairy Tales in EFL Classrooms of Primary Schools

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ANNOTATION

Language is a powerful tool in understanding the world and shaping the worldview. The upbringing of spirituality through the culture of one's own and a foreign language is an integral part of the entire system of spiritual and moral education of schoolchildren in the educational process. The study of any foreign language increases the spiritual and moral culture, broadens the horizons and educates children in a positive and interested perception of a foreign culture. This article highlights the advantages of using fairy tales in EFL classrooms of primary schools.

KEYWORDS: foreign language, children, fairy tales, EFL classrooms, primary school, language skills, communication, culture.

Introduction

Today, a foreign language is not just an academic subject, but also a means of dialogue between cultures. A foreign language with its educational potential plays a significant role in the moral development of young people. According to Passov (1991), "the study of foreign languages develops the mind, gives flexibility and the ability to penetrate into someone else's worldview". Entering the universal cultural space, language learners must master various means of interethnic communication at least one foreign language. The study of any foreign language increases the spiritual and moral culture, broadens the horizons and educates the student in a positive and interested perception of a foreign culture (Harmer, 2001).

Recent presidential decrees in our country ensure the implementation on the further improvement of the system of learning foreign languages. According to the head of our state, each young people must be able to understand and speak a foreign language well so that he or she can fully understand the scope of their activities and compete in the global market. Thus, a foreign language, especially English is being taught at all levels of education from kindergarten until higher educational institutions in our country.

Materials and Methods

According to Solovova (2002), teaching of a foreign language at primary schools should include a number of aspects:

- An educational practical aspect (language proficiency as a means of communication having four types of speech activity: writing, reading, speaking, and listening);
- Educational aspect of education (the formation of a worldview, ideological conviction, personal morality, etc.);
- Educational aspect (acquisition of knowledge about the country and people of the language being studied, its culture, psychology, art, etc.);

Developmental aspect (developing mental operations, awareness of the means of expressing thoughts, a sense of language, the ability to communicate, such character traits as diligence, perseverance, etc.).

In addition, it is important to take into account the age and psychological state of students when teaching a foreign language. Particular attention should be paid to teaching foreign languages, especially to young children. Teaching children useful skills from early childhood through songs and fairy tales, songs, patterns, puzzles, etc.

Obviously, the use of fairy tales and games as a didactic method of active learning in English classes helps to increase students' interest in the subject, increases the level of motivation in teaching English and forms a conscious need for mastering knowledge and skills. A fairy tale is a genre of both the author's and the genre of oral folk art, which indicates that the realities of the life and life of the people, the originality of their language, culture, and way of life in general are very clearly represented in the fairy tale. The study of folk tales, which have the so-called "walking plot", becomes especially relevant. The analysis of such fairy tales allows us to compare the way of life, culture and worldview of different peoples and form an idea of the general and individual in the language and culture of the two peoples. Fairy tales are inextricably linked with the lives of children, their spiritual world and their worldview. The fairy tale genre is one of the most popular and most democratic forms of verbal art in the folklore of the world. Fairy tales reflect the wishes and dreams of children. The appearance of children's literature in every nation is connected with the spiritual thinking of that nation.

One of the main features of the fairy tale genre is its life, struggle, history, psychology, worldview, customs and traditions of the moral and spiritual education of ancestors. The man in fairy tales always defeats the enemy forces.

Each fairy tale presented in the elementary school textbook is based on the idea of educating students in the spirit of a mature person. Moreover, when the teacher organizes and conducts these lessons, which is unthinkable, he/she will serve as a teacher. After all, only a person with a high level of enlightenment and comprehensiveness can make the future of our country great.

Currently, it is becoming increasingly popular to teach fairy tales not only in their native, but also in a foreign language. Because if the parable is enthusiastic, informants will not only be spiritually mature, but will also allow them to master the languages of the world. Besides, a fairy tale in English lessons can be used as linguistic and cultural material in order to present the process of language acquisition as comprehension of a living foreign language reality. For example, the lesson can include elements of a discussion of the life of the British, their traditions and holidays, and finally, the sights that attract tourists to England.

Results and Discussions

As children 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 techniques to form their skills such as listening, reading, writing and speaking (Manukyan, 2019). 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 forming 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. Accordingly, several types of exercises are methodically practiced in the lessons. For example, students can be shown an introductory video with a fairy tale (the auditory and visual channels of perception are involved);

- use exercises to restore the sequence of events in a fairy tale, questions about the content of the fairy tale (provoke children to read the fairy tale a second time);
- offer to talk about the characters of the fairy tale or about the topic (problem) that prevails in the fairy tale (speaking);

Finally, you can invite the children to write a remake fairy tale or a fairy tale of their own composition (working out writing skills).

The choice of a fairy tale and the volume of literary analysis depends on how prepared the children are for the perception of a foreign word and what goals the teacher pursues.

Teachers might use educational games in the development of children both mentally and spiritually. The use of educational games in English fairy tales

- increases their interest in learning;
- bring them up spiritually mature;
- learns to quickly read sounds, shoals and words;
- respond quickly and creatively.

The game, along with the development of sensitivity, ingenuity and complex abilities in students, expands the possibilities of comparison, thinking and expanding vocabulary. Since young learners are often unfamiliar with the word, it is best to use tape recordings or pictures. In addition, when developing a child's English speech, it is important to remember that:

- ✓ always answer children's questions;
- ✓ when your child is talking to you, listen carefully to his or her opinion;
- ✓ create conditions for the child to express his feelings;
- ✓ take into account the age and characteristics of the child;
- ✓ encourage the child to think independently;
- ✓ growth due to the introduction of fairy tales in English;

- ✓ enrichment of the child's speech with new words;
- ✓ when you speak correctly and accurately to your child, speak and ask the child to do the same.

If all of the above are implemented in the process of teaching, the children will be able to explain your thoughts to other people in a complete and clear way.

The education system has set itself the goal of educating a free-thinking, harmoniously developed person. To do this, we need to use new methods effectively. The experience of the developed countries of the world is to meet the needs and interests of students in learning based on advanced educational technologies. The use of pedagogical technologies in the education of children in kindergartens and schools, as well as the use of pedagogical technologies, make a significant contribution to the training of specialists that meet international standards. These interactive methods should be used by English teachers in their classrooms and during internships. The use of interactive teaching methods in fairy tales in English helps to increase students' interest in science, and also creates a friendly atmosphere in the classroom and brings students together.

Teaching children to listen and speak English helps children develop a worldview. The content and quality of English lessons will improve. The fairy tale teaches children to think no matter what happened. The right and proper use of technology to teach children to listen and speak English makes children's English speech more meaningful and effective.

Conclusion

Analyzing and summarizing, we can conclude that fairy tales make an invaluable contribution to the education of a schoolchild, forming his spiritual and moral values. The child gets a previously unknown experience: he learns that not all people are equally good, beautiful, smart, rich, healthy or sick, and not everyone experiences the same feelings and emotions. With the help of fairy tales, children learn that indifference, carelessness, laziness, greed and envy can be severely punished, while diligence, compassion, modesty, courage and honesty, on the contrary, are encouraged. Child get the opportunity to touch the imaginary reality, which is not physiological in nature, but arises due to the child's fantasy through tales. The child sees on the example of the experience of fairy-tale heroes that having desires and hopes is not always enough, it is necessary to make a lot of efforts and sometimes go a long way in order to get what you want, while remaining fair, honest, kind, brave, in other words, highly moral

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