Rajapova Malika Ahmadali qizi, A teacher of the English language, Kokand State Pedagogical Institute,
Sheraliyeva Nodirakhon Abduvokhid qizi, a teacher of the English language, Kokand State Pedagogical Institute,

TEACHING ENGLISH THROUGH FAIRYTALES
M. Rajapova, N. Sheraliyeva

Abstract: This article describes how literature is connected with teaching foreign languages, particularly fairy tales promote improving all language skills. It gives useful information on choosing the right tales according to the audience. The article emphasizes the importance and the role of fairy tales in teaching English.

Key words: extensive reading, intensive reading, receptive skills, productive skills, evocative vocabulary, strong phonological content.

Literature plays an important role in our life. Fairy tales could be a valuable source for teaching English as a foreign language. It is a well known fact that reading was one of the primary free time activities before computers and television were invented. Stories offer the whole imaginary world, created by language that one can enter and enjoy and learning language as he reads. People could read hours and travel lands far-far their minds away. Good stories provide a study of universal values and needs and capture learners' interest and challenge them to explore new roads of meaning. Stories can attract people's attention because they are fun and easy to understand for all who have different types of characters. So fairytales and stories can motivate and help to learn foreign language in an interesting way.

There are several types on reading and in case of the fairy tales all types can be applied. There are two types of reading, extensive and intensive. There are two ways of reading: reading aloud and reading silently. People usually start learning a language from reading aloud. Children begin their reading experience from starting to read aloud fairy tale familiar texts.

Intensive reading involves a lot of classroom work with course book, exercises and texts. This type of reading requires reading texts closely and carefully with intention of gaining an understanding of as much details as possible. This is often a stop or start kind of reading involving a lot of going backs and reading the same text over and over again in order to make sure that all word are interpreted. In everyday life people tend to use extensive reading. This kind of reading is fluent, faster, often of longer texts for pleasure, entertainment and general understanding without paying much attention to the details; fairy tales are the good example of these kinds of texts. Interesting and simplified texts may help initiate learners into

extensive reading. There is a great deal of evidence that extensive reading has a powerful impact on language learning. The more learners read, the more they pick up items of vocabulary and grammar from the text, often without realizing it and this widening language knowledge seems to increase their overall linguistic confidence. Fairy tales include colorful vocabulary and different grammatical aspects, for example the Past Simple, the Present Simple, irregular verbs, comparisons and etc. Extensive reading can be organized either as individualized reading, where all the people read different books, taken from library; or as a class reading, where the whole class reads the same book. For example a teacher can pick any well known or absolutely unknown fairy tale and ask students to read it at home, or teacher can ask students to pick any fairy tale which they like the most read it home and on the next lesson share some ideas about it in front of the class. Furthermore, teacher can show different types of pictures from varies kinds of stories that learners can choose the pictures of characters, places and settings of the story. In this method, students can mix different stories and they can make up a new story themselves. As a result, this method improves learners' reading motivation, widens their imagination and makes easy to learn a foreign language.

In English lessons teachers tend to develop four skills: reading, writing, speaking and listening. These skills are often divided into two types. Receptive skills include reading and listening. Productive skills include speaking and writing.

It is very important to develop reading skills. Much language production work grows out of texts that learners hear or see. The procedure for teaching receptive skills generally starts with a lead in. It is very essential to start with pre-reading activity in order to set up a topic, to focus their attention in what they are going to read, activate students' background knowledge of the topic. Pre-reading activities involve students in reading a particular text short or long. The goals of this stage are to create a purpose for reading; and provide any language preparation that may be needed. Teacher could ask questions to the related topic or show a picture which illustrates story and ask students what they think according to this picture is going to happen in the text.

The purpose of such guiding questions is not to check reading comprehension, but to lead the students towards most important points in the text. Checking for general comprehension is also very important. The purpose is more instructional than diagnostic. Sharing the answers will help readers make sense of story and encourage them to practice various levels of communication.

Getting students to speak in the class can sometimes be extremely easy. In a good class atmosphere, students will participate freely and

enthusiastically if we give them a suitable topic or a task (Harmer, 2007). Fairy tales are good provider of topics for discussion and thus help to develop students' speaking skills. Any topics which involve the discussion of varying points of view may be re-enacted in a role play. According to the topic which is touched in the fairy tale the teacher can prepare a questionnaire. Students in pairs or in small groups discuss answers to the questions and then students share their ideas to the class. This kind of activity is very useful because students have time to discuss and prepare answers. Students may move further from the text to dramatize an interview between characters of the text. Teacher can set up a task for example: *Imagine that you are a hero. Talk about yourself as a hero* or *work in pairs and make a dialog between heroes.*

Writing skills can also be thought through fairy tales. Inspired by the text, teacher could set up some kind of creative writing tasks. For example, students may write their own fairy tale or an alternative ending, answer the question *what if…*

Students can write a modernized version of a well known fairy tale, for example A *New Cinderella Story,* or summarize familiar tales. During the writing task students will practice traditional fairy tale beginning and ending (e.g. *Once upon a time…*), stock characters (e.g. *witches, princes, princesses, fairies, trolls and etc…)* comparatives and superlatives (e.g. *the youngest, the smartest…)*

Grammar also can be introduced in a number of ways. There is a great opportunity of using a "real texts" to understand and experiment with a "real language". Children have an innate sense of interest in stories that portray heroes, personify animals and actions, take place in castles and enchanted forests. Fairy tales will interest pupils and bring them into a natural rhythm, flow and picturesque language of the text In fairy tales two main uses of language can be distinguished: for a narrative and for a dialogue. A narrative text concerns the series of events: *Hans started to pull out his finger; little brother ran for help. A* dialogue is type of language as if it is spoken by the characters: *"Run! Go to the town and tell the men there's a hole in the dike!"* . The teacher can point out the use of the Past Simple in narratives and the Present Simple in dialogues.

Moreover, Fairy tales help children to notice language areas such as past tenses, adjectives, comparatives and etc. Teachers could use passages from the fairy tale to point out grammatical features. For example, to ask students to find irregular verbs, to write down all adjectives or to locate the words and phrases that indicates position in place or time. Texts with continuous meanings are more authentic than the connected sentences which are often used as examples in grammar books. Story books often contain extended examples of dialogue that use a wide variety of punctuation marks, in more

natural context than is possible in grammar exercise books. Word-order can be taught through reading fairy tales as well. When working in groups, students can ask and answer content-related questions and learn the word-order of questions and affirmative sentences

One of the purposes of fairy tales is to entertain, so writers and tellers choose and use words with particular care to keep the audience interested. Fairy tales include unusual words, or words that have a strong phonological content, with interesting rhymes or sound that are onomatopoetic. In fairy tales there is used evocative vocabulary, the language of the fairy world, memorable language such as metaphors, alliteration, rhymes, and the spoken language of the common people. The built-up repetition of the words and phrases is one of the features of fairy tales that is very helpful for language learning. The context created by the story, its predictable pattern of events and language, pictures, all act to support the reader's understanding of unfamiliar words. Children will pick up the words that they enjoy and in this way stories offer space for growth in vocabulary.

All in all, the use of a fairy tale as a pedagogical instrument can be very important way of teaching because they are fun, easy to understand and get learners' attention easily.

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