

THE ROLE OF FAIRY TALES IN THE DEVELOPMENT OF SPEAKING AND READING SKILLS IN ENGLISH LANGUAGE TEACHING CHILDREN

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Annotation. *A fairy tale is a genre belonging to the epic type of folklore, and it is a book urges to do good, calls to draw correct conclusions from events. School teaching samples of this genre to students of the age of contributes to education. Below is the fairy tale genre during the lesson the students are told about teaching and learning methods.*

Key words: *speaking, reading, skills, folklore, fairytale.*

Introduction. A fairy tale is one of the oldest and most popular genres of Uzbek folklore. It is built on the basis of fantastic fantasy and artistic textures and carries a didactic idea-oral stories are called fairy tales. The magic of fairy tales extends beyond their captivating narratives. They hold immense potential for nurturing language development, particularly in English language teaching (ELT) for children. Fairy tales offer a captivating window into the English language, engaging young learners with their imaginative worlds, simple structures, and relatable themes, thus fostering the development of both speaking and reading skills. Fairy tales are inherently imaginative, filled with fantastical creatures, magical spells, and whimsical scenarios. This inherent magic captures children's attention and sparks their curiosity, creating a fertile ground for language learning. The fantastical elements and relatable themes within fairy tales provide a springboard for imaginative conversations. Children are encouraged to express their own interpretations of the story, share their thoughts and feelings about the characters, and engage in role-play scenarios. This active participation in storytelling strengthens vocabulary, improves sentence structure, and cultivates fluency in English.

The plot of the fairy tale is very interesting, and the extraordinary situation in the development of the story fascinates children, its brave, strong, resourceful, brave, agile heroes, the ideological direction of the fairy tale, in which the power of goodness - goodness is always victorious what he does attracts children.

The pedagogical value of the fairy tale is that it is national-spiritual for the student it serves as a unity of spiritual consciousness and behavior in the formation of qualities.

Children's self-awareness through fairy tales, good-bad and justice-injustice, learn what is right and wrong, and apply it to life, carefully consider values assimilation, formation and development of artistic aesthetic tastes, creative ability and he learns to cultivate his mind. As well as fairy tales for centuries the fact that it is studied in a traditional way is the sustainability of this genre and folk oral shows the importance of the samples of his work among the people;

Self-education through fairy tales involves 4 tasks:

a) To develop the child's positive qualities and behavior striving to get rid of bad sides;

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- b) To give the child a critical attitude towards his personality, his behavior in being able to carefully and intelligently understand their features, and clearly identify their shortcomings helping them to see and understand their own defects;
- c) what are the characteristics of the child's behavior when making a self-education plan develop features, determine which ones should be eliminated.
- d) The educator is rational, characteristic of the student's self-education to determine the ways.

The great Russian teacher K. D. Ushinsky had a high opinion of fairy tales the reason for the success of fairy tales among children is the simplicity of folk art and spontaneity he saw that it corresponds to the same characteristics of children's psychology.

It is known that Ushinsky's pedagogical ideal is mental and moral-aesthetic development is a harmonious combination, according to the pedagogue's firm belief, folk tales if the material is widely used in education, this task can be successfully solved.

Thanks to fairy tales, a beautiful poetic image grows in the child's heart with logical thinking, thinking development goes along with the development of fantasy and feeling. That's why it is not for nothing that various fairy tales are included in the primary school curriculum.

In the teaching of fairy tales, working on its text is considered one of the main places selective reading, answering questions, students themselves about the content of the fairy tale create and answer questions, plan, retell, creatively continue, types of work such as storytelling, graphic depiction of characters are used. Such in fairy tales, the habits of animals are analyzed, but they are related to the character of people comparison is not recommended. It is known from the school experience that he is young Students learn that animals in fairy tales do not speak, and the fox and the crane visit each other's houses they know well that they will not go, but accept the world of fairy tales as a life story they do. When reading and analyzing a fairy tale, all things are a good understanding of its content development of the plot, behavior of the participating characters, interaction is directed to correctly imagine their relations. Selective reading and re-reading storytelling is important.

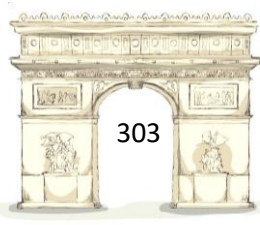
For instance, to master the content of the fairy tale "Fox's Punishment" is the following tasks can be used: Read the story of the chickens to the bear. How the fox played trick tell me. Explain why the wolf said, "The fox knows what to do."

How the fox was banished to the desert. Find this place and read it.

When working on a fairy tale, children should not only read the fairy tale, but also tell it teaching is also important. Telling stories develops oral speech, children's speech new words and enriches with expressions.

At the last stage of the analysis of the fairy tale, "Find a place in the fairy tale that you really liked read", "Tell me why you like this particular place", "In your life there is a fairy tale have there been similar events?" using questions such as students will be able to understand the conclusion of the fairy tale is arranged as follows; to improve speaking skills ;

1. Introducing the fairy tale:



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- a) preparing students to understand the fairy tale;
- b) the teacher's expressive reading of a fairy tale, retelling, etc.
2. In order to determine to what extent the students perceived the fairy tale have a short conversation.
3. Read and analyze the fairy tale in parts; some pictures in it tools, finding synonyms, vocabulary work (explaining the meaning of certain words).
4. Preparing to tell a story (reading inside).
5. Telling the story.
6. Summarizing conversation (opening the idea of a fairy tale).
7. Rereading a fairy tale with a specific task (creative and independent works).
8. Task verification and completion.
9. Preparing to read (or tell) a fairy tale at home.

The organization of the educational process in accordance with the above system, according to the state educational standards based on the genre of fairy tales are evaluated as appropriate in this order it was found appropriate to establish it. Also, various modern methods, in particular, visual aids, built on the basis of modern aspects and students the lessons organized by them in a staged manner gave their results, the lesson is to strengthen the attitude of students to this genre causing an increase in the level of training.

To sum up, we can say that by teaching English with fairy tales form and develop students' worldviews, their nature increase love, moral and spiritual education, goodness to always win over evil, rightness over crookedness, to knowledge to be interested, learn sounds and letters easily, learn the meanings of words we will manage to get them. This makes students knowledgeable, intelligent, correct and it is the best result for them to become patriots.

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