

Using fairytales in English lessons for motivating students

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Abstract: The article discusses motivating power of fairy tales in foreign language acquisition and its features.

Keywords: motivating power, fairytale, foreign language, motivation, language learner.

Fairy tales, which are a unique means of education, are very interesting and valuable for children. We know that fairy tales are born as a product of human imagination and inner experiences. Significantly, they always have a sense of humanity, love of the motherland, honesty, integrity, and every fairy tale ends with the victory of good over evil. The fact that the phrase "... so that they have reached their goal" appears at the end of almost every fairy tale confirms our opinion.

Experts say that fairy tales expand a child's worldview and shape their conscious attitude towards life. Through fairy tales, a child learns to distinguish between good and bad, good and bad. This notion is etched into his psychology for life. And when a child grows up, he gets used to good deeds. As you know, there is an art to telling a story in a fun and rhythmic way, thereby capturing the child's attention. In addition, fairy tales, which are a shining example of folklore, are not only a means of education, but also a bridge between parents and children. That's why experts advise parents to tell their children more stories. It is important to remember that fairy tales, while based on fiction, naturally reflect the reality of life. Enriched with an interesting plot, these stories help the child to understand life consciously.

What can fairy tales do with everyday reality in foreign languages? For me and for my classes, the answer was as follows: Apart from the exercise and task effect that other authentic literary texts can also have in English classes, fairy tales make it easier to look into the soul of the respective people, a look at the differences and similarities of the people Brings cultures to light, especially similarities, and can thereby make your stay in a foreign country, for example in Englishy, a little easier. All fairy tales are part of the cultural heritage, we encounter fragments in everyday life in the form of idioms and have accompanied us since childhood, allusions in politics and advertising.

I would like to go on to discuss the motivation that comes from fairy tale texts. This point is a crucial factor in foreign language teaching. One aspect of the content of every fairy tale is its fantasy, into which the reality of the fairy tale seamlessly

merges, making impossible things possible, as we see in topics such as health, wealth, hunger, war, illness, but also the desire for children, the desire for a human being, the search for a husband /to face wife and others. This duality is what makes fantastical texts so appealing. In fairy tales, the fantastic, the supernatural appear as naturally as they rarely do. These can also contribute to a motivating basic mood of the learners and take them away from reality for a few minutes. Most adults are familiar with various fairy tales from their childhood.

Many of them associate good memories with it. "This positive assignment", writes Marion Umbreit in her article in the magazine "Foreign language" in 1994, can be used in foreign language lessons, since "according to the findings of learning psychology, the processing of learning material is greater if he is in a positive emotional mood and thinks about existing knowledge being assimilated."

In all their formal simplicity, fairy tales are aesthetic structures, they appeal to the listener or reader emotionally. These texts are used by most subjectively perceived simply as "beautiful". This subjective beauty has its origin in the two-dimensional nature of the narration. This area leaves room for your own pictures, there are few limits to your own imagination.

For example, a princess is simply described as 'beautiful', everyone can associate their own idea of beauty with it, and so in the mind of the listener or reader the fairy tale comes alive, takes shape and is felt differently by everyone. Therefore, you can present one and the same fairy tale to people with the most diverse ideas, e.g. of beauty, and they will all form their own individual picture of it. And it is precisely this personal image that is the basis for retaining the plot and the new learning content. "Fairy tales clear your head," said one of my class participants after a class on the subject.

The linguistic form of the (folk) fairy tale was considered "too difficult" designated for learners in the elementary level, this is particularly due to the use of the past tense and numerous archaic phrases that are peculiar to this type of text. However, the global understanding of the text can still be achieved, since the language is basically easy to understand even for beginners. A closer look at the folk tale shows why this can be said: Max Luethi emphasizes it as an "art of the surface".

This means the comparatively simple description of the persons, objects, etc. that appear in comparison to other forms of poetry. The plot is also not particularly embellished, so the story is easy to understand for English learners even at the basic level. The simple, pictorial language of European folk tales is just right for use at the elementary level. Other characteristics of the fairy tale style (which the brothers Grimm strongly influenced) are paratactic sentence structure, formulaic phrases, direct speech and verse.

Different literary genres in foreign language classes taught to the students using different methods.

Fairy tales in particular are one of the most diverse genres of folklore. Fairy tales are loved to hear not only by children but also by adults. So, the fairy tale is rich in content, is a unique and moving genre. One of the most important features of a fairy tale is its always being closely connected with life, struggle, the historical and spiritual world, worldview, people's customs, being a moral and spiritual companion of man in the future. Fairy tales irrigated with a spirit of confidence in the mental and physical strength of man, the positive forces are hostile to themselves in nature and in social life always wins in the struggle against the forces. The stories are simple and clear because it will quickly reach any reader.

Statements from the specialist literature First, I would like to describe the arguments against the use of fairy tales in English as a foreign language lessons. At the beginning of the 1990s, it was still noted that "in many textbooks, fairy tales are left out as a subject". The reasons for this seem manifold. First of all, the direct benefit of fairy tales for everyday life in the target language country can be questioned. Since the content of this type of text has its place far removed from reality, it can be argued that the phrases and expressions contained in fairy tales such as "he felt hot"), "clean" (Snow White and Rosenrot), "hesitated" , "wait in your chamber" (The goose girl at the well) or "wait until the full moon comes" (The mermaid in the pond) will find little use in practice. At first glance, the learners will also learn little about the reality of life in the English-speaking world of the 21st century. This point of criticism is made more difficult by the fact that many fairy tales throughout Europe are represented in more or less similar variants and the content could often already be known. So why hear or read it in another language? The argument that fairy tales are unrealistic was also used in mother tongue didactics against the use of these texts in the classroom listed.

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