THE ROLE OF FAIRYTALES IN TEACHING ENGLISH AT A PRIMARY SCHOOL LEVEL

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Abstract: *The overall aim of the thesis is to show benefits of fairy tales for the development of young children not only within the "walls" of school classroom but in their lives as well. Hopefully, the usage of fairy tales in English lessons will help learners to appreciate the literature of target language and build up positive attitude towards literature in general. In this essay, the role of fairytales as a lingo-didactic material in English language classes will be thoroughly discussed.*

Keywords*: fairytales, Uzbek and foreign folktales, primary children, language teaching, cultural awareness, nationality, national colour.*

Folklore, a genre of children's literature, is always considered as one of the most mysterious and interesting genres. Folklore is defined as stories that originated orally and have no authors. Given these qualities, folklore is often considered as a mirror that reflects different groups of people's cultures and moral values. Fairytales in general are part of folk literature, which is more widely referred to as folklore. Simply put, a fairytale is a traditional story that has been passed on by words of mouth before writing systems were developed. Fairytales typically include distinctive linguistic and structural features, such as novel words, onomatopoetic sounds and repeated or paralleled phonological or grammatical patterns that create interesting rhythms. Tale is considered to be one of the main genre of folklore. Fairy tales are fictional stories about animals or human beings. Most of the tales are not set in particular time or place, but they have some similarities with the same ones of other nations that show the development was in the same way in life.

The nature, form and background of fairy tales reflect the place of their origin; however, it is their function that matters more. Let us now mention some of the valuable functions of this literary piece of work that support children's development. Children's knowledge of the world is often so small that they cannot judge offhand and without help between fantastic, the strange, the nonsensical, and the merely ´grow up´. They do not understand the world of adults yet because they are "less experienced and less educated". Children perceive the adult's world differently and vice versa, and many situations of the mutual misunderstanding may arise between them. From scientists' point of view, one of the basic functions of folk tales is to bring sense and order to the incomprehensible almost chaotic world for children and say: „The fairy tales are here to serve as the bridges over the gap between the adult and child's angle of thinking". It is also said that literature not only strengthens the understanding and relationship among people within the borders of one nation but it is believed that literature is one of the richest gifts of people's culture that brings them together.

First of all, when introduced and optimally utilized, fairy tales can provide a glimpse into the values, lifestyles, customs and historical traditions of the target language group. Children can examine how a given group has dressed, how and what they ate, and what they held dear in their day to day lives. Since fairy tales, for the most part, evolved as a way of instructing and inculcating the young in the ways and mores of people, they may offer an understanding of the target group's perception of their environment and their relationship with it. Moreover, fairy tales provide the opportunity for children to explore folk wisdom and perhaps assist in clarification and evolution of their own value systems.

Secondly, children's stories offer a variety of language contexts appropriate for expanding and refining vocabulary, and for developing a larger repertoire of linguistic structures. The storytelling genre, by its very nature, provides ample opportunity to demonstrate role-specific language in many different settings and circumstances. The fairy tale often incorporates both narrative and conversational interactional styles. Being the closest to the oral tradition, the language of fairy

tales will be less complex than the language of academic writing. For example, fairy tales rarely include phrases like “notwithstanding the fact that”. The somewhat simple grammar in folktales makes them useful for the beginners as they will find these texts easier to process. All in all, it can be understood that folklore is a unique genre in each nation’s literature; it carries cultural values of different groups of people. It is helpful for children to gain cultural awareness and understand different cultural values from reading folklore which nourishes overall thinking viewing of the world of future generations whose imagination should be enriched more by nation’s own cultural values and traditions.

To sum up, it can be concluded that all the aforementioned points will facilitate the chance for teachers to raise cultural awareness of learners and enrich their imaginative world through national identities. In other words, familiarity with the underlying narrative structure and messages in a tale allows beginning learners to use more cognitive space to pay attention to the language features.

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