

# DEVELOPING ENGLISH LANGUAGE SKILLS THROUGH FAIRY TALES.

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***Annotation:** In this article, the authors highlighted the fairy tales as a medium in fostering language skills development. Fairy tales is used because it is considered suitable for all ages, besides, it also provides rich sources of language development, furthermore it has authentic model of language use. This study aims at proposing the use of fairy tales in developing language skills listening, speaking, reading and writing.*

***Key words:** language skills, fairy tales, authentic material, communicative language teaching, folklore traditions.*

Today, in the Republic of Uzbekistan great attention is given to the reorganization of the educational system that will give an opportunity to raise it to the level of modern standards. New approaches in the system of education also influenced on the learning and teaching of foreign languages, as language is the major factor of person's development. After the Presidential Decree "On measures to further improve of foreign language learning system" (2012 year) a lot of projects have been done as an implementation of this important document [1]. We can mention that from 2013/2014 academic year teaching of foreign languages, mainly English, started from the first grade of the primary school in the format of games and informal conversation lessons and since the second class schoolchildren learned the alphabet, studied grammar and developed speech skills. And regular training programs shown in the mass media are giving positive results not only in acquisition of knowledge and skills, but also in motivating uzbek children to foreign language learning. Within these short periods of time in any part of our country we can meet parents who are proud of their children speaking English.

Therefore the necessary conditions for successful learning of foreign languages at all grades are being created in the country. For English language learners, fairy tales may be considered one of the potential supplementary teaching materials. Fairy tales are special and important not only because of the atmosphere of suspense, thrill, and wonder, but also because they can take a young child to a magical world. Fairy tales may contribute to the enrichment of a young reader's knowledge in a number of ways.

Scholars have performed several studies on the importance of fairy tales in the realm of children in previous centuries. As the twenty-first century integrates and develops with its technological breakthroughs, the study of folklore practices and treasures of all nations through new directions and methods is urgently needed all over the world. It indicates that folklore is the interminable source of knowledge and treasure. One of the folk treasures is undoubtedly fairy tales of folks. It would not be exaggeration to say that the folklore traditions connect people and nations through invisible lines [6.59]. One can see the connectivity as integrity of the world intimacy, solidarity and in mutual understanding among nations of the world. Fairy tales, as part of children's literature, can be a useful method for teaching English as a second language. They teach moral and values highlighting the most universal norms and standards of language existence. In addition to that, fairy tales are a particular type of text which can be adapted to suit the child's age, whereas their composition of sentences and plot is simple and understandable.

In 2007, a student from the University of Tartu Narva College conducted research on fairy tales in the English classroom. Valentina Ivanova conducted the research for her graduation thesis, "Modern Fairy Tales in Compulsory School English Classes. [5]" The study focuses on how modern fairy tales are used in classrooms. Valentine Ivanova conducted a survey among the students to determine whether they preferred reading fairy tales or learning English through modern fairy tales. When she got positive results, 80% of the students said they enjoyed reading fairy tales and wanted to learn the language through modern fairy

tales. The author selected a few modern fairy tales and developed lesson plans, with the procedure of the lessons displayed in tables. V.Ivanova made three lesson plans: learning adjectives through modern fairy tales, learning grammar through modern fairy tales and personal growth through modern fairy tales. The research introduces ways and techniques of how modern fairy tales might be used in English lessons. The current situation requires teachers to locate fairy tales and materials associated with fairy tales, or to create these related exercises themselves. There are few materials dealing with fairy tales in students' workbooks and textbooks. To fill the void, a study material based on fairy tales was proposed as a solution that would aid in teaching. To fill the void, a study material based on fairy tales was proposed as a solution that would aid in the teaching of English and the discussion of values.

The practice of teaching/learning English using folk literature as such is an established approach worldwide. In Uzbekistan, however, teaching English using literature had been practiced for quite a long time in the school and college levels until the communicative language learning approach was introduced. That is to say, now in Uzbekistan, a kind of situational syllabus is in practice. And, therefore, this relatively new trend of teaching English using folktales is yet to be introduced [7.548].

Fairy tales are considered to make a positive impression on students when it comes to language learning. Reading, writing, speaking, and listening are the four skills that must be developed in language lessons. J.Harmer [4] divided the four language skills into two types: receptive skills including reading and listening; and productive skills, including speaking and writing.

*Developing reading skill* is needed. According to J. Harmer, most of language production skills grow out from such text that the students hear or see [4]. Through reading, students may get many knowledge and lesson. Also, reading is able to help students in language skills production. Subsequently, students will be able to create their own language production such as a writing.

Writing skill development can grow very well through reading. By reading, students will get many inspiration to produce such the similar or innovative work as well as they read. Therefore, it is important to begin 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 [4,12]. The purpose of this activity is to prepare for language skill production too [9]. Fairy tales help children to notice language areas such as past tenses, adjectives, comparatives, etc. Those language areas can be acquired by the students through reading activity. In addition, fairy tales also provide vocabularies which the students can learn easily. By the two inputs: acquiring the knowledge of language area and acquiring vocabularies, this will This will help the students in developing language skills production better.

As well as reading skill, *listening skill* is categorized as receptive language skill. It is an input skill which will help students to develop their other language skills especially productive language skill. Regarding with the research, the use of fairy tales in developing listening skill is considered helpful. Listening activity aims at getting information or getting entertainment. In terms of fairy tales, listening for it gives two advantages: getting information and getting entertainment, In which information and entertainment acquired from listening fairy tales may help the students to have new knowledge. V. Rasinski [11] stated that listening helps developing vocabulary and understanding literary devices. Listening repeatedly to the same story give advantage as well as Frost in the paper "Increasing Reading Achievement through Repeated Paired Reading Practicum Paper,"[3] said that in terms of listening, the listener will gain insight and understand themes more thoroughly following multiple reading of the same text.

*Writing skill* can also be developed through fairy tales. Inspired by the text, the instructor can set up some kind of creative writing tasks. Students are able to write a newer version of such famous fairy tales, for example a new version of Snow White Story, besides, students are also able to make summarize of fairy

tales. In addition, Student may write their own fairy tales by making their own idea to their writing by taking some example from such famous fairy tales as the inspiration. Students is also able to write an alternative ending, answer the question what if... [10]. Good experiences in terms of reading or listening result in writing imagination. Students gain experiences through reading and listening activities, which influence how children write.

Fairy tales provides good themes and topics for discussion, therefore, it is able to help the student to develop *speaking skill* [8.131]. By the varying topics which is provided by the fairy tales, teacher can set up students' activities in many ways. M. Lepin [9] proposed a way of enacting fairy tales into role play. It involves students' speaking ability. Here, the teacher may prepare such questionnaire related to the topic. Students are working in pairs or in a small group to discuss the answer of questionnaire and sharing their ideas. Subsequently, students share their answer to the class. N. Noaman [10.129] stated that speaking is productive interactive language skill. It is productive when students produce language orally by the purpose to convey their ideas to other. While, it is interactive because the students involve directly in this skill by speaking up. This activity needs for knowledge of the language rules (the ability to construct sentences that are grammatically correct) as well as social rules for implementing this knowledge to produce speech.

As a conclusion, we can say that fairy tales provide learners with two benefits at the same time: language development (language skills and language areas) and fun. Fairy tales can be used to teach vocabulary in the EFL classroom. It has many beneficial and useful lessons for students. As a result, it is highly efficient and appropriate for language instruction and it is required to be able to encourage language teachers in teaching language in an advantageous way.

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