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## THE USE OF FAIRY TALES IN THE ENGLISH LANGUAGE

Abstract. The given article describes specific features of teaching a foreign language at a primary school using fairy tales of international character.

Keywords: fairy tales; speech; English lessons; methods of teaching English.

It is well known that teaching English to primary school students is very difficult. They quickly get tired and distracted. Academic style of work is not suitable here. It is difficult to attract children's attention with text tasks, it is much better to conduct classes in a playful, unobtrusive form. Here a fairy tale can come to the aid of the teacher. A fairy tale involves the active imagination of children, and through the imagination it is easier and more reliable to activate their memory. At the same time, logical thinking gradually develops. This aspect is the main focus.

The use of fairy tales in foreign language lessons can serve the following purposes:

1. forming certain skills;

2. the development of certain language skills;

3. training to be able to communicate;

4. the development of necessary skills and mental functions;

5. memorizing of verbal material.

The child perceives a fairy tale as a game, which consists in developing not only creative abilities, but also in working out language skills and abilities. In this case, let's talk about language fairy tales, namely phonetic, lexical, and grammatical ones.

The fairy tale contributes to the development of creative abilities of students, creates an emotionally positive atmosphere of cooperation. It is known that at the

initial stage of learning English, there are some restrictions in the manifestation of speech activity, associated with the lack of speech and language tools. During classes, it is necessary to stimulate speech activity so that it is as motivated as possible, which means that younger students should have a need to understand the statement perceived by ear, Express their attitude to what is happening, etc.

The English lesson can be used as the plot of one fairy tale, or several stories are mixed into one, or a fragment of a fairy tale, sometimes children compose their own fairy tale. The emotional activity shown in this case stimulates the development of intellectual and speech abilities of the child. Speaking about speech behavior, it should be borne in mind that the initial stage in teaching a foreign language introduces some restrictions in its manifestation, associated with the lack of speech and language tools. The tasks suggested below on fairy tales allow motivating children's speech activity, developing students ' initiative in speech behavior. Below are examples of games and tasks used in English classes. Here are examples of language fairy tales. Phonetic tales:

The tale of Mr. Tongue. Here is a tale about Mr. Tongue, which is useful to use as a charge at the initial stage of training, since the speech apparatus of children is not yet configured to pronounce English sounds.

1) once upon a time there was a tongue, long and long, like this (the mouth is open, the tongue protrudes from the mouth and is removed alternately);

2) he lived behind a fence-teeth. Show what a smooth fence-teeth (the corners of the mouth slightly pull back, as when pronouncing "and", the teeth are closed and visible);

3) the tongue Woke up early in the morning, leaned out from behind the fence (tongue out);

4) and began to do exercises (language movement left-right).

The tale of Mr. Tongue can be transformed into a fairy tale where the main character - Tongue - is a traveler to the land of sounds. This phonetic fairy tale for working out the sound [b].

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What are the requirements for a grammatical fairy tale? A. A. Pligin formulates them as follows:

- a grammatical fairy tale should be written in simple language, taking into account sensory perception systems;

-it should be based on objects and models that children of this age can understand;

- implementation of the principle of one complexity;

-the plot of the story must be isomorphic to significant didactic elements.

Also, a grammatical fairy tale should be concise. This is necessary to maintain the desired pace of the lesson. A grammatical fairy tale should not have excessive visibility that would distract students from the phenomenon being studied, and should also correspond to specific learning conditions.

When creating fairy tales and composing a set of exercises, the following topics were highlighted that present significant difficulties for students:

-indefinite article;

- definite article;

- conjugation of verbs in the present tense;

-the negative form of the verb;

-the interrogative form of verbs;

-plural of nouns;

- construction of General and special questions.

For example: "Once upon a time there was a giraffe in the desert. He had no friends and was very lonely. He walked in the desert sad and often cried. And the giraffe's tears were magic. They hit the sand and turned into an "s". Giraffe runs, followed by "s", giraffe eats, followed by "s". The letter "s" was so used to the giraffe that it never left his side. The inhabitants of the desert found out about this and came to help the giraffe. They began to play and laugh. The giraffe stopped crying and the letter "s" disappeared. And when the residents went about their business, the giraffe was left alone, sad, crying, and the letter "s" came back to him

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again. Since then, if we talk about what one person or one animal does, we add the ending "s" to the verb. The undoubted advantages of fairy tales are their:

1) authenticity;

2) informative saturation;

3) concentration of language resources;

4) emotional impact on the trainees.

Thus, we can say that with the help of a fairy tale, the teacher can develop both language skills and speech skills of children, as well as develop their language guesswork.

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