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USING FAIRY TALES AS A MEANS OF ENRICHING PRIMARY SCHOOL PUPILS' ENGLISH VOCABULARY

Updating the content of education is a key component of reforming education in Ukraine. One of the strategic aims of reforming the content of education is the developing not only pupils' knowledge, skills, abilities, but also mastering their creative activity and competences at various educational levels.

In primary school it is important to interest pupils in studying English, to cause their positive attitude to the subject, to motivate the necessity and importance of mastering English as a unique means of intercultural communication and solving the most common problems of their life [1].

One of the important tasks of teaching primary school pupils English is to master lexical competence, because junior pupils have greater ability and readiness to learn a large number of lexical units. The primary school age is the age of becoming a child's personality. Scientists consider that the organized influence on a child during primary school age gives the opportunity to master English speaking quickly and easily [19]. The issues of teaching the vocabulary of foreign languages were considered by many researchers, such as I. Bim, V. Bukhbinder, N. Gez, Ye. Passov, S. Shatilov, V. Shatskiy, I. Zimniaya and others.

According to the program, the initial stage of teaching a foreign language is extremely important and provides forming English phonetic, lexical, grammatical and spelling skills, as well as skills in listening, speaking, reading and writing.

One of the most important aspects of developing language skills is enriching primary school pupils' vocabulary. English teachers actively use fairy tales for it.

English fairytales are one of the most important sources of early English teaching. Studying tales interests children, affects their emotional state: reduces anxiety, gives food for perception, empathy and speaking with their favorite characters, for their own creativity. Dramatization of fairy tales helps to develop pupils' consciousness, create friendly atmosphere of communication in the classroom, which is so necessary at the lesson for both a teacher and pupils.

Using the fairy tales in the classroom is aimed at improving pupils' English-speaking activity. Tales are also one of the important means of moral education and they contribute to the involving pupils into the English-speaking countries culture as well as sharing knowledge about the cultural heritage of the countries that allows children to participate actively in the dialogue of cultures. The main thing is the use of fairy tales contributes to the forming pupils' linguistic competence [2].

So, using the fairy tales during teaching English in primary school improves the process of mastering the English lexical competence of primary school pupils, developing new vocabulary using English fairy tales during studying at primary school.

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