

*S. Polishchuk,
Student,
K. Harashchuk,
PhD (Education), Associate Professor,
Zhytomyr Ivan Franko State University*

THE USE OF FAIRY TALES AND FABLES AT THE ENGLISH LANGUAGE LESSONS IN NEW UKRAINIAN SCHOOL

Fairy tales have long played a key role in traditional cultures, going beyond mere entertainment. They were a carrier of knowledge, values, and a tool for shaping worldviews, serving as the primary method of education in many societies. Thanks to symbolic images and metaphors, fairy tales conveyed life lessons and social rules, contributing to the development of morality.

According to the explanatory dictionary, fairy tale therapy is a method of psychological correction of a child's personality through reading/listening to specially selected texts of folk fantastic prose or literary fairy tale works; one of the types of bibliotherapy [1: 518].

The purpose of the article is to analyze the pedagogical potential of fairy tales as an effective tool for developing cognitive interest and communicative competence in primary school students in English language lessons, as well as to identify methodological approaches to their effective use in the educational process.

Ukrainian researchers, in particular O. Push, T. Yatsyk, M. Zamelyuk, and L. Malakhay, studied the development of fairy tale therapy and its significance. They concluded that fairy tales are an effective pedagogical tool and can help shape the cognitive interests of younger schoolchildren. Researchers emphasize that a fairy tale is an important means of influence, allowing children to form certain behavioral patterns and attitudes. In addition, fairy tale therapy contributes to the development of creative thinking and emotional intelligence, which are vital for a child's comprehensive development. The use of fairy tales in education also enhances learning, as it makes it easier to engage with the material in a playful way. S. Dubyaga argues that fairy tales have a corrective potential due to their influence on children's thinking. She explains that by analyzing the causes and consequences of fairy tale characters' actions, children develop critical and logical thinking. This, in turn, forms in them a more conscious and responsible attitude to their own behavior.

The language of fairy tales contributes to the development of language culture and the enrichment of language knowledge. Therefore, the use of fairy tales in English lessons is due to the need to find new approaches to activating students' cognitive interest in learning a foreign language, the accumulation of all possible resources aimed at developing foreign language competence of a modern school pupil, and the growing demand for foreign language skills in society [2: 22].

Traditionally, fairy tales in foreign-language lessons are divided into phonetic, lexical, and grammatical categories. Phonetic ones contribute to the development of pronunciation. Phonetic warm-ups should be held in every lesson. Lexical fairy tales will help to master new realities, learn new vocabulary. Fairy tales are also relevant in

studying the grammar of a foreign language. The goals of using grammatical fairy tales are to teach the correct use of grammatical structures and language patterns. As an example, we can take fairy tales about a queen named English and her daughters - princesses Phonetics and Grammar.

The effectiveness of using a fairy tale in teaching English depends on the organization of the structure of the lesson, on how well the educational opportunities of the fairy tale are coordinated with the specific tasks of the learning process. In organizing a lesson with a fairy tale, four stages can be distinguished [2]:

1. Preparatory - a stage during which possible language and linguistic and regional studies difficulties are eliminated;

2. Perception of primary information - the stage of the first reading of the fairy tale, which contributes to the development of the ability to perceive the necessary information;

3. Control over the understanding of the main storyline;

4. Development of language skills and oral skills.

Before the fourth stage, re-reading of the fairy tale is recommended.

K. Strelchenko systematizes exercises for working with a fairy tale, dividing them into three groups [4: 66]:

1. receptive: aimed at visual and spatial understanding of the plot. They include the selection of illustrations, the arrangement of drawings in the sequence of events, and tracking the movements of characters.

2. receptive-reproductive: combine understanding of the text with active interpretation and speech (predicting the ending, writing a continuation, drawing up a plan, retelling on behalf of the character, acting out dialogues, and comparative analysis of fairy tales of different peoples).

3. productive: aimed at independent creativity and speech practice. They include retelling Ukrainian fairy tales in a foreign language and writing your own stories on a given topic.

A fairy tale is an important aid in the development of speaking skills, which is a key aspect of language acquisition. Because of its dialogues, a fairy tale effectively prepares students for real communication and contributes to the development of their communicative competence.

A fairy tale is an effective means of understanding the essence of real speech phenomena, as it conveys information in a simple, clear form.

The dialogues embedded in fairy tales contain all the necessary speech bases so that students can consistently reproduce the plot. Using typical communication situations (for example, "Acquaintance", "Visiting"), the teacher can successfully stimulate students to active speech activity.

Key advantages of fairy tales:

1. Authenticity of the material.

2. Information richness.

3. High concentration of language resources.

4. Emotional impact on students.

For students with a high level of knowledge, it is advisable to offer to write their own fairy tales. The teacher should provide them with the necessary "building blocks":

plot, place, introductory phrases, description of typical heroes and magical objects. Such a creative approach, especially when accompanied by the creation of illustrations, brings children pleasure from the learning process.

To optimize the process of learning English, interactive and innovative approaches should be actively used. The teacher should focus on modeling real communicative situations, using the potential of the fairy tale as an effective tool.

Success depends on choosing an understandable and exciting fairy tale. In addition to its educational role, the fairy tale performs an educational function (transmitting moral lessons) and a developmental function (development of speech, creative abilities, and broadening the worldview). Thus, the fairy tale becomes a key motivator in learning English, especially for younger students.

Thus, the fairy tale represents a meaningful platform and a multifunctional tool in English language teaching. At the early stage of schooling, when the developmental component is of primary importance and the foundational abilities of learners are formed, the use of fairy tales proves particularly effective. Their integrative nature supports not only language acquisition but also the development of cognitive, emotional, and creative capacities, thereby providing a solid foundation for the holistic development of the child's personality.

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