TEACHING THROUGH FAIRY TALES IN ELEMENTARY CLASSES

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Abstract. Fairy Tales are an overriding and forceful source of knowledge for upgrading the four skills to all levels of language proficiency in the frameworks of teaching process. They are to be a mysterious and glorious world for the children of this age.

Key words: curiosity, increase interest, create wonder, a powerful emotional response, personal involvement.

ОБУЧЕНИЕ ЧЕРЕЗ СКАЗКИ В НАЧАЛЬНЫХ КЛАССАХ

Аннотация. Сказки являются важнейшим и мощным источником знаний для совершенствования четырех навыков до всех уровней владения языком в рамках учебного процесса. Они должны стать таинственным и славным миром для детей этого возраста.

Ключевые слова: любопытство, повышение интереса, создание чуда, мощный эмоциональный отклик, личное участие.

Fairy Tales are an ideal and a unique introduction for teaching a foreign language as they present learning in a motivating and catchy context. Children's starting consciousness of their first steps in another foreign context should have rudimentary basis during their first schooling period. Hence, the teaching process should embrace a measuring input and consequently it should be a complex of various materials and resources that should be involved in the world of a new foreign language. This specified inclination should be an outcome of a pure, coherent and worthwhile teaching. Children pursue to comprehend the awareness they are given which motivates them to broaden their knowledge frames in their learning period. The aim of the study is to explore and investigate the principal specific features and properties of teaching English language through Fairy Tales at elementary school as a practical viewpoint. The character and principal features of the scrutinizing study can be found in the works by Collie J, Slater S. [1987, p. 9-14]. The fairy tales spark children's curiosity, increase interest and create wonder and in addition to that they may elicit a powerful emotional response and personal involvement of students. According to Cameron stories offer the whole imaginary world, created by language that children can enter and enjoy, learning language as they read. Good stories provide a study of universal values and needs and capture students' interest and challenges them to explore new roads of meaning [2001, p.28-39]. They develop their literary competence- a combination of linguistic, socio-cultural, historical

and semiotic awareness [Brumfit & Carter 1986, p. 18]. Fairy tales are stories that illustrate our impulse toward a greater level of consciousness. They are fun, interesting, and appeal to the imagination of virtually all readers [Bagg, 1991].

Children are always interested in Fairy Tales and it helps them not only to be more acknowledged but also learn English language effectively. Using Fairy Tales in teaching process is one of the best and most omnipresent structures for running through such skills as listening, reading, writing and speaking. Fairy Tales are an overriding and forceful source of knowledge for upgrading the four skills to all levels of language proficiency in the frameworks of teaching process. They are to be a mysterious and glorious world for the children of this age.

The methodology of developing speaking skills through Fairy Tales should be focused on children's foreign language skills and on the development of their communicative skills that will enable them to combine meanings and texts, words in real social contexts. This frame references comprises such activities as puzzles, crosswords, picture telling, letter scrambles, word bingos, lexical threads, etc.

The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions. In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences. Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because quiet students may avoid contributing in large groups. The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every

discussion activity so that students can work with various people and learn to be open to different ideas.

Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Brainstorming. On a given topic the pupils express different ideas and thoughts in a limited time. Depending on the context, either the individual or group brainstorming is effective and learners generate ideas quickly and freely. The good feature of brainstorming is that the pupils aren't criticized for their ideas so pupils have an opportunity to share their new ideas.

Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture. For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Story Completion. This is a very enjoyable, whole-class, free-speaking activity for which students sit in a circle. For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggests, they increase the self-confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility.

The activities designed by us proved to be really productive: we could use effective strategies and techniques to further the pupils' proficiency and skills of English. Thereafter we assembled a range of experimental lessons, did surveys with questionnaires for teachers and successfully proved that the set of activities chosen by us enriches and reinforces the students' speaking skills as well as stimulates the usage of English.

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