

THE USE OF FAIRY TALES IN TEACHING ENGLISH AND THEIR IMPACT ON CHILDREN'S DEVELOPMENT. METHODS OF TEACHING ENGLISH

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Abstract: The demand for a foreign language in society, on the one hand, as well as the understanding by parents that language is not only a factor in the education of a modern person, but also the basis of his social and material well-being in society, on the other hand, this moment makes early learning of a foreign language especially popular and relevant. In this article, the use of fairy tales in teaching English and their impact on children's development. The methods of teaching English are explained.

Key words: English language, children, pedagogy, student, teacher, innovative, methods.

Аннотация: Востребованность иностранного языка в обществе, с одной стороны, а также понимание родителями того, что язык является не только фактором образования современного человека, но и основой его социального и материального благополучия в обществе же этот момент делает раннее изучение иностранного языка особенно популярным и актуальным. В данной статье использование сказок в обучении английскому языку и их влияние на развитие детей. Описаны методы обучения английскому языку.

Ключевые слова: английский язык, дети, педагогика, ученик, учитель, инновационные, методы.

Annotatsiya: Jamiyatda chet tiliga bo'lgan talab, bir tomondan, shuningdek, otalar tomonidan til nafaqat zamonaviy insonni tarbiyalashning omili, balki uning jamiyatdagi ijtimoiy va moddiy farovonligining asosi ekanligini tushunishi boshqa tomondan bu lahza chet tilini erta o'rganishni ayniqsa mashhur va dolzarb qilish. Ushbu maqolada Ingliz tilini o'rgatishda ertaklardan foydalanish va ularning bolalar rivojlanishiga ta'siri. Ingliz tilini o'rgatish usullari haqida yoritilgan.

Kalit so'zlar: Ingliz tili, bolalar, pedagogika, o'quvchi, o'qituvchi, innovatsion, usullar.

If 20 years ago knowledge of a language was required only in certain fields of work, now it is necessary to master at least one. The main problem of teaching a foreign language is the age of the student. It is known that children are more comfortable to learn. Until recently, teaching methods were aimed at school-aged children, now parents are trying to start learning a foreign language as early as possible. The main goals of teaching preschool children a foreign language:

- formation of children's basic communication skills in a foreign language;
- achieve their goals, express their thoughts and feelings in life communication conditions

the ability to use a foreign language;

- create a positive attitude to further study of foreign languages;
- arouse interest in the life and culture of other countries.

Preschool age is especially favorable for starting to learn a foreign language. Children of this age are distinguished by their sensitivity to language phenomena, they are interested in understanding their speech experiences, the "secrets" of language. They easily and firmly remember a small amount of language material and multiply it well. With age, these favorable factors lose their power. There is another reason why an early age is better for learning a foreign language. The younger the child, the less. Vocabulary is in the local language, but at the same time,

his speech needs are small: a small child has fewer areas of communication than an adult, he does not yet have to solve complex communication problems. This means that when he learns a foreign language, he does not notice such a big difference between the opportunities in his native and foreign languages, and his sense of success is brighter than that of older children. Teaching children is a very difficult issue that requires a completely different methodological approach than schoolchildren and adults. If an adult speaks a foreign language, it does not mean that he can teach others. When faced with methodologically inefficient lessons, children can long-term hate the foreign language and lose confidence in their abilities.

Only experienced professionals should work with preschool children. In the preschool age, in the teaching of English, children gradually develop the basics of communicative competence, which includes the following aspects at the initial stage of learning English:

- the ability to correctly repeat English words from a phonetic point of view behind the teacher, native speaker or speaker, that is, the gradual formation of listening attention, phonetic hearing and correct pronunciation;
- acquisition, consolidation and activation of English vocabulary;
- acquisition of a certain number of simple grammatical structures, coherent statement

make up

The methodology of conducting direct educational activities should be built taking into account the age and individual characteristics of the structure of children's language skills and should be directed to their development. Communication in a foreign language should be motivational and directed.

It is necessary to create a positive psychological attitude towards a foreign language in a child, and the way to create such a positive motivation is to play. The game is both a form of organization and a method of conducting lessons in which children gather a certain amount of English vocabulary, learn many poems, songs, count rhymes, etc.

This form of conducting lessons creates favorable conditions for mastering language skills and speaking skills. The ability to rely on game activity allows you to give a natural impetus to speech in a foreign language, to make even the simplest phrases interesting and meaningful. Playing in the teaching of a foreign language does not contradict the educational activity, but is organically connected with it.

Games in direct educational activities should not be episodic and isolated. An end-to-end game technique that integrates and integrates other activities is needed in the language learning process. The method of the game is to create an imaginary situation and assume a certain role by the child or the teacher

based on doing. Rhythmic music games are any traditional games, such as dances with a choice of partners, which help not only to master communication skills, but also to improve the phonetic and rhythm-melodic aspects of speech and immerse yourself in the spirit of the language, for example: " Nuts and may ", "What are you? name ", " I like my friends ", " Heard, shoulders, knees and toes "and others. Artistic or creative games. This is a type of activity that is on the border between play and artistic creativity, and the path to it lies with the child through the game. They, in turn, are divided

possible The peculiarity of teaching English to preschool children is that it is not just sitting at the table and flipping through books and notebooks. The process should not be boring and children should strive for knowledge themselves. Children think clearly, take everything literally, speak in simple sentences... If the teacher explains something, he should be clear, give an example. That's why

English game for preschoolers. Only through this form, you can achieve positive results and form a positive attitude towards a foreign language in a child.

Educational forms should be able not only to master as many lexical units as possible, but also to cultivate interest in the subject, to develop the child's communication skills and to express his thoughts. In the child's competence, it is important to achieve certain qualities of mastering the material, which will allow to provide the child with a minimum amount of money, who will undertake the further growth of language units, their situational and meaningful use.

From the very beginning of the training, it is necessary to develop a certain style of working with children in English, to introduce rituals that correspond to the most common situations of communication. Such ceremonies (greetings, farewells, short exercises, use of politeness formulas accepted in English) allow children to establish a foreign language connection, facilitate the transition to English, let children see that the lesson has begun, and now a certain stage of the lesson is passing. shows.

The most important condition for successful training is to activate children's speech-thinking activities and involve them in foreign language communication. It is necessary to constantly change the order of speech actions (order of questions, addresses, names of objects, etc.) so that children relate to the meaning of the word and do not mechanically remember the sound sequence. When repeating the games, all children must be a leader, an active participant, so first of all you show the object to the child and encourage him to speak, the students pronounce the words and then another using the pictures on the cards to reinforce the word they have pronounced. every new word is repeated.

In the teaching of words, teachers can determine the content of the text, and in order to attract the attention of students, the educator can draw their picture on the board by pronouncing the words together with them. Therefore, currently in China, a teacher is required to have drawing skills. This not only reduces the difficulty of

teaching, but also helps students to gradually consolidate the knowledge they have learned.

In order for students to feel their progress in the process of learning the English language, it is necessary to have a perfect approach to each educational activity. That is the only way children are motivated to learn. Nowadays, Chinese kindergarten-aged children are more receptive to new knowledge, so the curriculum in kindergartens has been intensified accordingly.

Using songs and action games to improve the classroom environment. Creating a flexible classroom atmosphere is sometimes more important than any teaching method. In the class, at the beginning of the lesson, all the children, led by the teacher, sang a song together with a nice English song and danced a little to its tune. This in itself makes their bodies stronger

helps to be alert and memorize the lyrics of the song faster. The English environment, importantly, allows for a natural entry into a good learning atmosphere. Children's self-control is weak, and it is difficult for them to concentrate and hold their attention during the whole lesson. Therefore, the teacher should provide songs that children like to listen to, poems or quick sayings to practice the language, or if not, an animated cartoon that children like.

Cartoons. While learning a foreign language, children do not understand the words in the cartoon, but they try to understand the words they use through the actions of the characters in the cartoon. This is an interesting and effective way for children to learn the language.

Currently, all kindergartens in China are equipped with multimedia devices. Children are taught English through songs, poems, stories, and videos. It turns boring language lessons into an interesting daily game. In Chinese kindergartens, there are about 10 students in one group, and the teacher regularly uses the method of education based on the psychology of each child. This requires the educator not only to be an educator, but also to be an artist, musician, foreign language teacher,

and a good psychologist mother. Of course, in today's developing era, the Chinese are creating great facilities for the young generation in this regard.

Teaching through multimedia gives the educator great opportunities. In this way, it is possible to raise the interest of children to a high level and to attract their attention for a long time. Through this, we can see that children's language skills have increased. If our topic is "Animals", we first use their sounds to teach the names of different animals, children pay close attention to this.

they look at them, and immediately they start saying the names of animals such as cat, tiger, bear....

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