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EFFECTIVE USE OF FAIRY TALES IN ENGLISH LESSONS IN SECONDARY SCHOOL

Abstract. The primary objective of pedagogy is the effectiveness of acquisition. This goal is accomplished through the continuous development of skills, the introduction of modern teaching methods, and the integration of sophisticated technologies into the didactic process. This manuscript considers a non-traditional paradigm of pedagogy that contributes to the accelerated assimilation of new information and its practical application. During the composition of this manuscript, the role of the folklore genre - fairy tales - as a methodological instrument for the effective development of students' abilities in the English language was ascertained. A fairy tale activates the cognitive activity of pupils, and transforms the learning process into a captivating journey, into a fantastical realm where they can embody the characters, thereby affecting the stimulus of language learning. Additionally, empirical research was conducted in the form of an online questionnaire among both educators and students regarding their perceptions and perspectives on the effectiveness and frequency of utilizing fairy tales in English lessons. This made it clear that fairy tales have significant potential to enrich English language learning, especially in terms of vocabulary expansion and cross-cultural comprehension. Furthermore, the practical implementation of fairy tales and methodological approaches during language teaching with the didactic material based on the fairy tale "Little Red Riding Hood" are emphasized.
Keywords: fairy tale, folklore, English language acquisition, effective teaching methodology, linguistic abilities, personality formation.

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Эффективное использование сказок на уроках английского языка в общеобразовательной школе

Аннотация. Основной из задач преподавания является результативность обучения. Данная цель достигается благодаря постоянному развитию навыков, внедрению современных методов преподавания и введению интегрированных технологий в процесс урока. В данной статье рассматривается нетрадиционный формат обучения, помогающий ученикам быстрее усваивать новую информацию и применять ее в жизни. В ходе написания статьи была определена роль фольклорного жанра – сказок, как методического средства для эффективного развития способностей учеников по английскому языку. Сказка активизирует мыслительную деятельность школьников, превращает процесс обучение в интересное путешествие в волшебный мир, где они могут проживать героев, что влияет на стимул изучения языка. Также, была проделана исследовательская работа в качестве онлайн-анкетирования как среди учителей, так и среди учеников об их представлении и мнении об эффективности и частоте использовании сказок на уроках английского языка. Это дало понять, что сказки обладают значительным потенциалом для обогащения изучения английского языка, особенно в плане расширения словарного запаса и межкультурного понимания. К тому же, акцентируется внимание на практическом применении сказки и на методологических подходах в ходе обучения языку с применением дидактического материала в виде сказки «Красная шапочка».
Ключевые слова: сказка, фольклор, владение английским языком, эффективная методика обучения, языковые способности, формирование личности.

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Жалпы орта білім беретін мектептегі ағылшын тілі сабақтарында ертегілерді тиімді қолдану

Аннотация. Оқуды меңгерудің жүйелі нәтижесі білім берудің негізгі мақсаты болып табылады. Бұл мақсат дағдыларды үздіксіз дамыту, оқытудың заманауи әдістерін енгізу, технологиялық интеграцияларды сабақ барысынды тиімді қолдану арқылы жүзеге асырылады. Мақалада дәстүрлі емес педагогикалық оқыту жүйесінің парадигмасын қарастырылады және оқушылардың жаңа ақпаратты жедел игеріп, оны іс жүзінде қолдануға ықпал етеді. Осы қолжазбаны құрастыру барысында фольклордың бір түрі – ертегі жанры жан-жақты қарастырылып, оқушылардың ағылшын тіліндегі қабілеттерін тиімді дамытудың әдістемелік құралы ретіндегі рөлі анықталды. Ертегі оқушылардың танымдық ой-өрісін арттырып, оқу процессін жаңа бір шытырман оқиғалы, қызықты әлемге айналдырады. Мектеп оқушыларын осы ертегі кейіпкерлерінің образына кіргізіп, соның арқасында тілді үйренуге құштарлықтарын оятады. Оған қоса, мақала жазу барсынында жасалған эмпирикалық зерттеулердің растамасы ретінде оқытушылар арасында да, оқушылардың арасында да ертегілерді ағылшын тілі сабақтарында қолданудың тиімділігі мен маңыздылығы туралы түсініктері мен перспективаларына қатысты онлайн-сауалнама түрінде жүргізілді. Нәтижесінде, сауалнамалар ертегілердің ағылшын тілін үйренуді, әсіресе сөздік қорын кеңейту және мәдениетаралық қарым-қатынас пен түсінушілің тұрғысынан нығайтуға айтарлықтай әсері бар екенін анық көрсетті. Сонымен қатар, "Қызыл Телпек" ертегісі бойынша дидактикалық материалмен тіл үйрету кезінде ертегілер мен әдістемелік тәсілдердің практикалық жүзеге асырылуына баса назар аударылады.

Түйін сөздер: ертегі, фольклор, ағылшын тілін меңгеру, оқытудың тиімді әдістемесі, тілдік қабілеттер, жеке тұлғаны қалыптастыру.

1. Introduction

It is undeniable that proficiency in at least one foreign language is currently considered as a significant asset for a person, especially if it is English. Second language acquisition facilitates learners to discover new horizons and to ensure seamless and effortless integration into the language environment, the pedagogical process itself should be constructed by paying attention to the peculiarities of perception, cognition, and memory of the learner. As it is widely acknowledged, nowadays English language teaching employs different methods and technologies to diversify the process of conducting lessons. For instance, such technologies include folklore. Folklore represents creativity from the conceptualization of the world, religious beliefs, traditions, natural phenomena, and so on. The genres of folklore are numerous, including ballads, counting rhymes, ditties, music, legends, poems, and fairy tales. Consequently, in this article, we would like to dive into the section of fairy tales as a means of cultivating linguistic abilities among schoolchildren.

A fairy tale is an easy way of introducing the learner to the language environment, due to its inherent simplicity in content, instilling moral and ethical values and ease of interpretation for any pedagogical aims and objectives. According to the Russian educator K.D. Ushinsky, "A fairy tale is pursued by children quite simply because in each narrative, the same words and phrases are repeated, consequently forming something common from these incessant repetitions, filled with movement and life. [1] The use of fairy tales in English lessons have numerous advantages. This is due to the fact that students possess a relatively comprehensive understanding of the world due to their early educational experiences. Therefore, when language acquisition is facilitated through the help of fairy tales, they exhibit high level of interest and easy learning of new things through the familiar. Optimally, when pedagogical practices incorporate fairy tales, pupils not only enhance their grammatical

proficiency, develop their communication skills, acquire reading fluency, and enrich their vocabulary, but also distinguish between virtue and vice, cultivate their imagination, frame the boundaries of people's worldviews, their foundations, and traditions, and foster empathy, faith and mutual understanding.

It is imperative to acknowledge that the acquisition of the English language at school includes several aspects. As noted by E. N. Solovova, "the practical aspect of learning (mastering the language as a means of communication – proficiency in four types language skills: writing, reading, speaking, listening); the formative aspect of learning (shaping worldview, ideological conviction, the morality of the individual, etc.); the informative aspect (acquiring knowledge about the country and people of the target language, its culture, psychology, art, etc.); developmental aspect (development of cognitive operations, awareness of the means of expressing thoughts, sense of language, ability to communicate, and character traits such as diligence and perseverance, etc.)". [2].

Furthermore, as T. A. Zinovieva and E. V. Gudakova asserted, "... Familiarization with a fairy tale is an important moment for a growing personality. Based on known plots and characters, the child constructs the understanding of the world, about people, about their positive and negative qualities" [3]. Thus, a fairy tale as a means of teaching a foreign language requires deep study and application in foreign language lessons as one of the effective methods of personality formation and formation of free communicative-lexical and grammatical competence of learners.

The relevance of the chosen topic is the necessity for effective methods and exercises for the integration of fairy tales in English language pedagogy within secondary schools.

The novelty of the work consists in developing a set of exercises based on the aspects of effective teaching, which can be applied and interpreted across diverse fairy tales genres, pedagogical objectives and lesson themes.

The purpose of this study is to develop effective exercises utilizing fairy tales in English lessons in secondary schools.

To attain the purpose it is imperative to address several tasks:
- to reveal the concept of fairy tale and the peculiarities of its application in the lesson based on the analysis of theoretical literature;
- to develop methodological materials for teaching English incorporating fairy tales;
- to provide an exemplary lesson plan of original design on the basis of the fairy tale "Little Red Riding Hood" with accompanying exercises.
- to evaluate the outcomes.

The main research methods: theoretical analysis, synthesis and description of relevant literature, questionnaire survey and practical experiment.

The practical significance of the study lies in the developed set of exercises that can be applied in English language classrooms within the secondary school context.

2. Materials and methods

The study conducted two anonymous surveys among foreign language teachers and learners to determine the use of fairy tales in English language lessons in general education schools. The first survey was conducted in the form of an online questionnaire with the participation of 25 (4 men and 21 women) teachers aged 20 to 40 from Semey city, which explored their views and practices of using fairy tales in English language lessons. The second survey was conducted in the form of an online questionnaire with the participation of 27 pupils aged from 9 to 17 years from Semey city, which explored their views and practices of learning English through utilizing fairy tales in lessons. The questionnaires consisted of 10 questions, including short and open-ended questions. The purpose of these surveys was to get an idea of the extent of the use of fairy tales in English language teaching and learning.

In addition, methodological recommendations and teaching aids intended for English language teachers in general education schools were studied. This made it possible to identify the main principles and approaches to the use of fairy tales in lessons, as well as to form specific examples of tasks and exercises.

3. Results and discussion

As an intermediate result obtained from the two online questionnaires, we can state the following:
1. The survey was among English language

teachers in general education schools of Semey city. The results show that:

1. Frequency of utilizing fairy tales in their lessons: Although no teacher uses fairy tales regularly, the majority (52%) "Sometimes" include them in their lessons; while a significant proportion (44%) use them rarely.

Such benefits of using fairy tales we were able to identify through the survey:

2. Vocabulary development: The vast majority (96%) believe that fairy tales have a positive impact on vocabulary development: 56% find them "very useful" and 44% find them "somewhat useful".

3. Grammatical Structures: Most teachers (76%) see value in using fairy tales to understand grammatical structures - 48% believe they are "helpful" and 28% believe they are "probably helpful".

4. Motivation: The impact on student motivation is less clear, with 48% noting "medium" motivation, 32% believing it depends on the specific story and tasks, and only 20% noting "high" motivation.

5. Intercultural Competence: The majority (95%) agree that the use of fairy tales contributes to the development of intercultural competence - 68% felt that they "contribute" and 27% felt that they "probably contribute".

6. Types of fairy tales: Many of the respondents believe that folk tales are the most popular option for effective foreign language teaching (56%), followed by a mixture of different types (32%), including modern and author's tales. Only modern fairy tales were chosen by 12% of the respondents.

7. Teaching methods: The majority of teachers' answers show that the traditional method of reading and retelling is used most often - 32%. Interactive method - role-playing games with dramatization is popular among 44% of teachers. Discussion and analysis - 8% of teachers focus on deeper understanding and critical thinking. However, interestingly, just like reading and retelling, creative assignments make up 32% of teachers, meaning they engage students in activities such as writing sequels or creating illustrations.

8. The next question was about the difficulties teachers face and lack of time in lessons is the most frequently mentioned problem (52%). Accessibility of materials -16% of teachers have difficulty accessing suitable materials on fairy tales. Complexity of language - 20% have difficulty with the complex vocabulary and grammar present in some fairy tales. Motivation of students - 12% find it challenging to keep students motivated.

9. Additional resources: Teachers mentioned a wide variety of resources that they have already practiced in their lessons using fairy tales (Google, Reader, YouTube channel - Fairy Tale in English, Tarsia for vocabulary, Storyboard to make analysis, British).

10. Desire for readily available and varied materials: The vast majority (84%) express a strong interest in acquiring more teaching materials and guidelines for the effective use of fairy tales.

From this survey, a small conclusion can be drawn that fairy tales have significant potential to enrich English language learning, especially in terms of vocabulary development and cross-cultural understanding. However, time constraints, availability of materials, and complexity of language need to be addressed. Teachers are seeking additional resources and guidance to optimize the use of fairy tales in their classrooms.

From the general analysis of the interviewees' answers, we would like to list some recommendations for improving English teaching based on fairy tales:

1. According to the teachers who participated, creating a collection of fairy tales would be very convenient to fully immerse students in the learning process. The collection should be appropriate for different levels and interests, including simplified and adapted versions, audio recordings and authentic texts.

2. To create a collection of resources for teachers. These collections include lesson plans, lesson ideas, vocabulary and grammar exercises, and information about the cultural background of the tales.

3. To organize workshops and trainings. Through such gatherings, teachers can share experiences and develop professionally, learn effective methods of utilizing fairy tales in teaching.

4. To use technology to increase engagement and

accessibility, such as interactive storytelling apps, online games and digital creativity tools.

2. The following survey was conducted among pupils of general education schools of Semey city. According to the data of those who responded (27 pupils) to the survey, it can be labeled that:

- The majority of pupils (81.5%) like to read fairy tales, although the frequency of reading varies. This indicates the potential of using fairy tales as a tool for teaching English. - The learners favored both folk, author's and modern fairy tales. This indicates the need to use a variety of fairy tale material in lessons.

- Many students (55.5%) recognize that fairy tales help them improve their vocabulary and understanding of English. However, not all students equally recognize the impact of fairy tales on the development of other language skills and personal qualities.

- Students express interest in using not only fairy tales but also other creative teaching methods (games, songs, movies).

Interesting tendencies that we could notice from the answers are that despite the fact that most students like to read fairy tales, not all of them actively read fairy tales in English, i.e. there is a need to create conditions and motivation for reading fairy tales in a foreign language. In addition, learners do not always realize the full potential of fairy tales for language learning.

This means that teachers need to emphasize the various benefits of integrating fairy tales in the classroom, including the development of grammar, listening, speaking and writing. Students have a variety of preferences in the genres of fairy tales. It is important to consider students' interests and offer them different types of fairy tales.

Overall, the results of the survey confirm that fairy tales are a valuable resource for teaching English and can be used effectively to achieve a variety of educational goals.

As mentioned in the "Introduction" and "Materials and Methods" sections, there is currently a need to develop effective methods and techniques related to maintaining learner's interest in the educational process, which can be realized by integrating fairy tales in teaching English. Therefore, to develop a sample lesson plan with exercises based on the fairy tale "Little Red Riding Hood", we have studied methodological recommendations and textbooks designed for teachers of English in secondary schools. The use of interesting and modern techniques in foreign language lessons not only keeps the attention of students but also contributes to the formation of grammatical and lexical skills, the activation of reading, listening, and writing skills, and the development of perceptual abilities.

The methodological basis of the lesson consists of several exercises aimed not only at developing known types of speech activity of children but also at mastering grammatical and lexical material based on the fairy tale. It is worth noting that the moment of illustrativeness is important at the lesson (ordinary or interactive blackboard), as the design of the blackboard will facilitate the process of memorizing the material for the pupils.

Of course, not all words are familiar to the children; such words are worked on at the first stage of the lesson. The lesson begins with a lead-in. The teacher uses the method with cards to demonstrate words with translations and pictures, which pupils should pronounce afterward and thus repeat the correct pronunciation of new words and learn their translation. This exercise practices phonetics and activates the processes of forward and backward translation.

The lesson continues by watching a short cartoon on the plot of the fairy tale in English, the language is adapted for pupils in grades 6-7. After that, questions for consolidation of the watched material are highlighted on the blackboard, which helps the teacher to determine the general picture of pupils' understanding of the fairy tale.

Grammar in the lesson is presented in the form of the exercise "Walking sentences". This exercise makes students to move actively, have fun and at the same time practice the Past Tense of English in the context of a familiar fairy tale. Pupils are put into pairs and the teacher arranges cards with words from the story written in Past Simple in the classroom. Pupils move freely around the classroom (a melody can be played to keep the pupils moving) and then the teacher commands them to stop moving. The pair that stands closest to one of the cards has to compose

a sentence using the word written on the card, in Past Simple, linking it to the plot of the story. Sometimes children can go into the process with their heads, which creates the atmosphere of the lesson, improves the psychological climate in the classroom. At the same time, learning and cognitive motivation increases, the level of anxiety of students decreases. Active types of exercises in conjunction with teamwork are closely related to health, as it often involves movement. According to K.D.Ushinsky, "...the class should be allowed to freely agitate, even - storm within the limits that serve for the success of teaching." [4]

The final exercise is carried out in teams of 3-4 people, depending on the number of students in the class. It is aimed at developing teamwork skills and creative application of the learned material in the context of the fairy tale "Little Red Riding Hood". The effectiveness of the exercise lies in the fact that students actively interact with each other, applying language in different formats (drawing, acting, writing), which contributes to a deeper assimilation of the material and the development of communication skills.

In general, the lesson systematized the previously acquired knowledge of grammar and vocabulary, organized the acquaintance of children with a folk English fairy tale, involved all types of speech activity.

**Technological map of English lesson
based on the fairy tale "Little Red Riding Hood"**

Theme of the lesson:	**Little Red Riding Hood. Past Simple.**
Grade	7th grade
Lesson type:	Fairy tale lesson, non-traditional.

Lesson objectives:	Cognitive: memorize with students the fairy tale "Little Red Riding Hood"; learn a new vocabulary that occurs in the text of the fairy tale; generalize and arrange the grammatical material on the topic "Past Simple"; repeat the order of words in the English sentence;
	 Developing: promote the development of communication skills; train the ability to identify causal relationships;
	 Educational: to educate students to respect the culture of a foreign country. Repetition and consolidation of knowledge about the Past Simple Tense.
	 Expanding vocabulary on the theme of a fairy tale.
	 Development of listening and reading skills.
	 Ability to work in a team.
	 Ability to work in a team.
	     1. Subjects:
	 Application of grammatical knowledge - use Past Simple in speech on the example of linguistic material (fairy tales). Development of translation skills - practice your direct and reverse translation skills.
	     2. Meta-subjects:
	 Planning of educational activities - the ability to set learning objectives and goals. Self-control and self-esteem - the ability to correct your actions in case of a mistake.
	     3. Personal:
	 Formation of motivation to learn English. Development of communication skills. Improving the skills of collective and individual behavior in the classroom.

Equipment:	- Blackboard, chalk, video materials and presentation. - Cards with words from a fairy tale. - Excerpts of the text of the fairy tale to listen. - Pictures or illustrations for a fairy tale. - Worksheets with tasks
Value links:	Respect each other, create friendly atmosphere

Part of the lesson/Time	Teacher's activity	Student's activity	Methodological justification
Beginning of the lesson. Organizational moments. **1 min.**	*Greetings.* « – Hello! Hi! Good morning! – How are you today? – I'm fine too. I'm glad to see you. Sit down, please!» «Please, be ready for the lesson!»	Students greet the teacher and each other. « – Hello! – I'm fine, thank you, and how are you today?» Students should check if everything is ready for the lesson.	This stage signals to the students that the lesson has begun. This stage prepares students for the upcoming lesson, reduces the emotional background.
Middle of the lesson **15 min.**	*At this stage, students get acquainted with the new material, while applying it in practice.* The teacher explains new theme. "Guys, today we are going to have an unusual lesson. Or rather, the lesson is a fairy tale. Tell me, please, have you ever heard of a fairy tale "Little Red Riding Hood"? ("Yes!") Very good. **Task 1.** **Pre-listening task.** First of all, the teacher explains new words with the use of flashcards. New vocabulary: *forest, wolf, grandmother, basket, flowers, house, bed, knock, open, scared.* The teacher shows the card and the students say the word in English. Pictures can be used for visualization on a presentation or in a printed variant. The teacher makes sentences with these words and the students repeat them. **Task 2.** Does everyone remember the plot of the fairy tale? ("Yes!") Very nice! So, let's watch the short cartoon to remember!» **Task 3.** **After-listening task.** Exercise for consolidation of the shown material**.** The teacher asks questions for self-control: 1. When did the events of the fairy tale take place? 2. Where was Little Red Riding Hood going? 3. Who did she meet in the forest? 4. What did the wolf do? 5. Who saved Little Red Riding Hood and her grandmother?	Students listen carefully to the teacher and focus their attention on the presentation. Students write down the new words related to the lesson and be active in the class. Students watch a cartoon in English. Students do the teacher's task (the specifics of the task is that they can answer in chorus)	**Discussion and conversation method is used.** **Purpose:** To activate prior knowledge, increase motivation and introduce the topic of the lesson. **A visualization method id used.** **Purpose:** To expand vocabulary, link words to the context of the fairy tale, develop associative thinking. **A brainstorming method is used.** **Purpose:** To assess comprehension of the listened text, to develop the ability to highlight key information.
7 min.	**Task 4.** **Grammar.** The teacher gives brief explanation of the rules of formation and use of Past Simple Tense. "Walking sentences" game. The teacher turns on the music, so that students can move in the class and after some time gives a command "Freeze!". Examples:	Students are active in the class and after the command of the teacher the one pair who stopped near the card with the verb in Past Simple tense should make up a sentence related to the fairy tale.	**The Total Physical Response (TPR) and gamification methods are used**. **Purpose:** The students move actively, which contributes to better memorization and mastering of the language material.

	1. **Walked:** Little Red Riding Hood **walked** through the forest to her grandmother's house. 2. **Met:** She **met** a wolf on the way. 3. **Asked:** The wolf **asked** her where she was going. 4. **Told:** Little Red Riding Hood **told** him about her grandmother. 5. **Saw:** She **saw** beautiful flowers in the forest.		The exercise is conducted in the form of a game, which increases students' motivation and engagement.
15 min.	**Task 6. Teamwork.** The class is divided into teams of 3-4 people by the use of the "Castlots" randomizer website. Each team is given a task: 1. Draw a comic strip based on the fairy tale "Little Red Riding Hood", using the learned words and Past Simple Tense in the captions. 2. Make up and act out a skit based on the fairy tale, using the words and Past Simple Tense learned. 3. Write a sequel to the fairy tale using the words and Past Simple Tense.	Ss are given a link of the Storyboard website to do their tasks (or materials as markers, A3 papers). Presentation of works, discussion, reflection.	**A collaborative learning method is used.** **Purpose:** Development of communication skills, creative thinking, and teamwork skills.
End of the lesson. Reflection 2 min.	The teacher summarizes the results of the lesson and gives homework for the next lesson.	Ss make their reflection by sharing their emotions and new knowledge on this lesson.	This stage signals about the end if the lesson.

The developed set of exercises based on the fairy tale "Little Red Riding Hood" demonstrates the variety of methods and possibilities of effective utilizing of fairy tales in English lessons. This set can be adapted for other fairy tales and learning levels.

4. Conclusion

Summarizing the above, fairy tales, analogous to any other element of communicative methodology of language learning, allows to diversify lessons, facilitating students' assimilation of essential knowledge in an accessible and engaging format, thereby fostering the development of linguistic skills. The use of fairy tales as a literary genre in the process of learning English also realizes the process of creative activity among schoolchildren, improves the level of cognitive development and imaginative capacity, as well as understanding the traditions, customs and historical backgrounds to diverse global cultures.

Our analysis of the survey conducted among teachers and school students allowed us to conclude that fairy tales have a significant potential for enriching English language learning, particularly in terms of vocabulary acquisition and intercultural understanding. As evidenced by the study's findings, educators are seeking supplementary resources and guidance to enhance the methodology employed in integrating fairy tales within their instructional settings.

In the course of work with methodological materials and based upon the results of the questionnaire, a sample lesson plan was formulated, demonstrating the application of methodological approaches to optimize knowledge acquisition through using fairy tales. Besides, owing to fairy tales, as well as any other element of the communicative method of language learning, teachers can diversify their lessons, allowing students to easily and entertainingly assimilate the subject matter and develop skills. However, it should be understood that the effectiveness of integratingfairy tales in learning English depends on the rational organization of lessons.

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