

Techniques for Fostering English Language Critical Thinking in Elementary School Pupils by Using Fairy Tales

Jamolova Mokhigul Bakhtiorovna¹

¹ Teacher of the Bukhara State Pedagogical Institute

Abstract:

The article shows several methods for developing critical thinking of elementary school students, as well as for finding and identifying ways to solve them. Also, categorization, reading in a minute, telling stories. There are opinions about the development of not only the student's thinking ability, but also the speaking and reading skills through the methods of using the equipment in the classroom.

Keywords: useful aspects of fairy tales, methods, critical thinking, logical problem, Object-based storytelling method, Vocabulary-based storytelling method, Story improvement, Woven fairy tale.

INTRODUCTION

There are several advantages to teaching English to primary school pupils through fairy tales. First of all, because fairy tales combine linguistic and cultural elements pertinent to the students' context, they can boost comprehension and interest in English studies. Second, because they require pupils to examine and understand the plot points, fairy tales can aid in the development of critical thinking abilities in their audience. Thirdly, by serving as a model for storytelling and elucidating the elements of fairy tales such as characters, plot structure, and language use, fairy tales can help students become better writers. Fairy tales can also be utilized to educate language and provide language to children, supporting their language development.[4; 1-2]. Let's explore the ways of developing children's thinking skills through fairy tales in several English classes below.

MATERIALS AND METHODS

Instructor Tells, Students Retell

This is a rather simple exercise: the students read or hear a narrative from the teacher, and then they must recount it from memory in front of the class as a whole, in pairs, or in small groups.[3; 74]. There are a few benefits to telling stories instead of reading aloud to kids. First, the instructor can use eye contact to keep the students' attention while monitoring how well the students are following the story. Compared to reading, telling allows one to use more of the body and gestures. Upon several readings of a story, it should become possible to "tell" the story.

Getting Ready

Select a tale to share. The story should probably not go longer than five minutes because students will need to recall it and repeat it again. Naturally, it would be ideal if the narrative connected to the lesson's theme or provided multiple instances of the structure that needed to be mastered.

Step 1: Establish the mood for the narrative. Use a routine if at all feasible to help pupils become ready for listening. Getting every student together in a corner of the room and asking them to take a seat is one notion for practice. An other option would be to have pupils move their seats closer to the front of the room's teacher.

2. Present the tale in a suitably lively manner, using the student's perspective.

Using Objects to Tell Stories

Small, everyday objects are used in this storytelling exercise to spark stories and encourage the use of creative language while incorporating the objects in an organic way.

Getting Ready

Gather about the same number of tiny items as the number of students in your class, then store them in a box or bag. Toy cars, dolls, game pieces, spoons, combs, rings, buttons, bobby pins, chocolates, bells, erasers, and so on will all be useful.

Procedure

1. Select five things (e.g., a car, a spoon, a doll, a banana, or a monkey) from the object box to mimic the activity for the first time. Next, spontaneously give the students a narrative. It could sound something like this: "A long time ago, a doll was carrying a spoon and a banana while strolling down a path. A swift automobile went by. She felt afraid. She dashed into the trees, dropping the spoon and banana. Upon her return, she observed the monkey using the spoon to eat the banana. After making fun of the monkey, she carried him home. Students will feel more confident that they can tell stories if they are given a story this easy to convey.
2. Assign students to groups of three to five people.
3. Give each group four or five objects (or have them reach into the bag to choose).
4. Assign each group to compose a narrative encompassing all of their subjects.
5. After the groups have finished writing their stories, ask them to share them with the class as a whole or with another group.

Stories Using Vocabulary

Using new words in sentences is an antiquated method of helping students comprehend and retain their vocabulary. One possible issue with this is that there could not be enough context in one sentence for learners to practice the term or for it to stick. In this exercise, students construct a narrative using a variety of newly learned words.

Getting Ready

Over time, compile the vocabulary from the lessons. Sort the words into phrases, one word per slip of paper, according to their fairy tales (Masha and bear, zumrad and qimmat etc.). Include envelopes for the scene, the tone, or even the morals or qualities. Give each word category a distinct color to make sorting back easier.

Process

1. Assign students to small groups or pairs.
2. Give each group one word per envelope.
3. The groups or pairs collaborate to write a story outline.
4. Groups can present their stories in front of the class, by exchanging stories, or by gathering again to tell the story to another group.

Illustrations Based on a Story

Through Drawings from a Story, students can demonstrate how well they grasp a narrative. Simple line drawings and stick figures can serve as images, and stories might be purposefully chosen or developed to correspond with current language.

Getting Ready

Choose or compose a tale utilizing terms that pupils have already been exposed to. Make sure the narrative has enough length to warrant multiple frames of illustration. To show students how the drawings will fit into the exercise, look at line drawings online or create your own.

Method

1. Choose roughly five straightforward line drawings and narrate a tale to go with each one to get kids ready to draw a story. After you narrate the story or after you conclude it, students can identify the five photos that correspond with it from a variety of angles. Tell the pupils that you will be telling them a fresh story through similar simple drawings.
2. Recount the new tale at a pace that allows students to make notes about their visuals.
3. Assign students to illustrate the story's key themes or incidents in five different pictures.

Narrative Improvisation

Story Improve combines humor, fun, and spontaneity with challenges. This blends responsive acting with impromptu narrative.

Getting Ready

None is required. To see expanded concepts, see Variations.

Step 1: Select a student to tell the story from start to finish.

2. Position a chair with its back to the audience on one side of the stage.
3. The narrator fabricates a story on the spur of the moment or bases it slackly on a theme.
4. The other students enact the narrative as it is told by the storyteller. The “actors” witch between being people, animals, or objects based on the theme of the story. And they can produce audio effects.
5. After telling the tale, the storyteller stops to allow the "actors" to perform it.

Story Improve combines humor, fun, and spontaneity with challenges. This blends responsive acting with impromptu narrative.

Getting Ready

None is required. To see expanded concepts, see Variations.

Step 1: Select a student to tell the story from start to finish.

2. Position a chair with its back to the audience on one side of the stage.
3. The narrator fabricates a story on the spur of the moment or bases it slackly on a theme.
4. The other students enact the narrative as it is told by the storyteller. The “actors” switch between being people, animals, or objects based on the theme of the story. And they can produce audio effects.
5. After telling the tale, the storyteller stops to allow the "actors" to perform it.
6. They freeze and return the focus on the narrator to continue with the story. Nothing is planned in advance.
7. Learners can join the scene whenever they feel the opportunity to do so.

Examples of situations for stories:

- ✓ *A wo(man) drops some money on the street after paying for a newspaper. People passing by notice it.*
- ✓ *A wo(man) has too many bags, packages to open a door alone.*
- ✓ *Two dog owners are walking their dogs, when the leashes get tangled.*
- ✓ *A small child is throwing a tantrum because the parent won't allow her/him to have candy.*
- ✓ *A couple is at a restaurant for dinner.*
- ✓ *A wo(man) is trying to take a selfie, but doesn't quite know how.*

Twisted tale of a fairy

Students use well-known fairy tales and give them a modern spin in this project. You may use this as a drama practice, a writing exercise, or both!

Getting Ready

Give pupils a selection of basic fairy tales to read initially; it could be helpful if they can identify which ones they are already familiar with.

Step 1: Assemble students into small groups.

2. Ask them to select the fairy tale that they are most acquainted with.
3. Groups create the original fairy tale's storyboard.
4. They storyboard a warped version underneath the original.
5. Inspire creativity in them. (For instance: The major protagonists would act in opposition to expectations and have a different appearance.)

Visual Guidance

In this exercise, students listen to a description of an image (picture, poster, artwork of fairy tales) and then sketch what they hear. The objective is to pay close attention to adjectives (large, little, round, straight); prepositions (on, behind, in front of, on top of, etc.); and nouns (people, inanimate objects, animals, etc.). For this exercise, students can work in pairs, as a learning station, or independently as the class listens to the description. This can serve as an exam, a pre-test, or just a quick, informal evaluation to let pupils gauge how far they've come.

Getting Ready

Select relevant pictures from a book, a textbook, or other source. An appropriate image should be interesting, at or below the students' language level, and contain whatever vocabulary features the class has been working on or that the teacher wants to introduce. They might recognize something in the picture or it might be something new. Pens, pencils and paper should be provided for every learner.

Procedure 1: Verify the resources the pupils are using are appropriate.

2. Inform the students that the image will be described in full once to give them a general idea of the amount of space required for the drawing and that it will be detailed in detail so that they can draw it.
3. The image should be described in general words for the first description (e.g., There is a towering structure with some people in front of it). Street level is the point of view. Teach students to listen without concentrating on words or details in order to understand the main message.
4. To give students time to sketch what they hear, there should be a brief pause following the portion mentioned in the second description.
5. Use a natural pace when describing the image in the third description. Instead of starting over with their drawings, students should just have time to review and make adjustments.
6. Ask students to contrast their efforts with the original picture.

Unidentified Image

This exercise is a fairy tale-related guessing game.

Getting Ready

Choose and cut out images of cartoons or fairy tales from periodicals. Make sure the individuals are not just well-known nationally but also well-known to your students.

First, conceal the images beneath a long sheet of paper that has been cut into strips, leaving a half-inch seam on the left edge.

2. Students pose yes/no questions regarding the subject, revealing a portion of the image with each question by removing a piece of paper.
3. Students attempt to speculate as to the person's name.

Classifications

Students organize a set of photos into categories in this exercise. Since the instructor may have created the collection of fairy tales' images, the categories are not rigid and set in stone; rather, students are encouraged to come up with their own categories as long as they can support them with specific facts from the fairy tales.

Getting Ready

Choose up to 20 different images of fairy tales. These categories don't have to be clear-cut; yet, the instructor should be able to classify the photographs in order to assist the students in the event that they run into difficulty or discover an alternative method of classification.

Step 1: Post pictures on the classroom walls or the kids' floors (if you use the smaller cards in the Appendix and print enough copies, you may give each group a package so they can rearrange the cards to form the categories).

2. Students categorize the photographs into a predetermined number of groups or pairings. That might be four or five out of twenty photographs of fairy tales.

3. Assign one group to display all of the photos in a single category. The "theme" of the category can be inferred by the other groups.

CONCLUSION

In conclusion, it should be noted that the methods given above give the student the opportunity to solve the following important tasks:

- ✓ helps students to understand their goals;
- ✓ ensures activity in training;
- ✓ encourages effective discussion;
- ✓ helps students to formulate questions themselves and ask them in the form of questions;
- ✓ helps students to express their personal knowledge;
- ✓ supports personal reading motivation of students;
- ✓ helps students to develop their feelings for the characters;

It is most important to have the ability to focus and motivate one's critical thinking, to actively manage one's desires, to value time in order to use every minute to improve one's personality.

References:

1. Abdurakhmonova Makhfuza Olimovna 2023. The Importance of writing in English Language Classes. *Global Scientific Review*. 11, (Jan. 2023), 20–23.
2. Abdurakhmonova Makhfuza Abdurakhmonova 2023. ACTIVITY OF DEVELOPMENT CENTERS IN THE EDUCATIONAL ACTIVITY OF PRESCHOOL EDUCATIONAL ORGANIZATIONS. *Academia Science Repository*. 4, 04 (Apr. 2023), 770–775.
3. 2019 by Office of English Language Programs, Bureau of Educational and Cultural Affairs, U.S. Department of State. The Monster Book of Language Teaching Activities.
4. ERTAKLAR ORQALI BOSHLANG'ICH SINIF O'QUVCHILARINING TANQIDIY FIKRLASH QOBILIYATINI RIVOJLANTIRISH USULLARI: Yangi O'zbekiston taraqqiyotida tadqiqotlar o'rni va rivojlanish omillari. (2024). *Yangi O'zbekiston Taraqqiyotida Tadqiqotlarni o'rni Va Rivojlanish Omillari*, 4(1), 31-40.
5. Fairy Tales as a Special Type of Folk Art SM Umedilloevna, JM Rashidovna *Miasto Przyszłości* 34, 169-171
6. Ochilov M. «Yangi pedagogik texnologiyalar» /Qo'llanma. -Qarshi: Nasaf, 2000.
7. Saidova Mukhayyo Umedilloevna, Juraeva Makhliyo Rashidovna. Fairy Tales as a Special Type of Folk Art. *Miasto Przyszłości Kielce* 2023: 169.
8. Umedilloevna, S.M. and Olimovna, A.M. 2023. DIFFICULTIES IN TEACHING WRITING AND THEIR POSSIBLE SOLUTIONS. *Integration Conference on Integration of Pragmalinguistics, Functional Translation Studies and Language Teaching Processes*. (May 2023), 321–324.
9. Qudratova, M.K.qizi. (2022). INGLIZ YOZUVCHISI, SHOIR VA HIKOYACHISI JOZEF RUDYARD KIPLINGNING "MAUGLI" "ASARIDA HAYVONLAR OBRAZI TAHLILI. TA'LIM VA O'QITISH BO'YICHA XALQARO KONFERENTSIYA , 1 (8), 626–630
10. Kuldosheva Nigora. "INGLIZ VA O'ZBEK TILLARI ARO SINXRON TARJIMANING LINGVOMADANIY ASOSLARI." O'ZBEKISTON MILLIY UNIVERSITETI XABARLARI, 2022, [1/10] ISSN 2181-7324.