

The Importance of Fairy Tale Therapy into English Language Teaching for Preschool Children

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Abstract: This article is discussing about the importance of fairy tale therapy into English language teaching for preschool children. Fairy-tale as a means of developing communication skills for preschool children. At the present stage of the search for new forms and methods of teaching, the development and education of children are one of the main tasks of preschool pedagogy. The relevance of the study is determined by the importance of fairy tales in the development of preschoolers' speech. The study confirms the hypothesis that a fairy tale can be an effective means of developing the speech of younger schoolchildren in educational activities, as well as another means of ensuring the attitude to the student as a person. This study has prospects for further research on the problems of the influence of fairy tales as a metaphorical text on the development of tolerance in primary school children, as well as studying the possibility of the phenomenon of negative semantic resonance.

Keywords: Fairy tale therapy, preschool children, pedagogical activity, psychological training, personality development, communication skills, educational activities, development of tolerance, negative semantic.

Introduction: Fairy tale therapy is the process of finding meaning, deciphering knowledge about the world and the system of relations in it. Reading fairy tales is of great importance in the upbringing of a child. Communication with children is a necessary condition for the child's communicative development. Reading fairy tales contributes to the holistic development of children, the development of imaginative thinking, imagination and creativity, the enrichment of the inner world and the expansion of vocabulary. Fairy tales for children, including stories with repetition, are very helpful for the development of memory. And to develop a sense of rhythm, one needs to read poetry. Fairy tale therapy plays an important role in this process. This is the most childlike method of development in all spheres, including the communicative culture. Fairy tale therapy helps children to get rid of anxiety, fear, change their attitude to certain situations, develop creative imagination, and contribute to a more successful adaptation of children to school. A fairy tale is an integral part of a child's education. The role of fairy tales is multifaceted. From the development of imagination to the development of correct and expressive speech. The term "fairy tale"

itself is defined as an oral literary work, mainly prose, magical, adventurous or everyday, with an emphasis on fiction. Fairy tale therapy is a method that uses the form of a fairy tale to develop a person's speech, expand consciousness, and improve the interaction of speech with the surrounding world. The interaction of various methods and techniques, the subject environment, and communication are the internal engines of speech and mental development of preschoolers.

METHOD

The most important condition for the success of education is the activation of speech-cognitive activities of children and their involvement in foreign language communication. In order for children to react to the meaning of the word and not mechanically remember the sequence of sounds, it is necessary to constantly change the order of speech movements (order of questions, addresses, names of objects, etc.). When repeating games, it is necessary to turn different children into leading, active participants so that at least once all children perform the speech act envisaged in the learning task. In the process of learning, the preschooler needs to change activities more often.

During the lesson, the child is often distracted, not because he is not interested, it is just that his brain is tired. The best rest is exercise, of course, is related to a foreign language, for relaxation. Is it a rhyme or it can simply be the execution of command? Diverse voice and visuals using aids, such as: songs, children's video programs, thematic cards. The child likes to work with such material, and all the impressions and knowledge is then formed in the images he embodies.

Cognitive fairy tales are fascinating stories with funny and clever characters in the lead roles, allowing you to form a field of knowledge, expand knowledge about the subject or phenomenon being studied. The content of a cognitive fairy tale describes those situations that require logical thinking, research of the described problem, advancement, confirmation or refutation of a hypothesis. All situations from cognitive fairy tales have a close relationship between the adventures of the heroes and the real world, which allows the preschooler to learn about the world around him in a relaxed atmosphere. When organizing classes for preschoolers with informative fairy-tale material, it is necessary to ensure that fairy tales contribute to the child's involvement in the activity. The preschooler should show a desire to be not a passive listener, but an active participant in the event. In such classes, children acquire knowledge about logical thinking, establish the sequence of events described in a fairy tale, which is also required in everyday life. The preschooler's vocabulary is filled with new words, the ability to move thoughts is formed. Fairy tales help define the concept of ecology. Fairy tales allow the child to highlight the theory of the structure of the world around them using metaphorical forms. Conceptions of good and evil, generosity and greed are built. The problem of uncertainty is being solved. Children learn to plan, predict the outcome of an event. The child, with the help of the recreated mythological picture of the world, solves the problem of uncertainty, builds norms of behavior. Fairy tales make the world more accessible and understandable. Animation present in fairy tales contributes to the development of subjectivity to the objective world and living nature. Research N.A. Ryzhova is devoted to ensuring that the preschooler has the opportunity to choose a fairy tale from the majority of the proposed ones. The selection should be based on significant works with a strong environmental stance. N.A. Ryzhova emphasized that in fairy tales the characteristics of the world of flora and fauna are described in a language accessible to a child. Animals, plants, natural phenomena, landscape, folk traditions - all this can be found in informative fairy tales.

Fairy tale therapy develops a child's personality

through a multifaceted effect. It develops leadership qualities, speech, imagination, thinking, and also helps to eliminate undesirable qualities found in children: indecisiveness, fear, aggression, etc. Thanks to immersion in a fairy tale, the child opens up, experiences vivid feelings and emotions. At primary school age, the child actively develops the mechanism of identification, therefore, fairy tale therapy is the most effective method during this period. The child fully gets used to the role of the hero, fully experiences all the events that happen to his character, imposes his personal qualities and relationships on him. Fairy tale images teach the child how to act in this or that difficult life situation, observing the norms of morality and ethics. A fairy tale serves as an intermediary between reality and the inner world for a child. A fairy tale is perceived and understood (as a rule, at the subconscious level) solves some psychological problems, or, more precisely, provides a person with access to social relations. Any fairy tale is aimed at sociopedagogical effect: it teaches, educates, encourages activity and even heals. Fairytale images are emotionally rich, colorful and unusual, but at the same time simple and understandable for children. Therefore, fairy tales and their characters are one of the main sources of knowledge of reality (events, behavior, character of people) for a child. It is in the form of a fairy tale that a child encounters complex events and feelings: love and hatred, anger and compassion, betrayal and lies.

CONCLUSION

Fairy tales allow the child to highlight the theory of the structure of the world around them using metaphorical forms. Conceptions of good and evil, generosity and greed are built. The problem of uncertainty is being solved. Children learn to plan, predict the outcome of an event. The child, with the help of the recreated mythological picture of the world, solves the problem of uncertainty, builds norms of behavior. Fairy tales make the world more accessible and understandable. Animation, present in fairy tales, contributes to the development of subjectivity towards the objective world and living nature. The tale contributes to the correct perception of preschool thinking about good and evil, defines meaningful images for the child, comprehensively describes the dynamics of development with the help of expressive means of storytelling. The personality of the child is formed correctly, within the framework of mental health. Role-playing game, as a subspecies of educational activity, allows children to take on the roles of an adult, to fulfill his duties, albeit for a while, but the child 146 forms in his subconscious the necessity and importance of these tasks. An excellent example of a role-playing game is

the game of mothers and daughters, in which the division of roles builds not only the demographic significance of society, but also the importance of family life.

Folk tales delight children with their positive attitude, optimism, kindness and love, a wise attitude towards what is happening, help to develop sympathy and compassion, a merciful attitude towards wildlife. The fairy tales of our people are able to stir the imagination, to shape the skills of social service. The older preschooler has the first idols in the form of the heroes of Russian folk tales. Children receive roles, are able to understand their significance, develop masculinity for adulthood. Theatrical games are no less exciting and significant in the process of forming the social significance of a preschooler. In the process of theatrical play, the preschooler develops the importance of a partner, the effectiveness of interaction, begins to ponder and analyze the plot, comprehending each event. Forming moral ideas in a child at senior preschool age, we ensure the formation in the future of such a person who will combine spiritual wealth, true moral qualities and moral purity. The main goal of upbringing, based on our chosen priority of universal human values, is the formation of a feeling, thinking, loving and active person, ready for creative activity in any field.

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