

USING FOLK LITERATURE IN THE PRIMARY ENGLISH AS A FOREIGN LANGUAGE CLASSROOMS

Bahtiyorova F.H. (Republic of Uzbekistan)

Email: Bahtiyorova57@scientifictext.ru

*Bahtiyorova Feruza Hurshidbek qizi – Student,
1. ENGLISH FACULTY,
UZBEKISTAN STATE WORLD LANGUAGES UNIVERSITY, TASHKENT,
REPUBLIC OF UZBEKISTAN*

Abstract: *the article is devoted to the benefits of utilizing folk literature in the primary English as foreign language classrooms so as to develop the critical and creative thinking process of learners. Facilitating stories and tales for EFL learners is an effective method to achieve specific communicative purposes and also to enhance cross-cultural awareness. Factual information itself cannot be enough to acquire a language properly, so designing a lesson with folk literature may aid a teacher to make his class more beneficial.*

Keywords: *folklore, folktales, language teaching and learning, primary English as foreign language classrooms, critical thinking process, creative thinking process, thinking skills, proverbs.*

ИСПОЛЬЗОВАНИЕ ФОЛЬКЛОРА В КЛАССАХ EFL (АНГЛИЙСКИЙ КАК ИНОСТРАННЫЙ ЯЗЫК)

Бахтиёрова Ф.Х. (Республика Узбекистан)

*Бахтиёрова Феруза Хуршидбек кизи – студент,
1-й английский факультет,
Узбекский государственный университет мировых языков, г. Ташкент,
Республика Узбекистан*

Аннотация: *статья посвящена преимуществам использования народной литературы в классах английского языка для развития процесса критического и творческого мышления учащихся. Содействие рассказам для учащихся является эффективным методом для достижения коммуникативных целей, а также для повышения межкультурной осведомленности. Фактическая информация сама по себе не может быть достаточной для правильного овладения языком, разработка урока с использованием народной литературы может помочь учителю сделать урок более полезным.*

Ключевые слова: *народные рассказы, классы первичного английского языка, процесс критического мышление, процесс творческого мышление, навыки мышления, класс EFL (английский как иностранный язык), пословицы, поговорки.*

Folklore takes an important role in each human's life in all kinds of cultures. We all know that the pleasure taken from tales, stories and cultural songs can make all people's lives more colourful and meaningful. So it seems that using folklore in teaching and learning foreign language classrooms is considered as a means of motivating and inspiring tool for learners, mostly in primary education, because with the help of a tale of tubs children can learn to appreciate their culture, traditions and customs which is the most sophisticated thing in each life. Furthermore, using traditional stories in learning process helps learners to increase their critical and creative thinking which is the most important in today's world. Even in primary English language lessons, children can be critical thinkers (2, 21), so teachers ought to aid them to develop their thinking skills and provide their framework by using folklore in the class. Besides stories' pleasure there are several pedagogical and psychological reasons why they should be taught in EFL classrooms, for instance, it aids to improve children's quick-thinking, risk-taking, quick decision-making and so on. The major and best thing that tales of a tub do is that they impact on quality of thinking. The folklore of target language can impress a learner to acquire a language through developing all four skills, such as, listening, reading, speaking and writing.

As teachers are to fulfill their role in the society, they ought to reflect on *what* and *how* they teach so that they help to improve children's knowledge, skills and understanding. It seems that using folklore stories in a class aids them to make a lesson more relevant. As Fisher said (1999): "In preparing children to be full participants in a literate, democratic and multicultural society we need to focus on the ways of thinking that are involved in many uses of literacy in school and in the community. These uses require abilities of reflection, of critical thinking, investigation and problem solving. The technical side of learning, what the Greeks called *techne*, can be promoted through systematic instruction to give children rich domains of knowledge and skills. But we also need teaching that enables students to develop higher order thinking, the practical wisdom that the Greeks called *phronesis*, that will help tackle the problems of learning and of life." (1, 23).

In education process, to motivate students to world values, and to involve them in active search are considered as a main point and this helps learners to enhance their multicultural literacy and mutual tolerance. Not only giving knowledge to students, but also teaching values of freedom, peace, tolerance, democracy, and respect for the national language, national symbols and patriotism are estimated as important tasks in the education sphere. Furthermore, proverbs and sayings is an interesting material to study morphological and syntactic structure of the language. They are short and brief, suggesting wise advice and involve simple true experiences of all over years. Proverbs and sayings play a great role in learning as a part of gaining cultural knowledge, metaphorical understanding and communicative competence. We know that proverbs should be used in teaching as a didactic tool because of their content of educational wisdom. As it is mentioned when it comes to language learning, proverbs take a main role in the teaching as a part of cultural and metaphoric learning. The use of proverbs in the teaching of a second language is important for the learners' ability to communicate effectively.

Proverbs make a great motivation in various modes of communication, not only in best seller novels and the influential mass media, but also in the friendly chats and powerful speeches. Proverbs can reflect people's outlook, and attract others to listen. Working with proverbs and sayings at the lessons not only helps to diversify educational process and to make it brighter and more interesting, but also it helps to solve a number of very important problems: proverbs in the classroom can improve student's learning experiences, their language skills, and their understanding of themselves and the world. Using proverbs in learning and teaching provides some opportunities for students and learners, such as, to be knowledgeable experts as well as learners, to express their thoughts and opinions easily and effectively, to give more information about the culture of the nation. For instance:

- “A chain is only as strong as its weakest link” (If one member of a group is weak, then the whole group is weak.)

Proverbs are learnt easily, because they are brief, and their power as a teacher is often overlooked. Proverbs or phraseological units come from people's everyday life, folklore, prose and poetry. They show the culture, the tradition and the personality of the nationality. By the proverbs we can inform about human-beings' life, language, traditions and culture.

Children from primary classes are curious and they desire to learn a language in an interesting method, pupils who are used to hearing proverbs, folk tales may acquire a language much faster, because they have a general understanding of them. The capacity of folktales, proverbs and sayings is to stimulate imaginative thinking of students, which motivates them to acquire a language much more easily and effectively.

Aside from the pleasure that one can get from folktales, proverbs and sayings, there are some pedagogical reasons why teachers use folklore in teaching English:

- To aid a learner to have a positive attitude towards learning a new foreign language, culture and country;
- To have knowledge about the structure, grammar, discourse, lexis and pronunciation through the patterns in the narratives:
- Morally and socially development, awareness of other cultures, their traditions, enhancing outlook, emotional consciousness, empathy;
- The use of imagination, thought processes, to develop critical and creative thinking of learners;

Folktales can help to increase communicative skills of learners, so it is known that folklore are really connected with communicative approaches that pay attention to teaching a language for communicative meaning. The main difference of folktales from other narratives is that they are simple and brief to understand, even they are real to the daily life of humans, and so using folklore in the primary education makes the lessons more active and effective.

References / Список литературы

1. "English teachers' interest in proverbs in language learning" by Halis Gozpinar Uluslararası Sosyal Ara tirmalar Dergisi The Journal of International Social Research Cilt: 7 Sayı: 31 Volume: 7 Issue: 31. [Electronic resource]. URL: www.sosyalarastirmalar.com/ (date of acces: 09.04.2019).
2. *Fisher Robert*, 1999. Stories for Thinking: Developing Critical Literacy through the Use of Narrative. *Analytic Teaching*. Vol. 18. № 1. 10-15 P. [Electronic resource]. URL: www.viterbo.edu/analytic/ (date of acces: 09.04.2019).
3. Maria Ellison, Faculdade de Letras Universidade do Porto, Make them think! Using literature in the primary English language classroom to develop critical thinking skills. 7. Dez., 2010. 21-31 P.