



USING TECHNOLOGY OF ENGLISH FOLKLORE GENRES IN THE DEVELOPMENT OF ENGLISH SPEECH IN PRIMARY SCHOOL STUDENTS (BASED ON THE GENRES OF RIDDLES, PROVERB, FAIRY TALES OF ENGLISH FOLKLORE)

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ANNOTATION: *The research reveals the importance of the using technologies of English folklore genres in the development of English Speech in primary school students. Furthermore, several genres of folklore are discusses such as riddles, proverbs, fairy tales. The effectiveness of using English folklore is analyzed with a view to the formation of the development of learners. The article also gives a brief description of the basic forms of English folklore.*

Keywords: multicultural position, dialogue of cultures, English folklore, and range of children's reading.

Folklore is of great practical importance in the development of students' speech. Special attention should be paid to the special study of folklore in the process of the formation of foreign language speech skills and abilities of students. We have not identified such studies. There are also noe studies of the pedagogical technology of the formation of foreign language teaching and speech activity of students of senior school age by means of folklore [5].

Knowledge of folklore is recognized by modern teachers as an indispensable component of spirituality, an original factor of familiarization with the national culture and history of the people, at the same time, the traditional system of education and upbringing does not ensure the organic entry of new generations into the real field of diverse and multifunctional social roles. Pedagogical potential of folk traditions is considered quite deeply in relation to the adult population. In this work, the study is carried out by person's life, and the priority of using oral folk art in the organization of children's life becomes obvious. It is the verbal folklore a begin to study their native language as an educational



system [1,5]. However, taking into account syncretism as a specific feature of folklore, the researchers of this area have revealed that the verbal form of folk art is usually combined with singing, dancing, playing actions, etc., which together constitute folklore traditions.

Foreign language teachers have a great responsibility in the formation of the child's speech skills in a foreign language, desire to learn and the desire to study new things, as well as in the upbringing of culture in children intercultural communication. In primary grades, with the help of a foreign language, the basis for the development of children's interest in linguistic and cultural communication, respect for the language and culture of other peoples, for the development communication skills when communicating with people from other countries. The folklore material in English lessons is aimed at improving the efficiency of students' activities [6]. Application of fairy tales and other folklore materials can contribute to the natural formation of the linguistic competence of students, as well as through comparison with own experience to recognize the peculiarities of thinking not only people belonging to a different culture, but also better aware of their own features.

No matter how fast the modern world changes, no matter how the views of the new generation, the views of an adult on raising a child, the child is still a child, and it is difficult to imagine his childhood without folklore, because he is very important for harmonious development of child. Therefore, working with folklore material is a gentle method which should be used by a foreign language teacher to immerse the child, firstly, in the culture of the country of the target language, and secondly unobtrusive work on the formation of speech skills [5].

In the primary grades of educational schools provides for the compulsory study of a foreign language from the second to fourth grade in primary school, two academic hours per week [3]. The fact that a foreign language is offered to be studied at school from the first class, is a recognition of existing social interest and confirmation of the importance of the subject for solving promising problems in personality development, although the number of hours is still not enough. Successful implementation of the idea of mass teaching a foreign language to students from primary school largely depends on the level of development of theoretical foundation on this issue and from the accumulated in the country practical experience of early teaching of foreign languages [4].



The benefits of early learning a foreign language have been proven more than once. Both in domestic and foreign psychology it is believed that, in general, it is easier for a child to master a foreign language than an adult. Someone defines a "sensitive" period from 4 to 8 years (Roberts, Penfield), someone defines it 1.5 to 7 years (Eliot). Most researchers agree that the best period for learning a foreign language is between the ages of 3 and 10. During this period, the child has already formed the system of the native language, and he will be able to consciously relate to the foreign language [9].

It is well known that an elementary school student is already undergoing the formation of personality, his abilities and characteristics are revealed and developed, educational skills and mastery of cultural elements and rules of behavior are formed [1]. Language in this case is considered as a means of education and development of the student's personality, familiarizing with his own culture, as well as the culture of the country of the target language, national etiquette.

At an early school age, a foreign language does not yet seem too difficult for a student. Learning a foreign language during the period when there is an active assimilation of the native, the child absorbs someone else's speech as something natural, organic, which cannot be said about the later period, when the speech function of the brain has already passed the peak of its development. Also at an early age, children are more susceptible to learning a foreign language due to their excellent memory, imagination, ability to imitate, the younger the child, the less he is subject to the fear of making a mistake and be exposed to a language barrier.

The psychological characteristics of younger students give them advantages in learning a foreign language. Children of 8-10 years old learn a foreign language subconsciously and indirectly. The concentration time is short, but it increases with age. Younger schoolchildren have a well-developed long-term memory. The best a sense of success is a stimulus for further learning for students in grades 2-4. The ways of receiving and assimilating information in children are also different: auditory, visual, and kinesthetic [10].

In primary grades, a foreign language lesson usually begins with phonetic charging. Instead of individual words containing one or another sound, it is advisable to offer the class a specially selected poem and rhymes, in which the desired sounds are repeated often



enough. The folklore materials of the country under study are appropriate here. Much attention should be paid to teaching the lexical side of speech junior schoolchildren, since vocabulary is an essential component speech activity. Students must master construction material for communication and interaction. Teacher speech and instructional materials are the main sources of lexical enrichment stock of students. Speech patterns immediately give an idea of how the given word or phrase can be used with the word begins with familiarization [9]. The meaning of the new word is revealed when showing a picture, object or when performing an action. Bright, colorful pictures are arose interest and hold the attention of students and, affect their emotional memory, contribute to lasting mastering vocabulary. Working with vivid and visual material, reinforcing his emotionally, in the memory of the child [4].

Riddles is the one of the most interesting for students of primary school age that will be accessible and stimulating their learning activities. Working with such material should give the feeling joy and satisfaction, match them, emotional needs. Acquaintance with riddles in foreign language folklore helps to diversify the methods of teaching foreign languages in primary school, increase students' interest in the subject. Also, foreign language folklore also plays an important role in the development of children's diction [6]. Often foreign language folklore has its own morality, and in this case, the use folklore material in foreign language lessons even has educational function, developing moral qualities, culture in children behavior and foster respect for others.

Folklore has the following features:

- **Historicity.** Folk art works are born in depth of centuries and are gradually polished, acquiring new options, forms and interpretations.
- **Collectivity.** The creation of a new folklore work is prohibited considered valid if it was not performed and perceived many listeners-performers. The birth of a folklore work possible only in a team.
- **Anonymity.** A folklore work does not have one author, all folklore work are born together. Can't trace the name of the one who is the first came up with this or that story. It does not matter, since thoughts and images are public and popular.



- Variability. Any folk creation has several options. execution. For example, the fairy tale "The Frog Princess" has more than 20 options. In one of them, the princess has an unknown Bridegroom that she flies away. [7]
- Repeatability. The folklore time model is circle, wheel. Events replace each other in a strictly defined sequence; the beginning converges with the end.
- Cumulativeness (the ability to accumulate and preserve any properties and quality). Folklore absorbs the best of what the soul lives people, nation. It preserves traditions, sings ideals, and conveys the most valuable information about the past and the future through special cultural codes [3].

Riddles, proverbs, fairy tales can be invaluable help for formation and development of listening and speaking skills. They can be used as an introduction to a new phonetic or lexical material in the form of phonetic charging, and during its repetition [2]. Learning phonetic material such as proverbs and sayings can contribute to the formation of correct articulation of speech apparatus. Phonetic material is processed more easily and naturally, inaccuracies and ambiguities in the pronunciation of certain sounds are corrected, inaccuracies in stress and intonation due to rhymed forms of proverbs, rhymes and sayings. Students become familiar with the pronunciation of sounds not separately, but in context, in conditions close to the real environment, that ensures the implementation of the communicative function of training foreign languages [1].

A fairy tale is one of the most popular genres for children. It is important to note that the English fairy tale was formed on multinational basis: it was created by not only the Anglo-Saxons themselves, but also the Celts and Norman conquerors. In addition, the English fairy tale often borrowed ballad plots, mainly of knightly themes. These are, for example, the tales "King John and the Abbot of Canterbury", "Childe Roland", "Binnori". English tale is presented mainly by the same well-known types that are known to other peoples [8]:

- tales of animals go back to ancient times;
- fairy tales - the most archaic type of fairy tales. These include the aforementioned ballads and fairy tales themselves, many of which are similar in plot to German and Scandinavian;
- everyday and adventurous fairy tales - historically later types of fairy tales, in which the democratic principle is clearly expressed [7].



Through riddles, proverbs, songs and sayings, fairy tales, children are easily expand their vocabulary. Folklore texts attract with their national and cultural specifics and imagery [8]. Context conditions provide an opportunity to get acquainted with grammatical and lexical compatibility of lexical units, the rules of their functioning and areas of application. Correctly selected and organized folklore material for teaching a foreign language in lower grades can play a very important role and serve as a good tool in the educational process. Folklore works contribute to the formation of students' speech skills and abilities, as well as give them an idea of the realities of the country of target language [10].

In the conditions of modern education, such a subject as a foreign language performs many tasks, it is interdisciplinary and multilevel, there is a high social interest behind the mastery of this subject, and foreign language teachers, lays down a lot responsibility for the formation of many skills and abilities in the child. Modern education does not stand, it develops new teaching methods, optimize and improve the educational process, make it more effective. The task of each individual teacher is to try as efficiently as possible use those hours allotted by the curriculum to study foreign language, therefore the methods must be effective.

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