

*Y. Panaskevych, Junior specialist student
O. Hyliarska, research and language advisor
Berdychiv Pedagogical College*

FAIRY TALES AT THE LESSONS IN THE KINDERGARTEN

The fairy tale begins to get acquainted children with the world of literature and the arts, the world around them. Fairy tale is one of the main means of achieving educational development and educational goals of learning.

The use of fairy tales at English lessons has long been the subject of much attention of methodologists, teacher-practitioners, scientists. The use of fairy tales for creative storytelling was explored O. Fleurina, P. Vorobyov, O. Ushakova. Application of the fairy tale as a stage, a game during the formation students' foreign language competence was studied by V. Movsesian, V. Belousov, L. Poplar. Scientists came to the conclusion that fairy tales are a means of developing students' speech, their literary and creative abilities [1]. Although a lot has been said about the value of fairy tales for the development of a child's personality, a separate methodological or scientific study that would provide comprehensive performance information of using fairy tales at English lessons is not done. That is why, the importance of this topic is increasing.

The purpose of the article is to analyze the use of fairy tales at the English lessons in the kindergarten; to show that fairy tales are a good tool that fosters the creative imagination of children and is one of the keys to successful learning English. Recently in the kindergartens at the English classes fairy tales have begun to be used and this is what has led us to this study.

The familiarizing children with fairy tales has been around almost since their birth and in early childhood, the child begins to understand the content of the tale, which promotes the desire of the child to learn a foreign language.

First of all, the use of fairy tales at the English lessons in the kindergarten has a great influence on the formation of the phonetic side of the child's speech. It is recommended to use the phonetic warm-up at the beginning of the class which is available in different versions. For example, "Tale of the Tongue" [2, p. 21]:

Ранок Язичка

Вранці Mr. Tongue прокинувся, встав, відтулив шторки на вікні [w-w-w]. Погода стояла хороша, і він вигукнув [a:], [o:].

Mr. Tongue вирішив прибрати в кімнаті. Він вибив килими [p-b]. Трохи пропилососив [t-d], протер дзеркало [h-h]. Mr. Tongue поснідав і вирішив попиту чаю, але він був дуже гарячим, і Mr. Tongue подув[f-v].

Після сніданку Mr. Tongue відправився погуляти. У дворі він побачив пташку з пташенятами. Вона звала їх [vi:-vi:-vi:].

Під деревом сиділа мама-свиня з поросятами і звала їх: [wi:-wi:-wi:]. Назустріч йому вибіг злий собака і загарчав: [r]-[r-r]. Mr. Tongue сказав у відповідь: [br], топнув ногою, і собака втік.

Але раптом підповзла змія і зашипіла: [ʃ-ʃ-ʃ]. Зуб у змії зламався, і вона зашипіла: [θ-θ-θ]. Mr. Tongue посміхнувся і пішов додому, де його чекали справи.

Furthermore, it is better to use visual material to develop the imagination. After reading the fairy tale, children can be offered to imagine how they imagine the fairy tale characters, some specific storylines and etc. This will help to activate the child's imagination. A fairy tale is better remembered by children.

Moreover, quite often fairy tales are recommended to be used for teaching children grammatical material. It is known the learning of this material is quite monotonous which quickly tires the child and, as a result, the child does not absorb the material. But with a fairy tale this process can be made more interesting and exciting. That is why, it leads to the better learning of the material.

To conclude, the paper examines the main ways of using and applying fairy tales at the English lessons in the kindergarten. The advantage of using fairy tales at the English classes is that they help to realize the educational, developmental and educational goals of learning in an interesting and accessible form for children, engaging them and giving rise to their desire to learn a foreign language. In the process of children's acquaintance with a fairy tale, they enrich the vocabulary, develop and improve the skills of correct pronunciation, and improve the language culture.

REFERENCES

1. Електронний ресурс. Режим доступу: <https://vseosvita.ua/library/stattavikoristanna-kazok-na-urokah-anglijskoi-movi-u-pocatkovij-skoli-203005.html>
2. Барбелко Н.С. Навчання англійської мови дітей дошкільного віку: Навчально-методичний посібник. – Житомир: Вид-во ЖДУ ім. І. Франка, 2009. – 248 с.