

**TEACHING LISTENING USING FAIRY TALES****Bainiyazov Daniyar Kuanishbay uli**

English teacher of the secondary school No 11 in Nukus region

<https://www.doi.org/10.5281/zenodo.8395184>**ARTICLE INFO**Received: 24th September 2023Accepted: 29th September 2023Online: 30th September 2023**KEY WORDS**

Listening skills, fairy tales, language abilities, comprehension, vocabulary, active listening, engagement, reflection, follow-up activities, assessment, instruction.

ABSTRACT

Teaching listening through fairy tales is important because it enhances language abilities, comprehension, vocabulary, and active listening skills. By using familiar and captivating stories, students are more likely to be engaged and actively participate in listening activities, leading to improved language development and overall communication skills.

Teaching listening skills through fairy tales can be an effective and engaging way to develop students' language abilities. Fairy tales provide a rich context for listening practice, as they often feature interesting characters, engaging plots, and imaginative settings. By integrating fairy tales into your lessons, you can help students improve their comprehension, vocabulary, and overall listening skills.

To effectively teach listening through fairy tales, it is important to plan ahead and select appropriate stories that match the level and needs of your students. Consider the language objectives you want to target, such as understanding main ideas, identifying details, or inferring meaning. This will help guide your selection of fairy tales and the specific listening activities you plan to incorporate.

Before introducing the fairy tales, pre-teach any necessary vocabulary or language structures that will be used in the stories. This will help students better understand and follow along with the narratives. Provide clear instructions for the listening activities and model any necessary language or strategies that students can use while listening [1].

During the implementation stage, read or play audio recordings of the fairy tales to the students. Encourage active listening by asking comprehension questions, having students predict what will happen next, or discussing the characters and plot. This will help students engage with the story and develop their listening skills.

After listening to the fairy tales, allow time for reflection and discussion. Ask students to reflect on their understanding of the story and what they learned from listening. Provide constructive feedback on their listening skills and offer suggestions for improvement.

To reinforce the listening skills and concepts learned during the fairy tales, provide follow-up activities or assignments. This could include retelling the story, completing



comprehension questions, or creating their own version of the fairy tale. These activities will further develop students' listening abilities and provide opportunities for them to practice and apply what they have learned [5].

Assess students' listening skills based on their comprehension of the fairy tales and any follow-up activities. Use rubrics or assessment criteria to provide feedback and track progress over time. This will help you identify areas for improvement and tailor your instruction accordingly.

Finally, continue to incorporate fairy tales and listening activities into future lessons to provide ongoing practice for students. Regularly assess their progress and adjust instruction as needed to ensure they are continually developing their listening skills.

By following these stages, teachers can effectively implement teaching listening through fairy tales and create an engaging learning environment for their students [3].

Teaching listening skills through fairy tales is important for several reasons. First, listening is a fundamental language skill that is essential for effective communication. By improving their listening abilities, students can better understand and interpret spoken language, which is crucial in both academic and real-life settings.

Second, fairy tales provide a unique and engaging context for language learning. These stories capture students' imaginations and create a sense of wonder and excitement. This heightened engagement can motivate students to actively participate in listening activities and make the learning experience more enjoyable.

Third, fairy tales offer opportunities for vocabulary expansion and comprehension practice. The rich language used in these stories exposes students to new words, idiomatic expressions, and sentence structures. By actively listening to and analyzing the language in fairy tales, students can improve their vocabulary and develop a deeper understanding of how words are used in context.

Furthermore, teaching listening through fairy tales promotes critical thinking skills. Students are challenged to listen for specific details, identify main ideas, and infer meaning from the text. These activities encourage students to actively process information while listening and develop their ability to think critically and analytically [4].

Lastly, teaching listening through fairy tales allows for follow-up activities that consolidate learning and promote reflection. By discussing the story, expressing opinions, and engaging in creative projects, students can further develop their language abilities and deepen their understanding of the story's themes and messages.

In conclusion, teaching listening skills through fairy tales can be an effective and engaging method for enhancing language abilities, comprehension, vocabulary, and active listening in students. By using familiar and captivating stories, students are more likely to be engaged and actively participate in listening activities. Overall, teaching listening through fairy tales provides a holistic approach to language learning that integrates various skills and promotes engagement. By incorporating these stories into instruction, teachers can create a dynamic and effective learning environment that fosters language development and enhances students' listening abilities.



References:

1. Ashliman, D. L. (2004). Folk and Fairy Tales. USA: Greenwood Press.
2. Bagg, M.B. (1991). Folk Literature in the Foreign Language Classroom. Retrieved from <http://eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED343432>, accessed April 18, 2012
3. Hanlon, T. L (1999). General Guidelines for Teaching with Folk Tales, Fairy Tales, Fables, Ballads, and Other Short Works of Folklore Retrieved from: <http://www.ferrum.edu/applit/studyg/studyfolk.htm>, accessed April 18, 2012
4. Kerven, R. (2009). English Fairy Tales and Legends. National Trust
5. Nollendorfs, Cora Lee. "Fairy Tales for Language Instruction: Poisoned Apple or Gold from Straw?" *Die Unterrichtspraxis: Teaching German* 16.2 (1983): 290–94.
6. Raykhona Gulomova (2017). The importance of fairy tales in teaching English as a second language. *Архивариус*, 1 (2 (17)), 27-29.