

ERTAKLAR ORQALI INGLIZ TILINI OSON O'RGATISH METODIKASI

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Annotatsiya: Ushbu maqolada ingliz tilini o'rganishda xalq ertaklarining o'rni va samaradorligi tahlil qilingan. Ayniqsa, boshlang'ich va o'rta darajadagi o'quvchilar uchun ertaklar til o'rganish vositasi sifatida foydali ekani asoslab berilgan. Ertaklar o'quvchilarda tilga bo'lgan qiziqishni oshiradi, eslab qolishni osonlashtiradi va axloqiy tarbiya bilan til ko'nikmalarini uyg'unlashtiradi.

Kalit so'zlar: ertaklar, ingliz tili, til o'rgatish metodikasi, boshlang'ich ta'lim, til kompetensiyasi, interaktiv o'qitish.

Abstract: This article analyzes the role and effectiveness of folk tales in learning English. It is argued that fairy tales are useful as a language learning tool, especially for elementary and intermediate level students. Fairy tales increase students' interest in the language, facilitate memorization, and combine moral education with language skills.

Keywords: fairy tales, English, language teaching methodology, primary education, language competence, interactive teaching.

Zamonaviy dunyoda ingliz tili nafaqat xalqaro muloqot vositasi, balki ta'lim, texnologiya, ilm-fan va ishbilarmonlik tiliga aylangan. Biroq, ko'plab o'quvchilar ingliz tilini o'rganishda muammolarga duch kelishadi. Bu muammolar orasida o'zlashtirishdagi qiyinchiliklar bo'ladi.

An'anaviy darsliklar ko'p hollarda hayotdan uzoq, o'quvchilarni zeriktiradigan va faqat grammatik qoidalarni takrorlashga asoslangan bo'ladi.

Bu kabi muammolarni hal qilish uchun turli xil zamonaviy metodlar asosida darsni tashkil qilishimiz mumkin. Ertaklar orqali til o'rgatish eng samarali usul hisoblanadi. Ertaklar-bu faqat bolalarga mo'ljallangan matn emas. Ular orqali o'quvchilar tilni his qiladi, matnni tushunadi, vaziyatli kontekstda o'z fikrini ifodalashni o'rganadi. Ertaklar- bu madaniyat, hikoya, obraz va hissiyotlar to'plamidir.

Ertaklar- bu folklorning eng qadimiy va eng ommaviy janrlaridan biri bo'lib, ularda odatda ijobiy va salbiy qahramonlar mavjud bo'ladi. Bu ertaklar orqali o'quvchilar so'zlarni oson tarzda o'rganishadi. Ertaklardagi takror qo'llanuvchi so'zlarni oson esda saqlab qolishlari uchun imkoniyat beradi. Bu til o'rganishda ijodiy

va ta'sirchan yondashuv bo'lib, ayniqsa boshlang 'ich va o'rta bosqichdagi o'quvchilar uchun juda samarali hisoblanadi.

Ingliz tilini tez o'rgatish uchun turli xil metodik o'yinlar asosida tashkil qilish mumkin. Bu o'yinlar asosida o'rgatish o'quvchilarni tezkorligini va so'zlarni darrov ilg'ab olish qobiliyatini shakllantiradi. O'quvchilarni lug'at boyligini oshishi uchun yordam beradi.

“Rolli o'yinlar” orqali o'rgatish ertak qahramonlarini rollarga bo'lib berish asosida o'rgatish mumkin. Bunda o'quvchilarga so'zlarni tez yodlashi, so'zlashuv ko'nikmalarini rivojlantirish va talaffuzni yaxshilaydi. Har bir so'zning ma'nosini bilib borishi va tahlil qilish ko'nikmasi ham shakllanadi.

O'quvchilarni o'zlarini ko'proq harakatga keltirish uchun qaysi ertakni o'rgatmoqchi bo'lsak shu asosida rasmlar bilan ishlashni ham tashkil qilish kerak.

“Rasm asosida hikoya tuzish” bunda o'quvchilarga rasmlar beriladi shu asosida o'zlari erkin tarzda yangi ertak yo matn tuzishlari mumkin bo'ladi. Bu orqali o'quvchilar berilgan rasmlarni inglizcha izohlaydilar. Bu kabi usullar orqali o'quvchilar erkin tarzda fikrlashi va og'zaki nutqi ham rivojlanadi. Ertakdagi har bir elementni nomini alohida rasm holida qilish va o'quvchilarga ko'rsatish kerak bo'ladi. Ular esa rasmga qarab erkin har bir rasmda tasvirlangan narsani ingliz tilida aytishlari kerak bo'ladi. Masalan, “Zumrad va Qimmat” ertagida tasvirlangan eshiklar va sandiqlarni ranglari bor, shularni rangini aytishi kerak bo'ladi.



Bu sandiqlarni inglizcha aytishlari va uni kim berganligi, kimga berilganligi haqida ham so'z birikma tarzida aytishlari kerak bo'ladi.

“Bo'sh o'rinlarni to'ldirish” metodik o'yini, asosan, ingliz tilini o'rgatishda juda samarali usullardan biri hisoblanadi. Bu orqali o'quvchilarni so'z boyligini mustahkamlash, gap tuzishni o'rgatish va matnni tushunishga o'rgatadi.

Bu metodda o'quvchiga jumla yoki matn beriladi, lekin ayrim so'zlar tushirib qoldiriladi. O'quvchi mazmunni tushunib, kerakli so'zni o'sha joyga qo'yadi. Yangi o'rgangan so'zlarni mustahkamlash, matnni mantiqan tushunishga o'rgatish kabi xususiyatlar shakllanadi.

Zumrad was very ____ (kind / lazy).

Qimmat was ____ (kind / rude).

The old woman lived in the ____ (forest / city).

Zumrad helped the old ____ (man / woman).

O'quvchi qavs ichidagi variantlardan to'g'risini tanlaydi yoki o'zi yozadi.

Matn beriladi o'quvchiga va bo'sh o'rinlarni to'ldirishlari kerak. So'zlar ro'yxati:

(forest, reward, stepmother, Zumrad, Qimmat, rude, kind, woman, punishment).

There was a girl named ___. She lived with her ___.

Her stepsister's name was _____.

One day, Zumrad went to the ___. She met an old ___.

Zumrad was ___, so she got a ___.

Qimmat was ___, so she got ___.

Shuni aytish joizki, ertak matnlari, rolli o'yinlar, bo'sh o'rinlarni to'ldirish va rasm asosidagi topshiriqlar orqali ingliz tilini o'rgatish metodlari bugungi kunning asosiy vazifalaridan biridir. Natijada, ertaklardan foydalangan holda ingliz tili darslari yanada jonli, qiziqarli va samarali bo'ladi.

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Teaching English Through Fairy Tales Methodology

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Abstract: This article analyzes the role and effectiveness of folk tales in learning English. It is argued that fairy tales are useful as a language learning tool, especially for elementary and intermediate level students. Fairy tales increase students' interest in the language, facilitate memorization, and combine moral education with language skills.

Keywords: fairy tales, English, language teaching methodology, primary education, language competence, interactive teaching.

In the modern world, English has become not only a means of international communication but also a language for education, technology, science, and business. However, many students face difficulties in learning English. Among these difficulties are challenges in comprehension and retention.

Traditional textbooks often present content that is disconnected from real life and can bore students while focusing solely on rote grammar rules.

To address these issues, we can organize lessons based on various modern methods. Teaching through fairy tales is considered one of the most effective methods. Fairy tales are not just texts aimed at children; they allow students to feel the language, understand texts, and learn to express their thoughts in situational contexts. Fairy tales are collections of culture, stories, images, and emotions.

Fairy tales are among the oldest and most popular genres of folklore; they typically feature positive and negative characters. Through these fairy tales, students can easily learn new vocabulary. The repetitive use of words in fairy tales provides opportunities for easier memorization. This approach to language learning is creative and impactful; it is especially effective for elementary and intermediate level students.

Various methodological games can be organized to teach English quickly. These games help develop students' agility in grasping words immediately. They also aid in expanding vocabulary.

Teaching through "role-playing" allows characters from fairy tales to be assigned roles among students. This helps them memorize words quickly while improving their speaking skills and pronunciation. Students develop an understanding of each word's meaning through this process as well as analytical skills.

To encourage more active participation from students when teaching a particular fairy tale, it is essential to incorporate visual aids such as pictures into the lesson plan.

"Creating stories based on pictures" involves providing images to students so they can freely create new stories or texts based on them. This allows them to describe the given images in English independently. Such methods enable students to think freely while developing their oral skills as well.

Each element within a fairy tale should be represented visually for demonstration purposes; students will then need to verbally express what each picture depicts in English based on what they see. For example, in the tale "Emerald and Precious," there are doors and chests depicted with different colors that they must identify by color.

Students need to express these boxes in English, including who gave them and to whom they were given.

The "Fill in the blanks" method is one of the most effective techniques in teaching English. Through this, students can strengthen their vocabulary, learn sentence structure, and improve their understanding of texts.

In this method, a sentence or text is provided to the student, but some words are omitted. The student understands the meaning and places the correct word in that spot. This helps to reinforce newly learned vocabulary and develop logical understanding of the text.

Zumrad was very (kind / lazy).

Qimmat was (kind / rude).

The old woman lived in the (forest / city).

Zumrad helped the old (man / woman).

The student chooses the correct option from those in parentheses or writes their own.

A text is given to the student, and they need to fill in the blanks. The list of words: (forest, reward, stepmother, Zumrad, Qimmat, rude, kind, woman, punishment).

There was a girl named . She lived with her .

Her stepsister's name was .

One day, Zumrad went to the . She met an old .

Zumrad was , so she got a .

Qimmat was , so she got a .

It should be noted that using fairy tales, role-playing games, fill-in-the-blank exercises, and picture-based tasks are among today's key methods for teaching English. As a result, English lessons become more lively, interesting, and effective when utilizing fairy tales.

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