

TEACHING FOR TRANSLATION THROUGH FAIRY TALES

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DOI: **10.5958/2249-7137.2022.00792.3**

ABSTRACT

The purpose of the article is to illustrate the importance of fairy tales and stories in teaching a foreign language. It improves some ideas that not only they are a good source for relaxation but also they are used to teach for translation. Moreover, the article provides some ways to use a story during the lessons.

KEYWORDS: *Fairy Tales, Translation Methods, Linguistics, Etymology, Translation Studies,*

INTRODUCTION

Fairy tales represent culture of the nations since they illustrate the imagination about the culture, people and national activities of the country. As stories and fairy tales are fun to read, they can attract everyone's attention without a doubt. Moreover, children are main part of the countries' future and the fairy tales can affect on the young generation. So, many people have a preference to bring up their children with the help of fairies. Fairy tales are not only interesting, but also have an educational value, because while reading fairy tales and stories, every reader makes his own conclusions and opinions. Also, fairy tales are distinguished by the presence of didactic ideas, and as a result, they are important for the educational development of children during lessons.

MATERIALS AND METHODS

It is not an exaggeration to say that the origin of fairy tales goes back to the time when mankind appeared on earth and consciously developed and grew. Many fairy tales are the product of folklore, we can understand that it starts with specific phrases, such as "Once upon a time...", "As they say...", "As my grandmother told...", "As my mother told me...", "In distant lands...", "In far far away..." etc. As a result, we see that the majority of fairy tales are passed down from generation to generation from mouth to mouth (that is family members, grandmothers or mothers reciting the tales to their children). In addition, fairy tales can belong to specific authors. It can be said that the Brothers Grimm are among the representatives of English literature.

The issue of determining the origin of a fairy tale is very difficult, it is directly related to etymology and linguistics, the study of the history and traditions of our ancestors, and there are many sources that help to reveal the essence of a fairy tale. It is impossible not to dwell on this issue, because it is unthinkable to study a fairy tale without studying its origin.

As fairy tales are so interesting to read or to listen as well as to work at, they can be used to teach for integrated skills: listening, reading, writing and grammar. Furthermore, teaching for translation from English into Russian or Uzbek would be impressive and exciting activity while working with students. Vocabulary is main and crucial part of translation period.

There is a great potential to be used as a valuable source in English lessons in fairy tales. Fairy tales or stories contain usage of language that are common poetic and literary texts or rhymes. A great number of the tools give opportunities for foreign language learning, especially when students are tend to learn English as there are many stories in English as well as many fairy tales are translated from root language into English. These fairies and stories are suitable for all ages and levels, and they are handy to use, because they can attract any reader's attention to themselves. Fairy tales have universal values and plots which add familiarity to students (Hanlon, 1999). The child, limited in experience, loves to come in touch with the things he knows about (Kready, 1916). Fairy tales are enjoyable but meaningful (Hanlon, 1999). They stress human experience, history and values. Fairy tales provide entertainment and futher topics for discussion. They are fun and short, rich in terms of language yet less grammatically complex and syntactically speaking than many other forms of literature. There are many opportunities to make fairy tales as complex and simplistic as possible depending on the class in which it is introduced. Fairy tales are also a great source of vocabulary, grammar structures and syntax. And in addition to that fairy tales are short enough, to keep students interested long enough to get to the happy end. (Bagg, 1991). [1.11]

RESEARCH AND DISCUSSION

With the help of fairy tales, learning English could be absolutely interesting and easy. Hence, there are ranges of vocabulary that can include topic words or types of sentences which can be good exercises to improve knowledge. By various types of stories and fairy tales, students can learn:

Grammar: through fairy tales grammar can be taught, such as: past or present tenses, adjectives, adverbs, sentence structure and all other grammar parts can be taught. Especially, fairy tales are good source for translation studies.

Vocabulary: mainly, vocabulary is taught by fairy tales and students can improve their vocabulary. The stories "Little Red Riding Hood"(English story), "Zumrad and Qimmat" (Uzbek story) can be taken as examples. Through these stories many words can be remembered easily as children are aware of the heroes and heroines of the stories.

stepmother	=	мачеха
stepsister	=	своднаясестра
stepdaughter	=	падчерица
father	=	отец
evil	=	зло
good deed	=	хорошийпоступок
forest	=	лес
wood	=	древесина

wolf	=	ВОЛК
deer	=	ОЛЕНЬ
grandmother	=	БАБУШКА
friend	=	ДРУГ

Moreover, many topic words, compound words and phrases are also learned in an interesting way. Also, sentence structure is also very important in this position. Because, all languages have their set of sentence structure, for instance in English subject + verb+ object is a sentence structure while in Uzbek subject + object + verb make up a sentence.

Listening skill: it is also very crucial to listen to the tracks of the stories. By listening, students can improve their pronunciation skills, stress and tone of voice. They learn how to listen patiently each other.

Speaking skill: stories and fairy tales whether they are written by an author or the origin of them is unknown are crucial to improve their speech. When students read a fairy tale, they enlarge their vocabulary and broaden their horizon. So fairy tales are very important to learn a foreign language.

CONCLUSION

All in all, learning languages through fairy tales will help the lesson be interesting as well as enable students to:

- a) rely on a quality resource that will help to teach
- b) deliver quality classes that teach pupils a second language, whether their own language skills are highly developed or very limited
- c) bring positive language learning into the classroom
- d) help students and pupils to gain a deep and satisfying understanding of language rather than an arbitrary collection of topic phrases
- e) engage the learners both cognitively and emotionally with learning language
- f) find personal enjoyment in a resource that will engage the learners
- g) understand a different approach to learning language
- h) give the pupils ownership of their own learning of a new language and equip them with language tools for their future.

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