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USING FAIRY TALES IN ENGLISH AND UZBEK LANGUAGES FOR TEACHING LEXICAL, SEMANTIC AND LINGUOCULTURAL ASPECTS OF LANGUAGE

Karimova Yulduz Bahriddin qizi

yldz04645@gmail.com

Teacher: Abdimurodov Doston

Abstract: In modern language education, literary texts are increasingly recognized as valuable tools for developing linguistic competence and cultural awareness. Among these texts, fairy tales occupy a special place due to their simple narrative structure, expressive vocabulary and cultural symbolism. This article examines the role of English and Uzbek fairy tales in teaching lexical, semantic and linguocultural aspects of foreign language learning. Fairy tales provide learners with authentic language contexts, which help expand vocabulary, improve semantic comprehension and introduce cultural concepts embedded in language. The study analyzes the pedagogical potential of fairy tales and discusses methodological approaches for their effective use in language classrooms. The results show that integrating fairy tales into the learning process enhances students' motivation, develops communicative competence and fosters intercultural understanding. Consequently, fairy tales can be considered an important didactic resource in modern foreign language teaching.

Keywords: fairy tales, language teaching, lexical competence, semantic meaning, linguocultural approach, intercultural communication, English language learning.

Аннотация: В современном образовании литературные тексты играют важную роль в формировании языковой и культурной компетенции учащихся. Среди них особое место занимают сказки благодаря своей простой структуре, богатой лексике и культурной символике. В данной статье рассматривается использование английских и узбекских сказок при обучении лексическим, семантическим и лингвокультурологическим аспектам языка. Сказки создают естественный языковой контекст, который способствует расширению словарного запаса, пониманию значений слов и ознакомлению с культурными особенностями народов. В статье анализируются педагогические возможности использования сказок и предлагаются методические рекомендации по их применению в образовательном процессе.

Ключевые слова: сказки, обучение языку, лексика, семантика, лингвокультурология, межкультурная коммуникация.

Annotatsiya: Hozirgi zamonaviy ta’lim tizimida adabiy matnlar til o‘rganishda muhim o‘rin tutadi. Ayniqsa ertaklar o‘zining sodda syujeti, boy leksikasi va madaniy mazmuni bilan til o‘qitishda samarali vosita hisoblanadi. Ushbu maqolada ingliz va o‘zbek ertaklari misolida tilni o‘qitishda leksik, semantik hamda lingvokulturologik jihatlarni rivojlantirish masalalari ko‘rib chiqiladi. Ertaklar o‘quvchilarga yangi so‘zlarni tabiiy kontekstda o‘rganish, ularning ma’nosini tushunish va turli xalqlarning madaniy qadriyatlari bilan tanishish imkonini beradi. Maqolada ertaklarning pedagogik imkoniyatlari tahlil qilinib, ularni ta’lim jarayonida qo‘llash bo‘yicha metodik tavsiyalar berilgan.

Kalit so‘zlar: ertaklar, til o‘qitish, leksika, semantika, lingvokulturologiya, ingliz tili.

Introduction. The rapid development of globalization and intercultural communication has significantly influenced modern approaches to foreign language teaching. Today, learning a language is not limited to mastering grammar rules and memorizing vocabulary. It also involves understanding the cultural background and communicative context in which the language functions.

One of the most effective ways to integrate linguistic and cultural learning is through literary texts. Fairy tales represent a unique genre of folklore that reflects the traditions, beliefs and moral values of a particular culture. They are widely used in educational contexts because they combine linguistic simplicity with imaginative storytelling.

Fairy tales are particularly useful in foreign language classrooms because they provide meaningful contexts for vocabulary learning and semantic interpretation. For instance, well-known English fairy tales such as *Cinderella*, *Snow White* and *Jack and the Beanstalk* present a wide range of lexical items related to nature, emotions, social relationships and moral values. Similarly, Uzbek folk tales like *Zumrad va Qimmat* and *Boy bilan kambag‘al* illustrate traditional cultural concepts and ethical norms.

Therefore, the use of fairy tales in language teaching not only develops linguistic competence but also strengthens learners’ cultural awareness and interpretative skills. This article focuses on the role of English and Uzbek fairy tales in developing lexical, semantic and linguocultural competence among students.

1. Lexical development through fairy tales. Vocabulary acquisition is one of the fundamental components of language learning. Without sufficient lexical knowledge, learners cannot effectively understand texts or communicate ideas. Fairy tales provide an excellent source of vocabulary because they include descriptive language, repetitive structures and contextualized expressions.

In English fairy tales, students encounter a wide variety of lexical units such as *king, queen, palace, forest, magic, brave, wicked, adventure, and treasure*. These words often appear in descriptive contexts that help learners understand their meanings intuitively. Similarly, Uzbek fairy tales contain expressive words such as *jasur, dono, mehribon, sehrli and ayyor*. Using fairy tales allows teachers to present vocabulary in meaningful contexts rather than isolated word lists. For example, learners can identify new words in the story, analyze their meanings and use them in sentences or discussions. Story-based vocabulary learning enhances memory retention because learners associate words with narrative events and characters.

Additionally, fairy tales often contain repetitive patterns that support vocabulary acquisition. Repetition helps students internalize new lexical items and improves their ability to use them in communication.

2. Semantic analysis in fairy tales. Another important aspect of language learning is semantic competence, which involves understanding the meanings and relationships between words. Fairy tales provide rich opportunities for semantic analysis because they include symbolic language, metaphors and moral themes.

Many fairy tales are structured around contrasts such as good versus evil, honesty versus deception and kindness versus greed. These oppositions help learners recognize how meaning is constructed within narratives. For example, characters such as heroes usually represent

positive qualities like bravery and honesty, while villains symbolize negative traits such as cruelty or selfishness. Through semantic analysis of fairy tales, students can explore how language expresses abstract concepts and moral values. Teachers may encourage learners to discuss the motivations of characters, interpret symbolic elements and explain the moral messages of the story. Such activities promote deeper comprehension and critical thinking.

3.Linguocultural aspects of fairy tales. Language and culture are closely interconnected. Understanding a foreign language requires familiarity with the cultural context in which it is used. Fairy tales serve as an important medium for transmitting cultural knowledge because they reflect social norms, traditions and historical experiences.

English fairy tales often depict elements of European medieval culture such as castles, knights, royal families and magical creatures. These cultural references introduce learners to the historical and social background of English-speaking societies.

Uzbek fairy tales, on the other hand, emphasize values such as hospitality, respect for elders, wisdom and justice. Characters in Uzbek tales often demonstrate qualities like patience, generosity and courage. These stories reflect the moral principles and cultural identity of the Uzbek people.

Comparing English and Uzbek fairy tales allows students to recognize both cultural differences and universal human values. This comparative perspective enhances intercultural competence and encourages learners to respect cultural diversity.

4.Methodological approaches for using fairy tales. In order to maximize the educational potential of fairy tales, teachers should use them through interactive and student-centered activities. Various teaching techniques can be applied when working with fairy tales in language classes. For example, teachers may organize reading activities where students analyze vocabulary and identify key ideas in the story. Group discussions allow learners to share interpretations and exchange opinions about characters and events. Role-playing activities encourage students to act out scenes from fairy tales, which improves pronunciation and speaking skills. Creative tasks such as writing alternative endings or creating new fairy tales can also stimulate students' imagination. These activities integrate language learning with creative thinking and help learners apply newly acquired vocabulary in meaningful contexts.

In addition, teachers can compare English and Uzbek fairy tales to highlight linguistic and cultural differences. Such comparative analysis strengthens students' awareness of both their native culture and foreign cultures.

5. Educational benefits of fairy tales in language learning. The integration of fairy tales into language teaching offers several pedagogical advantages. First, fairy tales increase learners' motivation because they are entertaining and emotionally engaging. Students often find narrative texts more interesting than traditional textbooks. Second, fairy tales support the development of multiple language skills simultaneously. Reading stories improves comprehension, discussing them enhances speaking ability and writing creative responses develops writing skills. Third, fairy tales promote intercultural awareness. By learning about the traditions and values embedded in stories, students gain a deeper understanding of cultural diversity and develop respect for other cultures.

Conclusion. In conclusion, the use of fairy tales in foreign language teaching represents an effective and meaningful pedagogical approach that integrates linguistic, cognitive and cultural learning. Fairy tales provide learners with authentic and engaging language material that supports the development of vocabulary, comprehension and communicative competence. Due to their narrative structure and imaginative content, fairy tales help students understand new lexical items within meaningful contexts, which significantly improves vocabulary retention and language use. From a semantic perspective, fairy tales offer valuable opportunities for analyzing meanings, symbols and moral concepts. The presence of universal themes such as the struggle between good and evil, honesty and deception, or courage and fear allows learners to interpret deeper meanings expressed through language. This process enhances students' analytical thinking skills and encourages them to reflect on ethical values presented in literary texts.

Another important contribution of fairy tales to language learning is their linguocultural significance. Language is closely connected with culture, and fairy tales reflect the traditions, beliefs and social norms of different societies. Through studying English and Uzbek fairy tales, learners gain insights into cultural differences and similarities, which helps them develop intercultural competence. Understanding these cultural aspects allows students to communicate more effectively in a multicultural environment.

Furthermore, fairy tales create an interactive and motivating learning atmosphere in the classroom. Storytelling, role-playing, group discussions and creative writing activities based on fairy tales encourage active participation and improve students' confidence in using a foreign language. Such activities also promote creativity and imagination, which are essential components of effective learning.

In addition, the comparative analysis of English and Uzbek fairy tales enables students to recognize how language reflects cultural

identity and values. While English fairy tales often portray elements of European historical culture, Uzbek fairy tales emphasize moral principles such as hospitality, wisdom and respect for elders. This comparison helps learners develop a broader worldview and appreciate cultural diversity.

Overall, fairy tales can be considered a powerful educational resource in modern foreign language teaching. Their ability to combine linguistic richness, semantic depth and cultural significance makes them particularly suitable for developing comprehensive language competence. Therefore, teachers should actively incorporate fairy tales into their teaching methodology in order to create engaging, culturally enriched and effective language learning environments.

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“THE CENTURY DICTIONARY”DA XORIJIY LEKSIKANING O‘RNI VA TALQINI

Ulug‘bek Rahmonov

Andijon davlat universiteti dotsenti, f.f.f.d. (PhD)

Tel: 998 90 217 71 81