Fairy tales as a means of upbringing

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“Once upon a time” is a phrase that is very famous among children throughout the world as the beginning of a magic story, namely a fairy tale, whether it could be a story of kings, farmers or orphaned children. The abovementioned four words are considered as an invitation to an adventure in a magical world of wonder, but fairy tales are more simple stories told to entertain children. Fairy tales and folk stories have followed human societies through the ages and still play a significant part of children’s lives. Because the fairy tales help children to discover the world. Therefore, they have been alive for ages. These mini-stories have travelled through oral storytelling as well as print or in large metropolitan areas of the electronic age, teeming with other possible exciting leisure activities.

Fairy tales are the best way to explain or teach something to children. It is well-known that these mini-stories describe the actual world with different symbols that carry very valuable statements about human nature. In addition, it is fact that imagination of children is well developed and it is easy for them to find out the real world by tales. Some myths and fairy tales are tied to heroic struggles that may be interesting for each of us, struggles involve the ways in which inherent instincts and wisdom can help us follow our unique paths. They can also demonstrate the potential destructiveness of behaving unconsciously, ego-contortedly, or trying to gain power over others, in contrast to being guided by the Eros motive of mutual respect. Children learn through tales how to be. Therefore, in the tales, especially in eastern fairy tales it is illuminated that how to act in the bad times during the life, loyalty, politeness, the reward of faith or respect for the elderly people. Marie-Louise von Franz states that “Fairy tales are the most generally human in their structure” and “In each type of tale you can study the most basic structures of human behaviour”.

The Austrian born child psychologist Bruno Bettelheim estimates folk fairy tales of great value when it comes to the upbringing of children. Bettelheim studies their universal importance in understanding childhood development and in his book, *The Uses of Enchantment* he says, “A child needs to understand what is going on within his conscious self so that he can also cope with that which goes on in his unconscious. He can achieve this understanding, and with it the ability to cope, not through rational comprehension of the nature and content of his unconscious, but by becoming familiar with it through spinning out daydreams — ruminating, rearranging, and fantasizing about suitable story elements in response to unconscious pressures. By doing this, the child fits unconscious content into conscious fantasies, which then enable him to deal with that content”.

Fairy tales are very interesting and valuable for children. It is known that, tales were born as a result of fantasy and emotion of human beings. The considerable site is that humanity, the love of Motherland, honesty, trustworthiness achieve domination in them and each fairy tale ends with the victory of kindness over evil.

According to specialists` view, fairy tales broaden children`s outlook and shape their conscious attitude to the life. Children learn to distinguish between kindness and evil. This concept remains in their psychology during the lifetime. Moreover, children get accustomed to do good things when they grow up.

If we pay attention to the developing a child’s listening, speaking, and vocabulary skills, the

foundation lays under reading success. All of these things can happen through the art of storytelling.

What are the best kinds of stories to tell? Well, FAIRY TALES of course! During the process of using fairy tales at lessons, there are some elements, which must be considered. Fairy tales typically include elements that:

— teach a lesson

— show kids how to handle problems

— give us a common language

— develop a child's imagination

There are given some methods to use fairy tales while teaching a foreign language:

1. Shared Reading: Building Oral Language Through Storytelling. Just reading the story aloud without showing any pictures gives the children the opportunity to focus on just listening, at the same time with the help of it, a teacher can correct mispronunciation of pupils.

2. Shared Writing: Response to Literature. Writing a Letter to a Favourite Character is the best way to teach learners how to write a letter. Shared writing is an instructional approach to teach writing to students. For this, necessary equipment: chart paper, markers, large envelope, and card. In this process teacher acts as an instructor. He says to start the letter with "Dear (chosen character`s name)" Asks: What would you like to say to the character? Continues to elicit responses while asking questions like, "What do I need to put at the end of the sentence?" When you are finished, re-read the letter to the children. Address the letter on a large envelope to "mail."

3. Building Oral Language through Retelling. Retelling is an effective method of building oral language and in turn, allows children to practice comprehension skills.

Consequently, fairy tales can help us gain insights into some of our
basic human tendencies. Stories can be analysed in a practical way as a means of developing useful tools that may aid us in reflecting upon things that we observe and do in our daily lives. Using fairy tales at lessons may sound interesting for children rather than some difficult theoretical concepts such as the style of speech, the structure of the letter or etc. Besides, fairy tales encourage children to learn quickly with fun.

Used literature:

1. Bettelheim Bruno. The Uses of Enchantment. — New York: Vintage Books, 1989.
2. Sandra Carrillo. Fairy tales and 4-year olds: Building Oral Language Skills. PreK-K. 2018.
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