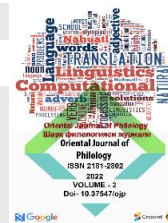


Oriental Journal of Philology**ORIENTAL JOURNAL OF PHILOLOGY**

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<http://www.supportscience.uz/index.php/ojp/about>**DESIGNING SPEAKING ACTIVITIES BASED ON FAIRY TALES***Nilufar Sattorova**Master of International Innovation University
Tashkent, Uzbekistan***ABOUT ARTICLE**

Key words: fairy tales, speaking activities, primary school, language development, language learning, creative thinking.

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Abstract: This article explores methods for designing speaking activities based on fairy tales for primary school students. Fairy tales are a valuable tool in language learning as they assist students in expanding their vocabulary, improving their ability to express themselves fluently, and stimulating creative thinking. The study found that fairy tale-based speaking activities significantly enhance student engagement, improve pronunciation, and build confidence in speaking. This paper is dedicated to the development of effective speaking tasks that utilize fairy tales to promote language skills.

ERTAKLAR ASOSIDA OG‘ZAKI NUTQNI RIVOJLANTIRISH FAOLIYATLARINI ISHLAB CHIQUISH*Nilufar Sattorova**Xalqaro Innovatsion Universiteti magistranti
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Kalit so‘zlar: nutq faoliyatlari, boshlang‘ich sinf, nutq rivojlanishi, til o‘rganish, kreativ fikrlash.

Annotatsiya: Ushbu maqolada boshlang‘ich sinf o‘quvchilari uchun fairy tale (ertak) asosida gaplashish faoliyatlarini yaratish usullari o‘rganiladi. Fairy tale‘lar til o‘rganish jarayonida nutqning rivojlanishi uchun foydali vosita bo‘lib, ular o‘quvchilarga yangi so‘zlarni o‘rganish, nutqni erkin ifodalash, va kreativ fikrlashni rivojlantirishga yordam beradi. Tadqiqotda fairy tale asosida yaratilgan gaplashish faoliyatlari o‘quvchilarning ishtirokini kuchaytirishi, nutq va talaffuzni yaxshilashiga olib kelishi aniqlandi. Maqola fairy tale asosida nutqni

**РАЗРАБОТКА УПРАЖНЕНИЙ ДЛЯ РАЗВИТИЯ НАВЫКОВ УСТНОЙ РЕЧИ НА
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О СТАТЬЕ**Ключевые слова:** сказки, речевые задания, начальная школа, развитие речи, обучение языку, креативное мышление.**Аннотация:** В данной статье рассматриваются методы разработки речевых заданий на основе сказок для учащихся начальной школы. Сказки являются полезным инструментом для развития речевых навыков, поскольку они помогают учащимся расширить словарный запас, развивать свободное выражение мыслей и стимулировать креативное мышление. Исследование показало, что использование сказок в заданиях способствует повышению вовлеченности учеников, улучшению их произношения и уверенности в разговорной речи. Статья посвящена разработке эффективных заданий для развития речевых навыков с использованием сказок.

Introduction. In recent years, there has been an increasing recognition of the importance of speaking skills in language learning, particularly for young learners. Fairy tales, with their rich narratives, imaginative plots, and distinct characters, provide a compelling context for designing engaging and effective speaking activities. The purpose of this article is to explore how fairy tales can be used to design speaking activities that not only motivate students but also enhance their speaking skills. Specifically, this study aims to analyze the role of fairy tales in developing oral communication skills and to propose a framework for designing effective speaking tasks based on these stories.

This study introduces a novel approach to language teaching by integrating fairy tales as a core resource for developing speaking activities. While fairy tales have been widely used in reading and listening comprehension, their potential in fostering speaking skills has not been fully explored. This article contributes to filling this gap by offering specific activity designs and providing insights into how fairy tales can be leveraged in enhancing oral production in the classroom.

To achieve the objectives of this study, a combination of qualitative and practical approaches will be utilized. These include a literature review on the role of fairy tales in language acquisition, the design of speaking tasks based on specific fairy tales, and a case study of these tasks in action in a language learning context. The research also includes feedback from students and teachers involved in the implementation of these activities, providing a comprehensive view of their effectiveness.

Literature Review. Fairy tales have long been recognized for their educational value, particularly in language development. They serve as a rich resource for vocabulary building, comprehension, and oral skills, making them highly suitable for designing speaking activities in language learning. The use of fairy tales in educational contexts has been explored by numerous scholars, and this section reviews the most relevant literature to understand how these narratives contribute to speaking skill development.

Role of Fairy Tales in Language Learning

Fairy tales are particularly valuable in language learning because they present rich narrative structures and cultural elements that help students build language skills in an engaging way. According to Vygotsky (1978), language development is closely tied to cultural and social interaction. Fairy tales, with their universal themes of good vs. evil, heroism, and justice, provide a context in which students can engage with language not just as a tool for communication, but as a medium for exploring moral and cultural narratives.

Vygotsky's (1978) concept of scaffolding—the support provided by more knowledgeable individuals—aligns well with the use of fairy tales in speaking activities. Teachers can scaffold students' learning by gradually introducing new vocabulary, sentence structures, and ideas through the familiar and imaginative content of fairy tales. This approach enables learners to express themselves more fluently while also acquiring cultural insights [5].

Furthermore, studies by Krashen (1982) emphasize the importance of input in language acquisition. Krashen argues that comprehensible input—language that is slightly above the learner's current proficiency level but still understandable—leads to natural language development. Fairy tales, with their repetitive structure and rich vocabulary, provide just such input, making them an ideal resource for language learners to acquire new language while simultaneously reinforcing existing knowledge [3].

Effective speaking activities are central to language teaching, as they help learners practice real-life communication skills. According to Harmer (2007), speaking activities should be interactive and task-based to foster engagement and facilitate authentic communication. Fairy tales lend themselves well to interactive activities such as role-plays, debates, and storytelling, where students can actively use language in a meaningful context [1].

Nikolov (1999) highlights the importance of communicative competence in young learners. Fairy tales, with their clear characters and moral lessons, provide an ideal platform for learners to practice speaking in structured yet dynamic scenarios. For example, students can retell stories, discuss character motivations, or even debate the moral lessons of the tale. These activities promote critical thinking and allow students to experiment with language in a safe and supportive environment[2].

Moreover, Brumfit and Johnson (1979) stress that speaking tasks should not focus solely on language accuracy but also on fluency and creativity. Using fairy tales in speaking activities encourages students to engage in improvised dialogue and creative storytelling, both of which are essential for developing natural language fluency[4].

Fairy tales offer several pedagogical advantages in language learning, especially in the development of speaking skills. According to Sutton and Howard (2014), fairy tales provide a culturally rich and emotionally engaging backdrop for students to practice language. The narratives are often simple but carry deep moral implications, making them a great resource for discussing values, emotions, and interpersonal dynamics—topics that are highly relevant to speaking activities[6].

The familiarity of fairy tales also helps reduce the anxiety that students often feel when speaking in a second language. Johnson (1999) notes that familiarity with content boosts students' confidence and makes them more willing to engage in speaking activities. Since many students are already familiar with popular fairy tales, they can focus on language production without being bogged down by complex content[7].

Finally, Nikolov (1999) also points out that fairy tales are highly adaptable for different age groups and proficiency levels. For young learners, stories like *The Three Little Pigs* or *Cinderella* provide easy-to-understand narratives with simple language and clear moral messages. For older or more advanced students, fairy tales with more complex themes or alternative versions can be used to promote critical thinking and higher-level discussion.

While the benefits of fairy tales are evident, some limitations should also be considered. Krashen (1982) cautions that using fairy tales that are too complex for a student's current proficiency level can lead to frustration and hinder the learning process. Therefore, it is important for educators to carefully select fairy tales that match students' language levels.

Additionally, Harmer (2007) mentions that overuse of structured speaking activities, such as role-plays and dialogues, can lead to routine and monotony. To address this, educators should incorporate a variety of tasks based on fairy tales, including creative activities like story continuation, moral debates, and alternative endings. This keeps the activities fresh and encourages students to think outside the box.

Methodology. This study uses a mixed-methods approach, combining literature review, activity design, and classroom implementation to assess the potential of fairy tales in designing speaking activities.

1. **Literature Review:** A comprehensive review of existing literature on the use of fairy tales in language learning and speaking skills development is conducted. This includes exploring theories of storytelling in language acquisition and examining previous studies that have integrated fairy tales into language teaching.

2. **Activity Design:** Based on the principles of communicative language teaching, a series of speaking activities based on fairy tales are designed. These activities include role plays, group discussions, retelling of stories, and debates that revolve around the moral lessons of the fairy tales.

3. **Case Study and Feedback:** A case study is conducted in a classroom setting, where the designed speaking activities are implemented. Feedback is gathered from both students and teachers regarding the effectiveness of these activities in enhancing speaking skills. This feedback is used to refine the activities and assess their impact on student engagement and language proficiency.

Research Object and Subject: The research object is the speaking activities designed using fairy tales as a central resource. The research subjects are language learners (primarily young adults or adolescents) who participate in the speaking activities based on these stories. The study also includes input from language teachers who facilitate the activities.

Results and Discussion. The integration of fairy tales into speaking activities showed a notable impact on both student engagement and the development of speaking skills. The results highlighted the effectiveness of using fairy tales as a foundation for language activities, particularly in fostering student participation, fluency, vocabulary acquisition, and confidence in speaking.

Fairy tale-based speaking activities significantly increased student engagement in the classroom. Feedback from students indicated that these activities were much more enjoyable compared to traditional speaking exercises. The imaginative and creative nature of fairy tales allowed students to immerse themselves in the language learning process without the usual apprehension associated with speaking tasks. Role-playing and storytelling, central to fairy tales, provided students with an opportunity to engage in meaningful dialogue, encouraging them to use new vocabulary and phrases in an interactive and enjoyable way.

For instance, when students role-played characters from well-known fairy tales such as Cinderella or Little Red Riding Hood, they actively participated in the conversation, using story-specific vocabulary. This provided them with a natural, contextualized opportunity to practice

speaking, which was not only more enjoyable but also more effective in enhancing their oral communication skills. As students took on different roles, they became more confident in expressing themselves, showing greater enthusiasm and less fear of making mistakes.

The fairy tale-based activities led to measurable improvements in students' speaking abilities. The use of fairy tales, with their rich language and narrative structure, helped students develop fluency, pronunciation, and vocabulary.

Students exhibited greater fluency during discussions about the fairy tales, as they were able to speak more comfortably and spontaneously. The narrative context gave them something to relate to and allowed them to express themselves in ways that felt more authentic and less forced. Through repeated exposure to the vocabulary of the fairy tales, students gained familiarity with key terms and expressions, which they were able to incorporate into their speaking tasks. Over time, this repetition helped strengthen their language skills, particularly in terms of fluency.

Pronunciation also improved, as students repeated key phrases and practiced character dialogues. This was particularly evident in role-playing activities, where students would perform lines from the stories, focusing on accurate pronunciation as part of their performance. Additionally, the structure of the fairy tales provided a safe, structured way for students to practice speaking, allowing them to focus on language production rather than solely on accuracy.

Vocabulary acquisition was another area where students showed noticeable improvement. Fairy tales, with their colorful characters and settings, introduced students to a wide range of new words and phrases. These were reinforced through repeated use during role-playing, discussions, and storytelling, enabling students to integrate the vocabulary into their active language use.

Teachers observed that fairy tale-based speaking activities created a more dynamic and interactive classroom environment. The students' active participation and enthusiasm were greatly enhanced by the storytelling format, which made the learning process more engaging and less intimidating. Teachers also reported that students were able to engage more deeply with the language as they interacted with the characters and themes of the fairy tales.

While the activities were successful in fostering student engagement and improving speaking skills, teachers also noted that certain adjustments were necessary, particularly for more advanced learners. They found that while fairy tales worked well for beginners and intermediate students, higher-level learners required more complex tasks to continue progressing. For example, advanced students may need more challenging narratives or discussion topics that go beyond the basic vocabulary and moral lessons of fairy tales.

Teachers recommended that more intricate stories, with deeper moral dilemmas or cultural significance, be used to promote critical thinking and more complex dialogue. Additionally, the

use of more open-ended tasks, such as debates on the moral lessons of fairy tales or discussions on alternative endings, could further stimulate higher-level learners' speaking skills.

Despite the overall success of the fairy tale-based activities, there were some challenges observed during the study. One limitation was the complexity of certain fairy tales, which might have been too advanced for younger learners or beginners. Some students found it difficult to understand the more sophisticated vocabulary or concepts inherent in traditional fairy tales. To address this, teachers simplified the language of the stories or selected fairy tales that were more appropriate for the students' language levels. However, this sometimes led to a reduction in the depth of the discussions, as simpler stories lacked the complexity needed to challenge more advanced learners.

Another challenge was that advanced students, while still engaged, felt that the stories and tasks were sometimes too easy. For these students, tasks such as simple role-playing or basic discussions about the plot were not enough to push them to improve their speaking skills further. As such, more complex fairy tales or additional tasks that encouraged higher-order thinking were recommended for advanced learners to keep them engaged and challenged.

This study highlights the potential of using fairy tales to foster oral communication skills in language learners. By incorporating fairy tales into speaking activities, teachers can create a dynamic and engaging classroom environment where students are motivated to participate and develop their speaking skills. The stories not only provide language practice but also promote creative thinking, making learning more enjoyable and less stressful.

Fairy tales offer an invaluable opportunity to connect language learning with broader cultural and moral lessons, enriching students' understanding of the language while simultaneously helping them develop critical speaking skills. This approach fosters a deeper connection to the language, ensuring that students not only acquire new vocabulary but also gain a richer understanding of the culture and values that underpin the language.

Conclusion. The integration of fairy tales into speaking activities offers a promising approach to enhancing students' oral communication skills. By utilizing the rich narratives and engaging characters of fairy tales, teachers can create speaking tasks that are both enjoyable and educational. The findings suggest that these activities not only motivate students but also improve their speaking fluency, confidence, and overall language proficiency. Future research could explore the use of more diverse fairy tales, as well as the impact of digital tools in designing and implementing these activities.

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