POTENTIAL OF FOLKLORE IN THE FORMATION OF LINGUOCULTURAL COMPETENCE OF PRIMARY STUDENTS IN ENGLISH LESSONS

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Modernization of language education today requires the introduction of the most new and effective educational resources into the teaching process. In this regard, the use of folklore in language teaching has the potential to become a significant educational resource for the formation of students' linguocultural competence. On this basis, the article examines the significant role of folklore material - fairy tales, proverbs, songs and poems - in the process of learning English in primary grades. This emphasizes the dynamics of the mental development of the child's personality, as well as the key components of this educational process: cognitive, linguistic and motivational. The author of the article considers English folklore as a means of formation of linguo-country competence in primary students on the example of analysis of the 'Spotlight' 'Smiles' and 'Starlight' teaching materials. In the article the author considers the possibility of using folklore material in teaching English to primary school students as an effective means of formation of speech skills and country knowledge, development of motivation and moral qualities in primary school children. The article presents a structured plan of work with folklore material for English lessons that provides educators with tools to engage students more deeply, allowing them not only to master the language but also to enrich their inner world with cultural traditions.

Keywords: *primary students, folklore, methodology of teaching English, dialogue of cultures, teaching material.*

Introduction

The modern concept of education is designed to enrich students with an abundance of information and a wide arsenal of methods that contribute to the achievement of educational goals. In the current realities, the main task of learning a foreign language is to form an individual with intercultural competence and capable of productive interaction in the international arena, achieving mutual understanding and social harmony.

Four-year primary education appears as the first stage of the new Kazakhstani school, where tasks corresponding to current educational trends are formulated. Legislative acts concerning the new school state that it is at the first primary stage of education that the personality of the primary student is formed: the identification and development of his/her abilities, as well as the formation of the motivational sphere. In addition to study skills, emphasis is placed on the acquisition of elements of speech and behavioral culture, which is an integral part of the educational process [1].

Language education, as well as the whole Kazakhstani education system, is currently developing in accordance with the competence-based approach to the learning process. In this approach, special attention is paid to the development of knowledge, skills and abilities [2].

Formation of key competences of students is one of the most important tasks facing schools. When studying a language (regardless of whether it is Russian or a foreign language), much attention is paid to the formation of linguocultural competence, which is included in the list of key competences. The notions 'linguocultural competence' and 'linguocultural competence' are often encountered in scientific literature. The very notion 'linguoculturology' means a science that emerged at the intersection of linguistics and culturology and studies the manifestations of people's culture, which are reflected and fixed in language. Thus, linguocultural competence is a system of knowledge about culture embodied in a certain national language and a set of special

skills to operate with this knowledge in practical activity. Consequently, competence is a set of knowledge, skills and abilities formed in the process of foreign language teaching. The ascent from individual uses to linguocultural competence as a socially significant system makes it possible to understand more deeply the nature of the cultural meaning assigned to a certain language sign [3].

Materials and methods

There are diverse opinions on whether folklore heritage should have a special place in teaching English as a foreign language. Folklore undoubtedly has many advantages — it is form of literature where language, art and culture are intertwined, contributing to the understanding and acceptance of foreign speech and traditions. It can be adapted for all learning levels and age groups, serving various purposes; folklore enriches the methodology and theory of teaching English by integrating cognitive tasks and language skills.

Specially selected folklore materials contribute not only to the development of pronunciation, lexical and grammatical skills, but also form the reader's competence. They support cultural continuity, paving the way for intercultural interaction and students' self-awareness of a diverse world [4].

Folklore covers many genres, including rhymed poems, fairy tales, legends and folk songs. Through songs, refrains and rhymes, it integrates cognitive tasks such as observation, synthesis, analysis and problem solving, thus creating a rich learning environment [5].

Main part

The use of folklore elements in English lessons can greatly enrich the perception of the material. Through poems, songs, rhymes, and similar forms, their melody and rhythm are evident, as well as an engaging plot supported by the multiple repetition of phrases and lines. Folklore not only develops fluent speech but also creates the conditions for imitation of realistic and cognitive content. By including and studying folklore elements as a supplement to the main teaching material, students have the opportunity to enrich their vocabulary with new connotations not available in a standard textbook.

Folklore, as a source of educational material, shows amazing flexibility and adaptability. In the primary phase, students focus on understanding simple lyric songs and rhymes. At the secondary level, they explore the content of ballads and begin to collect folklore materials, such as riddles. At the advanced level, interest is centered on creating their own stories, learning slang and discussions about proverbs. Folklore serves both for work with large groups and for individual lessons, enriching the educational process with many possible forms.

In order to engage deeply and fruitfully with material based on English folklore, it is necessary to consider the key principles of its selection. In the first place is the principle of influencing the emotional and motivational spheres of a person. It implies an awareness of the age-specific characteristics of students, as well as the importance of visibility, accessibility and comprehensibility of the material presented. No less significant is the principle of national-cultural value, because folklore is a living cultural heritage of the nation, reflecting the moral foundations and norms of behavior of the people. Also important is the principle of authenticity, which prescribes the use of materials created by native speakers. The selection of folklore texts, both small and large forms, should be based on their cognitive value and informative nature so that they can fully reflect English culture and enrich language learning. Finally, we should not forget about the criterion of comprehensibility, which should be related to the learners' level of English.

Students' introduction to the small folklore genres of English begins with adorable children's songs and rhyming quatrains. In the Spotlight Starter textbook, each module includes three episodes from The Ugly Duckling performed in rhyme, making it easy for children to memorize the fascinating story.

In grade 2, a variety of children's songs are actively used for in-depth acquaintance with folklore genres. The authors pay considerable attention to learning a foreign language through music, and almost every lesson begins or ends with a perky song.

At the end of each module, an episode from the fairy tale "The City Mouse and the Village Mouse" is also presented — a rhymed work that contributes to its easier memorization and understanding. All songs, poems and rhymes studied in the course contain a plot, so the authors of the educational and methodological complex recommend staging, thereby creating a complete immersion in the culture of the country of the language being studied.

In grade 3, a new folklore genre appears — comics (Arthur & Rascal), offering episodes from the lives of the characters, which allows students to touch the modern culture of the countries of the studied language.

The textbook also presents the English fairy tale "The Toy Soldier", consisting of eight rhyming episodes. At the end of studying the material, students are invited to stage a play.

For a deep introduction to the cultural values and traditions of other peoples with the help of English folklore, materials dedicated to "Special Days" are included at the end of the textbook. In this section you can find comics, poems, songs and dialogues that immerse students in the atmosphere of two English holidays — Christmas and Mother's Day.

In grade 4, the study of such small folklore forms as songs, poems and rhymes continues, but the grammatical structure of the language becomes more complex.

The textbook also presents the popular English fairy tale "Goldilocks and the Three Bears", consisting of eight rhyming episodes. After completing the study, students will be invited to stage a play based on this fairy tale.

To familiarize students with the cultural values and traditions of other nations through English folklore, the end of the textbook contains materials on Special Days (Happy New Year! April Fool's Day!), where you can find such folklore genres as poems, comic strips, songs, and more. This material will help students easily learn about New Year celebrations in the UK, popular jokes in England, France and India on 1 April.

In this teaching and methodical complex we observe a significant change in the volume of folklore material studied. In the Starter elementary level textbook and in grade 2, the main focus was on learning songs, a wonderful genre of folklore. However, with subsequent classes, they are replaced by fairy tales, comics and poems. The learning process becomes more and more profound: the grammatical structure of the language in folklore genres becomes more complex; instead of short and simple sentences there appear multi-layered and branched constructions rich in dialogue elements.

The authors of the educational-methodical complexes recommend the introduction of compulsory lesson elements such as songs, poems and theatricalisation. This not only enriches learning, but also serves as a living reflection of the traditions, culture and everyday life of the people of the country whose language is being learnt. Small folklore genres, such as poems and songs, become carriers of valuable cultural information, thus contributing to the formation of linguo-cultural competence of students.

If we talk about the learner's role in the perception of folklore material, he/she becomes an active researcher of another culture. The authors suggest staging learned songs, rhymes and poems in the second grade in order to immerse yourself deeper into the culture of the country. In the following years of study, at the end of each textbook, students are presented with a play based on the studied fairy tale.

The beginning of work with folklore material should be associated with the preparatory stage, including overcoming linguistic and cultural difficulties. Only then is it appropriate to introduce new vocabulary. The next step is the perception of the folklore text in the primary reading. Then the teacher reads aloud or uses an audio recording, after which it will be advisable to check the reading comprehension through questions. After that, the work is worth reading again. The final stage will be the development of language skills and oral speech by completing various tasks and answering questions. This algorithm may vary depending on the genre of the folklore work and the purpose of the lesson [6].

Familiarizing pupils with the folklore of the country of the target language should begin in the primary grades. This contributes to a faster communicative and psychological adaptation to the new language world. First of all, in the younger grades children are familiarized with poetry, riddles,

limericks, proverbs and sayings - it is these types of folklore texts that are most accessible to their perception and become an effective means for further study of more complex folklore works [7].

Among the examples of small genres of English folklore that students work with are children's songs ("Head and Shoulders", "Little Star", "Happy Birthday", etc.), poems ("Two Little Eyes", "Rain", "Nine Little Monkeys", etc.) and counting books ("One, Two. How are you?", "One for Sorrow", etc.).

The volume of folklore material increases every year: in grade 2 students first meet with short poems and riddles, and by grades 3 and 4 they turn to more extensive texts, although the number of songs and poems decreases. The complexity of the content is increasing, including more complex grammatical constructions and artistic means. Universal tongue twisters remain relevant at all stages of learning, they can be used to practice phonetics and articulation. Our study covered educational and methodological complexes such as Smiles, Spotlight, Starlight, revealing their richness in English folklore, which brings variety and keeps students' motivation and interest levels high.

Results and discussions

Analyzing the 'Spotlight' educational-methodological complex, we can conclude that the authors of the textbook aimed to deepen students' understanding of the world of foreign peers and the culture of English-speaking countries, opening the doors to the dialogue of cultures. Each lesson is filled with songs and rhymes that introduce children to the richness of the English-speaking cultural tradition. In the textbook for Grade 4, students first meet the famous English fairy tale 'Goldilocks and the Three Bears', to which a separate block in each module is dedicated, offering exercises based on the events of the story.

In the Starlight educational-methodological complex, attention is also paid to the study of the culture of peers from other countries, familiarization with age-appropriate foreign folklore and children's fiction. The educational goals of the course are aimed at forming tolerance and respect for representatives of other cultures [8, 9.10]. Here, as in 'Spotlight', pupils interact with folklore characters (leprechauns, fairies, etc.), but the uniqueness of 'Starlight' lies in combining English folklore with Russian fairy tales and characters. This allows children to compare their native folklore with the folklore of the target language, which stimulates analytical and synthetic thinking. In addition, fables, such as the one about the tortoise and the hare, serve as a basis for cultural and ethical values.

The analysis of the educational-methodical complex on English language reveals that folklore material has limitless potential in studying various aspects of the language in modern educational conditions. Folklore opens the door to the world of life, traditions and linguistic realities of English-speaking countries, offering students a unique opportunity for engaging and visual learning. The process of memorizing songs, counting songs and poems, researching the texts of fairy tales and performing creative tasks such as dramatization or role-reading not only contributes to the development of communicative competence, but also significantly increases students' motivation to learn the language. Folklore becomes a powerful tool that enriches language practice, creating an interactive and dynamic learning environment that can inspire and enthuse. This approach to learning not only deepens knowledge of the language, but also builds breadth of vision, awakening interest in the culture and heritage of English-speaking peoples.

Conclusion

English folklore is a universal tool for enriching different aspects of language and revealing perspectives on speech skills. In its depths lies an enormous potential for the development of linguistic intuition, which in turn awakens a positive motivation to study the culture of English-speaking countries and promotes entry into the dialogue of cultures. Therefore, the teacher should integrate folklore texts into the mainstream teaching process, as they are able to visually illuminate cultural realities and peculiarities, as well as correlate native and foreign language worldviews. These narratives, imbued with the spirit of the time and folk wisdom, not only enrich the student's linguistic palette, but also serve as a bridge to understanding other cultures, inspiring their own

searches and discoveries in the multifaceted space of human communication. In conclusion, introducing folklore into the learning process becomes an important step towards a deeper appreciation and respect for the diversity of cultural traditions, revealing amazing opportunities for learning and personal growth.

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АҒЫЛШЫН ТІЛІ САБАҒЫНДА БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ЛИНГВОМӘДЕНИ ҚҰЗЫРЕТТІЛІГІН ҚАЛЫПТАСТЫРУДАҒЫ ФОЛЬКЛОРДЫҢ ӘЛЕУЕТІ

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Бүгінгі таңда тілдік білім беруді жаңғырту оқу процесіне ең жаңа және тиімді білім беру ресурстарын енгізуді талап етеді. Осыған байланысты шет тілдерін оқытуда фольклорды қолдану оқушылардың лингвомәдени құзыреттілігін қалыптастыру үшін маңызды білім беру ресурсы бола алады. Осыған сүйене отырып, мақалада бастауыш сыныптарда ағылшын тілін үйрену процесінде фольклорлық материалдың - ертегілердің, мақал - мәтелдердің, әндер мен өлеңдердің маңызды рөлі қарастырылады. Сонымен қатар, баланың жеке басының психикалық даму динамикасы, сондай-ақ осы білім беру процесінің негізгі компоненттері: когнитивті, лингвистикалық және мотивациялық. Мақала авторы ағылшын фольклорын "Spotlight ""Smiles" және "Starlight" оқулықтарын талдау мысалында бастауыш сынып оқушыларының лингвистикалық-елтану құзыреттілігін қалыптастыру құралы ретінде қарастырады. Мақалада автор бастауыш сынып

оқушыларына ағылшын тілін оқытуда фольклорлық материалды сөйлеу дағдылары мен елтану білімін қалыптастырудың, бастауыш мектеп жасындағы балаларда мотивация мен адамгершілік қасиеттерді дамытудың тиімді құралы ретінде пайдалану мүмкіндігін қарастырады. Мақалада ағылшын тілі сабақтарында фольклорлық материалдармен жұмыс істеудің құрылымдық жоспары ұсынылған, ол мұғалімдерге оқушыларды тереңірек тартуға мүмкіндік береді, бұл оларға тілді меңгеріп қана қоймай, ішкі әлемін мәдени дәстүрлермен байытуға мүмкіндік береді.

Кілт сөздер: *бастауыш сынып оқушылары, фольклор, ағылшын тілін оқыту әдістемесі, мәдениеттер диалогы, оқу материалы.*

ПОТЕНЦИАЛ ФОЛЬКЛОРА В ФОРМИРОВАНИИ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКОЙ КОМПЕТЕНЦИИ МЛАДШИХ ШКОЛЬНИКОВ НА УРОКЕ АНГЛИЙСКОГО ЯЗЫКА

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Модернизация языкового образования сегодня требует внедрения в учебный процесс самых новых и эффективных образовательных ресурсов. В этой связи использование фольклора в обучении иностранным языкам способно стать значимым образовательным ресурсом для формирования лингвокультурной компетенции учащихся. Исходя из этого, в статье рассматривается значительная роль фольклорного материала - сказок, пословиц, песен и стихов - в процессе изучения английского языка в начальных классах. При этом подчеркивается динамика психического развития личности ребенка, а также ключевые компоненты данного образовательного процесса: когнитивный, лингвистический и мотивационный. Автор статьи рассматривает английский фольклор как средство формирования лингвострановедческой компетенции у учащихся начальных классов на примере анализа учебных пособий 'Spotlight' 'Smiles' и 'Starlight'. В статье автор рассматривает возможность использования фольклорного материала в обучении английскому языку учащихся начальной школы как эффективного средства формирования речевых навыков и страноведческих знаний, развития мотивации и нравственных качеств у детей младшего школьного возраста. В статье представлен структурированный план работы с фольклорным материалом на уроках английского языка, который дает педагогам инструменты для более глубокого вовлечения учащихся, позволяя им не только овладеть языком, но и обогатить свой внутренний мир культурными традициями.

Ключевые слова: *учащиеся начальной школы, фольклор, методика преподавания английского языка, диалог культур, учебный материал.*