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THE USE OF FAIRYTALES IN ENGLISH LESSONS IN PRIMARY SCHOOL

In secondary school, the main task of the teacher is to study the material at a high level and in an interesting form, to form a high level lexical competence of a foreign language, to promote the forming communication skills according to motives and social norms of speech behavior in typical situations, to form skills and abilities of monologue and dialogue speech.

The aim of the article is to determine the peculiarities of fairy tales usage on English lessons in primary school.

Today, the use of fairy tales on English lessons is quite popular and effective while learning foreign languages. This provides an opportunity to diversify foreign language lessons, increase students' motivation to learn English. Students can gain knowledge of world culture, using new lexical material, interesting grammatical structures in their activities [3].

Using a fairy tale on the lesson is an interesting and creative method that leads to the development of creative attention and personality, the child begins to learn about the world, it accompanies its throughout childhood. After using the fairy tale, the child begins to understand such categories as good and evil, light and dark, justice, not only learns the objects of the world around him, but masters the eternal human truths. A fairy tale helps to build a child's relationship with everything around and people in this world, to enrich the student's vocabulary, that is, to form communicative competence first from the native language, and later from a foreign language.

Today the teaching of English is carried out in such a way that the use of communicative approach has a leading position, and all forms and methods should be aimed at its effective development.

Learning should be in research manner, even if it is primary school students. It requires independent decision-making, critical evaluation of the results obtained and forecasting the development of events, which is possible only with the formation of creative thinking, the development of its abstract-logical and visual forms. Fairy tales play an important role in learning a foreign language, helping to increase lexical material and motivation of junior students, as well as to develop skills of processing condensed information, to form creative and critical styles of thinking and speaking. In the explanatory dictionary, the fairy tale "... is interpreted as a narrative folk-poetic or written-literary work about fictional events, fictional characters, sometimes with the participation of fantastic forces" [2, p. 19].

The use of fairy tales in English lessons helps:

- increase motivation, development of cognitive interests and optimization of the educational process;
- grammatical skills in children are developed through different models of sentence construction in an interesting way, while reading fairy tales; phonetic skills are developed during listening, also through the introduction of new rhythmic and intonation models, sounds, sound combinations available in fairy tales; lexical – due to the enriching the vocabulary;

- a fairy tale plays a very important role at the beginning of learning a foreign language, when the motivation to learning is very high, it is a great means of maintaining interest in the subject in learning the phonetic, lexical or grammatical aspect of a foreign language;
- the fairy tale in its best images reveals to the child the world, the essence of human relations, human feelings – kindness, respect, compassion, society, justice, sensitivity, mutual understanding, and thus carries a rich moral potential; gives children a bright, diverse image of the world, developing the child's outlook;
- the effectiveness of the use of fairy tales in teaching speech depends on the rational organization of the lesson structure;
- a fairy tale contributes to the formation of linguistic, socio-cultural and general educational competence of students;
- a fairy tale can be used at different stages of an English lesson, carefully choosing ways to work with it so that the lesson achieves its goal.

Thus, the use of fairy tales in the study of English provides many opportunities: the creation of stimulating situations in English lessons; use of visualization tools; implementation of the principle of individual approach to each student; ensuring conditions of control; creating conditions for the development of self-control skills; mobilization of internal resources and students' abilities; performing different types of exercises with all students simultaneously. A fairy tale on English lessons can be a powerful lever for forming a harmoniously developed personality, an experienced student, able to use a foreign language skillfully, successfully, to achieve the goal of communication and build relationships with people and the world.

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THE USAGE OF MODAL VERBS IN ENGLISH: A BRIEF OVERVIEW

Modal verbs are a specific kind of auxiliary (helping) verbs. Modal verbs provide the main verb of the sentence with additional and explicit meaning. In contradistinction to other verbs, modal verbs do not convey actions or states, they express the speaker's or writer's attitude to the action which is denoted by the infinitive combined with which they form a compound modal verbal predicate.

There are the following modal verbs in English: *can, could, will, would, may, might, must, to have to, to be to, need, shall, should, ought to and dare*.

Each modal verb has its own function. In colloquial English, some of the modal verbs have exactly the same meaning and are equal in value. Otherwise, in written English, we have to recognize and point out the shades of meanings and the slight difference between them.

Grammatically modal verbs follow their own rules [2, с. 115]:

1. A modal verb is accompanied by an infinitive verb without particle 'to'.
2. It is forbidden to put a noun or gerund after a modal verb.