

## USING HEALTH – PROTECTING TECHNOLOGIES TO ENHANCE THE LOGICAL THINKING OF LEARNERS IN ENGLISH CLASSES

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### ABSTRACT

This article analyzes the usage of health-protecting technologies, in particular teaching English and enhancing logical thinking through fairy-tales and riddles.

**Key words:** *health-protecting technologies, logical thinking, fairy-tales, riddles, grammar, vocabulary, listening, speaking*

Health-protecting technologies are considered as the main and differential peculiarity of the whole education system. This is a unity of all used principles, methods and approaches of education and upbringing. Filling traditional technologies create the symptoms of health protection, the aim of which is not only to save the health of learners and teachers from unhealthy factors of education system, but assist upbringing the culture of health among learners. Every year the number of children with poor health, tiredness, weak neuro-system is increasing. Thinking of the individual peculiarities of a child, it is necessary to form interest in a child language, motivation to learning, train knowledge activeness, develop communication skills. In order to retain the positive motivation to learning a foreign language and enhancing logical thinking bilingual Uzbek national fairy tales and riddles can be implemented in teaching process. Listening to fairy tales is one of the most favourite activities of children. The interest of learners depends on their progress in language acquisition. If a learner understands that he/she is advancing, he/she is engaged with interest in language learning. Bilingual fairy tales and puzzles are psychologically proved and make `boring` rules emotionally attractive and communicatively important. Moreover, they lead to easy learning of English words and expressions, developing of the memory, have relaxation and emotional effect. Furthermore, bilingual fairy tales and puzzles teach listening easily and naturally, develop phonetic hearing. Such kind of fairy tales should not take the whole lesson; it must be used in the step of presenting of grammar material. Proposed illustrational material to the fairy tale assists to better understanding of lexico-grammatical material and to the development of visual memory.

Fairy tales motivate reading. It is well known fact that before computers and television were invented reading was the primary free time activity. People could read for hours and travel lands far-far their minds away. Stories offer the whole imaginary world, created by language that children can enter and enjoy, learning language as they read and enhance their logical thinking. Good stories provide a study of universal values and needs and capture learners` interest and challenges them to explore new roads of meaning.

A lot of texts that can be found in the course books are often created for pedagogical reasons and lack the personal addressing to the learners. In comparison, the fairy tales spark children`s curiosity, increase interest and create wonder and in addition to that they may elicit a powerful emotional response and personal involvement of students [2,160]. In the reading classes teachers` concern should be to increase students` motivation towards reading in the foreign language lesson by making reading interesting. The texts which teacher offers learners to read should be: interesting for learners, be at the right level of difficulty and authentic. Young learners see reading as an entertainment. They typically prefer stories about animals, legends, folk tales and fairy tales. Fairy tales are stories that illustrate our impulse toward a greater level of consciousness. They are fun, interesting, and appeal to the imagination of virtually all readers. As children read them they “enter” into fairy tales and act out together with the characters of a certain fairy tale. Fairy tales have a great potential to influence positively on

children's interest in books and their motivation to read. Collie and Slater suggest that literature is suitable with language learning students should "Stimulate the kind of personal involvement by arousing learners' interest and provoking strong, positive reactions from them. If it is meaningful and enjoyable, reading is more likely to have a lasting and beneficial effect upon learners' linguistic and cultural knowledge. It is more important to choose books which are relevant to the life experiences, emotions or dreams of the learner."

There are several types of reading and in case of the fairy tales all types can be applied. As everybody is aware, there are two types of reading, extensive and intensive [4,70]. There are two ways of reading: reading aloud and reading silently. People usually start learning a language from reading aloud. Children begin their reading experience from starting to read aloud fairy tale familiar texts. It should be pointed out that reading aloud should be used only at the earliest stage of reading skill development, since there is danger inherent in a reading program that relies too heavily on the phonics of written language. Also, reading aloud has very strong disadvantage that only one student is active at a time. All others are either reading ahead, day-dreaming, or not listening at all [4,51]. Intensive reading involves a lot of classroom work with course book, exercises and texts. This type of reading requires reading texts closely and carefully with intention of gaining an understanding of as much details as possible. This is often a stop/start kind of reading involving a lot of going backs and reading the same text over and over again in order to make sure that all words are interpreted and understood correctly.

In everyday life people tend to use extensive reading. This kind of reading is fluent, faster, often of longer texts for pleasure, entertainment and general understanding without paying so much attention to the details; fairy tales are the good example of these kinds of texts. Interesting and simplified texts may help initiate learners into extensive reading. There is a great deal of evidence that extensive reading has a powerful impact on language learning. The more learners read, the more they pick up items of vocabulary and grammar from the text, often without realizing it and this widening language knowledge seems to increase their overall linguistic confidence. Fairy tales include colorful vocabulary and different grammatical aspects, for example the Past Simple, the Present Simple, irregular verbs, comparisons and etc. Extensive reading can be organized either as individualized reading, where all the learners read different books, taken from library; or as a class reading, where the whole class reads the same book. For example, a teacher can pick any well-known or absolutely unknown fairy tale and ask learners to read it at home, or teacher can ask learners to pick any fairy tale which they like the most read it home and on the next lesson share some ideas about it in front of the class. Class reading allows teacher to give maximum help to learners, by providing background information, vocabulary and by choosing adequate questioning type. But a teacher has to be sure that the text is not too long or too complicated so that learners do not lose their interest in the text. Class reading can be organized in four ways. First, learners can take texts at home and read them in a familiar peaceful atmosphere. Second, they may read silently in class, with teacher going through questions at the end. Third, teacher reads the text aloud, while the learners listen and follow in their books. And finally, group reading can be used with dramatic scripts. Teacher reads first to produce a model, and then has learners read round the class.

Fairy tales have a great potential to be used as a valuable source in English lessons. Children's stories contain uses of language that are considered typical of poetic and literary texts. Many of these devices offer opportunities for foreign language learning. In appropriate adaptation these stories are suitable for all ages and levels. Fairy tales have universal values and plots which add familiarity to learners. The child, limited in experience, loves to come in touch with the things he/she knows about. Fairy tales are enjoyable but meaningful. They stress human experience, history and values. Fairy tales provide entertainment and further topics for

discussion which can lead to enhancing the logical thinking of learners. They are fun and short, rich in terms of language yet less grammatically complex and syntactically speaking than many other forms of literature. There is a great opportunity to make fairy tales as complex and simplistic as possible depending on class in which it is introduced. Fairy tales are also a great source of vocabulary, grammar structures and syntax. And in addition to that fairy tales are short enough, to keep learners interested long enough to get to the happy end.

In English classes teachers tend to develop four skills: reading, writing, speaking and listening. These skills are often divided into two types: receptive and productive. Receptive skills include reading and listening. Productive skills include speaking and writing. The development of reading skills is very important during learning classes. Much language production work grows out of texts that learners hear or see. The procedure for teaching receptive skills generally starts with a lead in. It is very essential to start with pre-reading activity in order to set up a topic, to focus their attention in what they are going to read, activate learners' background knowledge of the topic. Pre-reading activities involve learners in reading a particular text short or long. The goals of this stage are to create a purpose for reading; and provide any language preparation that may be needed. Teacher could ask questions to the related topic or show a picture which illustrates story and ask learners what they think according to this picture is going to happen in the text. Learners will be involved in logical thinking process by predicting. The purpose of such guiding questions is not to check reading comprehension, but to lead learners towards most important points in the text. Checking for general comprehension is also very important. The purpose is more instructional than diagnostic. Sharing the answers will help readers make sense of story and encourage them to practice various levels of communication. Teachers have to avoid overloading learners with activities that may exhaust their energies or interest in a particular topic or book. Some activities and exercises for checking general comprehension of a story. For example: together, sort events and characters of fiction as "good" or "bad", "kind", "unkind"; together, list appropriate adjectives or adverbs to describe events or characters. Teachers also could set up a True or False exercise, multiple choice exercise, write no more than two words, find the words from the text, and answer the questions.

One of the most important question pupils could answer is "Do you like the text?" This question is important because if we only ever ask learners technical questions about language, we are denying them any affective response to the content of the text. Letting them give voice is far more helpful for language learning, than if we just work through a series of exercises. These kind of personal, general knowledge and hypothetical questions invite a personal response from learners. The answers depend mostly on the readers' experience and knowledge; they should also rely on good understanding of the text.

Getting learners to speak in the class can sometimes be extremely easy. In a good class atmosphere, learners will participate freely and enthusiastically if the topic or a task is suitable and enthusiastic. Fairy tales are good provider of topics for discussion and thus help to develop learners' speaking skills. Any topics which involve the discussion of varying points of view may be re-enacted in a role play. According to the topic which is touched in fairy tale teacher can prepare a questionnaire. Learners in pairs or in small groups discuss answers to the questions and share their ideas to the class. This kind of activity is very useful because learners have time to discuss and prepare answers. Learners may move further from the text to dramatize an interview between characters of the text. Teacher can set up a task for example: Imagine that you are a hero. Talk about yourself as a hero or work in pairs and make a dialog between heroes. Writing skills can also be taught through fairy tales which also involve logical thinking. Inspired by the text, teacher could set up some kind of creative writing tasks. For example, pupils may write their own fairy tale or an alternative ending, answer the question what if...

. Learners can write a modernized version of a well-known fairy tale, for example “A New Golden Watermelon story”, or summarize familiar tales. During the writing task learners will practice traditional fairy tale beginning and ending (e.g. Once upon a time...), stock characters (e.g. witches, princes, princesses, fairies, trolls, peasants, magic animals and etc...) comparatives and superlatives (e.g. the youngest, the smartest, the most beautiful...)

Fairy Tales can be used in teaching Grammar and logical thinking. Grammar can be introduced in a number of ways. There is a great opportunity of using a “real text” to understand and experiment with a “real language”. Children have an innate sense of interest in stories that portray heroes, personify animals and actions, take place in castles and enchanted forests. Fairy tales will interest learners and bring them into a natural rhythm, flow and picturesque language of the text. In fairy tales two main uses of language can be distinguished: for a narrative and for a dialogue. A narrative text concerns the series of events: Hans started to pull out his finger; little brother ran for help. A dialogue is type of language as if it is spoken by characters: “Run! Go to the town and tell the men there's a hole in the dike!” Teacher can point out the use of the Past Simple in narratives and the Present Simple in dialogues. Fairy tales help children to notice language areas such as past tenses, adjectives, comparatives and etc. Teachers could use passages from the fairy tale to point out grammatical features. For example, to ask learners to find irregular verbs, to write down all adjectives or to locate the words and phrases that indicates position in place or time. Texts with continuous meanings are more authentic than the connected sentences which are often used as examples in grammar books. Story books often contain extended examples of dialogue that use a wide variety of punctuation marks, in more natural context than is possible in grammar exercise books. Word-order can be taught through reading fairy tales as well. When working in groups, learners can ask and answer content-related questions and learn the word-order of questions and affirmative sentences [3,63].

Fairy Tales in teaching vocabulary and logical thinking. One of the purposes of fairy tales is to entertain, so writers and tellers choose and use words with particular care to keep the audience interested. Fairy tales include unusual words, or words that have a strong phonological content, with interesting rhymes or sound that are onomatopoeic. In fairy tales there is used evocative vocabulary, the language of the fairy world, memorable language such as metaphors, alliteration, rhymes, and the spoken language of the common people. The built-up repetition of the words and phrases is one of the features of fairy tales that is very helpful for language learning. The context created by the story, its predictable pattern of events and language, pictures, all act to support the reader's understanding of unfamiliar words. Children will pick up the words that they enjoy and in this way stories offer space for growth in vocabulary. With the help of fairy tales, specific vocabulary could be taught: different old words, beginnings and endings (e.g. Once upon a time; Far-far away; They lived happily ever after...) names of the characters and things which are connected to the characters (e.g. fairy, witch, king, queen, prince, princess, magic stick, throne, and etc...), names of the setting, places (e.g. forest, kingdom, far-far away land, etc...), gems and precious metals (e.g. silver, copper, gold, steel...).

Fairy tales in teaching values and logical thinking. In the nineteenth-century in Germany, Jacob and Wilhelm Grimm conceived their Children's and Household Tales, 1812-15, as a tool of national pedagogy. The Grimms viewed their collection of fairy tales as a part of a project to reaffirm the cultural identity of the German folk. They meant that their collection of fairy tales was not only teaching useful social, moral and religious lessons for children, but also they intended to educate the German people about German character and culture. However, Uzbek fairy tales teach children to value kindness, and respect for elderly, appreciate family, love for

homeland, hospitality.... In sum, every nation uses fairy tales to teach younger generation the values of that nation.

Characters in fairy tales are either good or bad. The sharp division between good and evil help children understand the difference. And for children it is easy to pick a right side because a good character is always rewarded whereas a bad character is always punished. Moreover, children tend to identify with the good characters more easily, which awakens in them the desire to behave in the same positive way and therefore fairy tales can contribute greatly to their social education. The child likes the fairy tale to tell him of someone who succeeds. The fairy tale teaches most often the basic values of life such as trust, hope, honesty, kindness and belief in high power which could be interpreted as a root of faith. Fairy tales implant motivations to adhere to the significant values of the civilized society. Striving for these values is motivated and modeled in these tales, and the ground is set for success in achievement a meaningful life. Stories as well as fairy tales help children feel positive about other countries and cultures, and can broaden their knowledge of the world. All children are poets and fairy tales are poetic recording of the facts of life. Fairy tales feed children's imagination. They use an indirect way of presenting model situations to children and therefore appeal to children's imagination and logical thinking. The motif of three unsuccessful attempts is often found in fairy tales. This model situation points out an important message to children, that success does not come in the first attempt but if we are patient and do not give up, it will come in the end. It gives children hope and comfort as well as happy endings.

Besides fairy tales, riddles can also be used to develop vocabulary and logical thinking related to the topic which is more health-protective than traditional methods of learning vocabulary as rote learning.

A riddle is a question deliberately worded in puzzling manner and presented as a problem to be solved. In addition, a riddle is mysterious questions about a person, thing, and situation that learners should guess based on the descriptions given. Riddles are one of the effective techniques in teaching language, including the teaching of English because learners commonly love puzzle, and one kind of puzzle is a riddle. Doing exercises through riddle is an activity that teacher can transfer the material and make learners relax in the class when they accept the material. Thus, it is obvious that riddle can help both sides teacher and learners in creating a more interactive classroom atmosphere in which they will generate active responses logical thinking. By observing a riddle, learners are easy to remember and can imagine the description of the object. These are the examples of riddles:

1. What has four legs, but cannot walk?

A table

2. What starts with an 'E', ends with an 'E', and only has one letter in it?

An envelope

3. What is it? black when it is clean and white when it is dirty?

A blackboard.

4. What has teeth but cannot bite?

A comb.

Riddles do not only give an opportunity to learners to learn the language but also to play with it. In other words, learners can play with the language to make them active in the teaching learning process

The description of riddle seems to be repeated in learners' ears when teacher reads the description twice or more. Sometimes, teacher also translates the meaning of the difficult words to help learners to get the meaning of the description. It can make the learning process easy to comprehend and make learners familiar with the new words.

The unexpected answer of riddle can create learners challenged to find the answer until they find it. In addition, it makes learners interested in the riddle because they directly play with it.

From the riddle description, teacher can stimulate learners to imagine the description to find the answer, without imagining it is difficult to find the answer. Based on the ideas above, riddles gave certain advantages in language teaching, such as listening, vocabulary and speaking. Learners listen to the description told by teacher. Then, the riddles also give learners some vocabulary. It seems that in the riddles there are many words presented contextually. The riddles also give speaking listening activity to learners. Riddles can help to improve the logical thinking of learners. Here, it could give a certain activity in learning language.

Further, the riddle is interesting, but teacher must select it which is appropriate for presenting the material. Dealing with teaching vocabulary, it is proper that teacher selects the riddle for presenting new vocabulary. Criteria in selecting good riddles in the classroom activities as follows:

- a. Riddle must be suitable with the teaching purpose
- b. Riddle must be simple

Based on the criteria above, there are some ways in selecting riddles:

1) Write some riddles that can be applied in teaching language. Not all riddles can be applied in class. There are many riddles that are not standard language and inappropriate to learners. The riddles should be suitable for learners' ages or levels. Besides, at the beginning, teacher should use familiar words in simple descriptions.

Examples from Uzbek Riddles:

A white chest is without a mouth (an egg)

The golden ring is under the water (a fish)

With wings and gives milk (a bat)

I have a bird without bones (a butterfly) [6,-10,20,22]

2) Write the vocabulary that must be known by learners. It can help them learn the language in a riddle. In the riddle above, learners can practice the vocabulary by trying to write the answer of "butterfly" and "fish".

5) Asking learners to write the answers on the black board/ white board.

6) As the variation at the end of applying the riddles, teacher asks learners to make sentences by applying the answers of the riddles.

7) Giving the translation of a riddle

To sum up, the use of riddles makes the teaching more concrete in achieving the major objective, and tends to arouse learners' interest in learning the language and enhance their logical thinking. Those advantages could be gained if teacher could be creative in using riddles in the teaching and learning process.

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