IMPROVING THE METHODOLOGY OF TEACHING FAIRY TALES IN PRIMARY SCHOOL READING LITERACY CLASSES

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Abstract: This article examines effective ways to improve the methodology of teaching fairy tales in primary school reading literacy classes. Fairy tales play a crucial role in shaping young learners' reading comprehension, moral values, critical thinking, and creative imagination. The study analyzes modern pedagogical approaches, learner-centered strategies, and interactive methods that enhance pupils' engagement and reading literacy skills.

Keywords: reading literacy, fairy tales, primary education, teaching methodology, critical thinking, creative learning

INTRODUCTION

Reading literacy is one of the fundamental competencies developed during primary education. It forms the basis for academic success, lifelong learning, and social participation. In this context, fairy tales occupy a special place in the reading literacy curriculum of primary schools. Due to their imaginative structure, symbolic language, and moral content, fairy tales are highly effective tools for developing children's cognitive, emotional, and linguistic abilities.

However, traditional approaches to teaching fairy tales often focus on surface-level reading and retelling, which may limit students' deeper comprehension and analytical thinking. Modern educational requirements demand methodologies that encourage active participation, interpretation, and critical reflection. Therefore, improving the methodology of teaching fairy tales in reading literacy classes has become a pressing pedagogical issue. This article aims to explore effective strategies and methodological improvements for teaching fairy tales in primary school reading literacy lessons, emphasizing learner-centered and interactive approaches.

LITERATURE REVIEW AND METHODOLOGY

Scholars in the field of literacy education emphasize that reading is not merely decoding text but constructing meaning through interaction with the text. According to Rosenblatt's transactional theory of reading, meaning emerges from the interaction between the reader and the text, influenced by the reader's prior experiences and emotions. This theory strongly supports the use of fairy tales, as they resonate with children's imagination and personal experiences.

Vygotsky's sociocultural theory highlights the importance of social interaction and guided learning in cognitive development. When fairy tales are taught through discussion, role-play, and collaborative activities, learners operate within their zone of proximal development, enhancing comprehension and interpretative skills. Research by international literacy organizations also suggests that narrative texts, particularly fairy tales, significantly contribute to the development of inferential thinking and moral reasoning in young learners. Studies indicate that interactive storytelling, questioning strategies, and visual supports improve students' engagement and retention of textual meaning.VDespite these insights, many classrooms still rely on teacher-

centered narration and memorization. This gap between theory and practice underscores the need for methodological renewal.

The improvement of fairy tale teaching methodology is based on a structured, three-stage instructional model: Pre-reading stage:

At this stage, learners' background knowledge is activated through brainstorming, prediction, visual prompts, and key vocabulary introduction. Teachers may use illustrations, short videos, or guiding questions to spark curiosity and prepare students for the text.

While-reading stage: This stage focuses on guided reading and comprehension. Teachers employ techniques such as pause-and-predict, think-aloud strategies, and expressive reading. Students are encouraged to identify characters, settings, conflicts, and moral elements while reading.

Post-reading stage: Post-reading activities aim to deepen understanding and foster critical and creative thinking. These include retelling from different perspectives, role-playing, drawing story maps, comparing characters, and discussing moral lessons. Reflective questions help students connect the story to real-life situations.

The methodology emphasizes active learning, collaboration, and reflection rather than passive reception of information.

RESULTS AND DISCUSSION

Fairy tales often convey moral lessons and ethical dilemmas, providing a platform for discussing values and character education. Stories like "The Boy Who Cried Wolf" or "The Ugly Duckling" teach lessons about honesty, kindness, and perseverance. These discussions help children develop critical thinking about right and wrong, empathy, and the consequences of actions.6. Promoting Cultural AwarenessFairy tales come from various cultures around the world, offering children a glimpse into different traditions, values, and ways of life. This exposure fosters cultural awareness and sensitivity. By exploring tales from different cultures, children gain a broader perspective on the world and learn to appreciate diversity. This cultural literacy is essential in our increasingly globalized society.7. Building Listening and Speaking SkillsReading fairy tales aloud and engaging in oral storytelling activities help develop listening and speaking skills. Listening to stories read by the teacher or peers enhances auditory processing and comprehension. Retelling stories and participating in discussions build verbal articulation, vocabulary usage, and confidence in speaking.8. Supporting Social and Emotional DevelopmentThe themes and characters in fairy tales often reflect common social and emotional experiences, such as overcoming fears, dealing with loss, or striving for acceptance. By relating to the characters and their journeys, children can better understand their own emotions and develop empathy for others. Discussing these themes in the classroom provides a safe space for children to explore and express their feelings.Fairy tales are a powerful tool in the development of reading literacy among primary school students. Their rich language, engaging narratives, and moral lessons make them an ideal resource for enhancing vocabulary, comprehension, creativity, and critical thinking. By incorporating fairy tales into literacy lessons, educators can create a dynamic and enriching learning environment that fosters a love for reading and a deep understanding of literature

The implementation of the improved methodology in primary reading literacy classes demonstrated positive outcomes. Students showed increased interest in fairy tales and greater

participation during lessons. Reading comprehension improved as learners became more skilled at identifying main ideas, drawing conclusions, and expressing personal opinions.

Furthermore, interactive methods enhanced students' oral communication skills and vocabulary development. Group discussions and creative tasks allowed learners to articulate thoughts confidently and listen to peers' perspectives. The findings also revealed that fairy tales effectively support moral and emotional development when taught through reflective discussion. Students demonstrated a deeper understanding of values such as honesty, kindness, and perseverance. These results confirm that methodological improvement is not limited to content selection but lies in how fairy tales are taught and experienced by learners.

Working with fairy tales in primary class reading literacy lessons offers a multifaceted approach to literacy development. By employing interactive, creative, and analytical methods, educators can make reading an enjoyable and enriching experience. These methods help students develop essential literacy skills, foster a love for literature, and encourage imaginative and critical thinking. Integrating fairy tales into the curriculum can create a dynamic and engaging learning environment that supports the holistic development of young readers.

CONCLUSION

Fairy tales are powerful pedagogical tools in primary school reading literacy education. Improving their teaching methodology requires a shift from traditional, teacher-centered approaches to interactive, learner-centered strategies. By integrating pre-reading preparation, guided reading, and reflective post-reading activities, teachers can significantly enhance students' reading literacy, critical thinking, and moral development. The study concludes that a systematic and innovative approach to teaching fairy tales contributes to higher learning outcomes and fosters a positive attitude toward reading. Future research may focus on integrating digital storytelling tools and cross-curricular connections to further enrich reading literacy instruction.

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