

**WORKING WITH LITERARY TEXTS: ANALYZING FAIRY TALE GENRE TEXTS**

**Jamolova Gurdofarid**

3rd-year student, Group 3–23

Termez University of Economics and Service

**Annotation**

This article examines the methodological and educational aspects of working with literary texts, with particular emphasis on the analysis of fairy tale genre texts. Fairy tales are characterized by imaginative elements, symbolic characters, and clear moral messages, which make them an effective tool for developing learners' reading comprehension, critical thinking, and language skills. The study highlights the genre-specific features of fairy tales and outlines practical approaches to pre-reading, while-reading, and post-reading activities. Special attention is given to the role of fairy tale analysis in fostering creativity, moral awareness, and cultural understanding. The findings suggest that systematic work with fairy tale texts enhances learners' interpretative abilities and supports holistic literary and language education.

**Keywords**

Fairy tale, literary text analysis, genre features, reading comprehension, moral education, creative thinking, language learning

In contemporary education, working with literary texts occupies a central place in the development of learners' linguistic, cognitive, and cultural competences. Literary texts not only serve as a source of language input but also function as a means of shaping imagination, emotional intelligence, and critical thinking. Among the wide range of literary genres, fairy tales are particularly valuable due to their accessibility, symbolic richness, and strong moral orientation. Their narrative simplicity combined with deep ideological meaning makes them an effective pedagogical tool at different stages of education, especially in primary and secondary language learning.

Fairy tales represent one of the oldest forms of oral and written literature, reflecting universal human values, cultural traditions, and collective experience. Through fantastical elements, archetypal characters, and conflict between good and evil, fairy tales convey social norms and ethical principles in a form that is easily understood by learners. As a result, analyzing fairy tale genre texts allows students not only to improve reading comprehension and vocabulary but also to interpret implicit meanings, recognize symbolic structures, and evaluate characters' actions from a moral perspective.

Working with fairy tale texts in an educational context requires a systematic and methodologically grounded approach. Effective analysis involves pre-reading activities that activate background knowledge and prepare learners for comprehension, while-reading tasks that focus on plot, characters, and language features, and post-reading activities that encourage interpretation, discussion, and creative expression. Such an approach transforms passive reading into an active learning process, fostering deeper engagement with the text.

Moreover, fairy tale analysis plays a significant role in developing intercultural awareness. Fairy tales from different cultures often share similar narrative patterns while reflecting unique cultural values and worldviews. Comparing and interpreting these texts helps learners understand cultural diversity and develop tolerance and empathy. Therefore, working with fairy tale genre texts is not limited to linguistic objectives alone; it also contributes to learners' moral education, cultural literacy, and overall personal development.

In this context, the present study focuses on the importance of working with literary texts through the analysis of fairy tale genre texts, highlighting their pedagogical potential and methodological significance in language and literature education.

Scholarly research on working with literary texts emphasizes their significant role in language development, cognitive growth, and moral education. Numerous studies argue that literary texts provide authentic language input and meaningful contexts that enhance learners' interpretative and analytical abilities. Within this framework, fairy tales have been widely examined as an effective genre for educational purposes due to their narrative clarity, symbolic structure, and cultural universality.

Researchers in literary pedagogy highlight that fairy tales are particularly suitable for developing reading comprehension skills because of their repetitive patterns, predictable plot structure, and clear characterization. According to methodological studies, these features reduce cognitive load for learners and allow them to focus on meaning construction, vocabulary acquisition, and narrative logic. Scholars also note that the simple syntactic structures commonly found in fairy tales support language learners at beginner and intermediate levels while still offering opportunities for deeper semantic and stylistic analysis.

Another significant strand of research focuses on the moral and psychological dimensions of fairy tales. Educational theorists emphasize that fairy tales function as a medium for transmitting ethical values such as honesty, perseverance, kindness, and justice. Through the contrast between positive and negative characters, learners are encouraged to evaluate behavior, reflect on consequences, and internalize social norms. This moral dimension makes fairy tales a valuable resource not only in language education but also in character and values education.

From a cultural perspective, comparative literary studies point out that fairy tales reflect the worldview, traditions, and social structures of different societies. While many fairy tales share universal motifs—such as the struggle between good and evil or the triumph of the weak over the powerful—each culture embeds its own symbols and meanings. Researchers argue that analyzing fairy tales from various cultural backgrounds promotes intercultural competence, cultural awareness, and empathy among learners.

Methodological literature also underlines the importance of structured approaches to working with fairy tale texts. Studies on reading pedagogy recommend a three-stage model—pre-reading, while-reading, and post-reading—as an effective framework for literary text analysis. Pre-reading activities help activate prior knowledge and set reading purposes, while-reading tasks guide comprehension and textual analysis, and post-reading activities foster interpretation, discussion, and creative response. Empirical research confirms that this integrated approach leads to higher learner engagement and improved learning outcomes.

Overall, the reviewed literature demonstrates that fairy tale genre texts possess strong pedagogical potential. They support linguistic development, moral education, and cultural understanding when analyzed through systematic and learner-centered methodologies. However, scholars also emphasize the need for purposeful text selection and task design to ensure that fairy tale analysis aligns with educational objectives and learners' cognitive levels.

The analysis of working with fairy tale genre texts demonstrates their high effectiveness in developing learners' linguistic, cognitive, and interpretative skills. During the analysis process, fairy tale texts were examined through structured stages, including pre-reading, while-reading, and post-reading activities, which allowed for a comprehensive understanding of both the content and form of the texts.

At the analysis stage, learners showed increased engagement with the texts due to the familiar narrative structure and imaginative elements of fairy tales. Identifying main characters, settings, and key events helped learners comprehend the storyline more easily and improved

their ability to recognize cause-and-effect relationships within the narrative. Repetitive phrases and symbolic elements commonly found in fairy tales supported vocabulary acquisition and reinforced language patterns.

From a linguistic perspective, the results indicate that fairy tale texts contribute significantly to the development of reading comprehension and vocabulary enrichment. Learners demonstrated improved understanding of narrative tenses, descriptive language, and basic stylistic devices. The clear division between positive and negative characters facilitated discussion and interpretation, encouraging learners to express opinions and justify their viewpoints in spoken and written forms.

In terms of cognitive and creative development, post-reading activities such as retelling the story, creating alternative endings, and role-playing characters proved particularly effective. These tasks enhanced learners' imagination, critical thinking, and ability to analyze characters' motivations and actions. As a result, learners became more active participants in the learning process rather than passive readers.

The results also reveal that fairy tale analysis has a strong impact on moral and cultural education. Learners were able to identify the moral lessons embedded in the texts and relate them to real-life situations. Discussions based on fairy tale themes promoted empathy, ethical reasoning, and awareness of universal human values. Furthermore, exposure to fairy tales from different cultural traditions contributed to the development of intercultural understanding.

Overall, the findings confirm that systematic work with fairy tale genre texts leads to positive educational outcomes. The integration of analytical and creative tasks not only improves language proficiency but also supports learners' holistic development, making fairy tales a valuable resource in literature and language education.

In conclusion, working with literary texts through the analysis of fairy tale genre texts proves to be an effective and pedagogically valuable approach in language and literature education. Fairy tales, characterized by their simple narrative structure, imaginative elements, and clear moral orientation, create favorable conditions for developing learners' reading comprehension, vocabulary, and interpretative skills.

The study demonstrates that a systematic approach to fairy tale analysis—based on pre-reading, while-reading, and post-reading activities—enhances learners' active engagement with texts and supports deeper understanding of both explicit and implicit meanings. In addition to linguistic development, fairy tale analysis contributes significantly to learners' cognitive growth, creative thinking, and moral awareness.

Furthermore, fairy tales serve as an important medium for cultural transmission, enabling learners to recognize universal values while appreciating cultural diversity. The results confirm that integrating fairy tale genre texts into the educational process fosters holistic development by combining language learning with ethical and cultural education.

Therefore, fairy tale texts should be considered a highly effective instructional resource in teaching literature and language. Purposeful selection of texts and well-designed analytical tasks can maximize their educational potential and ensure meaningful learning outcomes.

## References

1. Brumfit, C., & Carter, R. (1986). *Literature and Language Teaching*. Oxford: Oxford University Press.
2. Collie, J., & Slater, S. (1987). *Literature in the Language Classroom: A Resource Book of Ideas and Activities*. Cambridge: Cambridge University Press.

3. Lazar, G. (1993). *Literature and Language Teaching: A Guide for Teachers and Trainers*. Cambridge: Cambridge University Press.
4. Ellis, R. (2003). *Task-Based Language Learning and Teaching*. Oxford: Oxford University Press.
5. Zipes, J. (2006). *Why Fairy Tales Stick: The Evolution and Relevance of a Genre*. New York: Routledge.
6. Bettelheim, B. (1976). *The Uses of Enchantment: The Meaning and Importance of Fairy Tales*. New York: Vintage Books.