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STORY AS A MEANS OF MOTIVATING STUDENTS TO LEARN ENGLISH

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Introduction

Everyone knows that before the invention of computers and television, reading was considered the main subject of leisure. People read for hours and were carried away in their imagination far, far away. The stories for reading contained a whole virtual imaginary world. Literature plays an important role in our lives. Fairy tales as part of children's literature are a valuable source in teaching English as a foreign language. Fairy tales are considered one of the auxiliary educational materials for students. It is not only the atmosphere of mystery, miracle, which turns fairy tales into a unique and valuable material. They reveal the ancient wisdom, the knowledge of mankind, which we often forget.

Several researchers have previously explored this topic. In this paper we want to find answers for the next questions:

- What are the methodologies in the selected article?
- What are the main advantages of these research works?
- What result am I made by revising these articles?

The data was carried out by using a questionnaire of students' motivation which have ten items adapted from Clement, Dornyei, & Noels (1994) and used an interview which have five questions. Literature is an excellent material for evoking emotions and a fertile ground for involving students in the process as full-fledged participants in literary events. Fairy tales can enrich students with knowledge: they teach morality, values. Fairy tales have a rich potential as a valuable source in English lessons. Stories for children contain a language style familiar to poetry and literary texts. With appropriate adaptation, these stories are suitable for reading by students of all ages and levels. Fairy tales often have a universal moral and plot. A student with little life experience will enjoy dealing with subjects that are familiar to him. Fairy tales bring not only pleasure, but also meaning. They multiply human experience and history. Fairy-tale texts provide food for further discussions. Small in volume and humorous, they are a rich linguistic material, uncomplicated grammatically than any other literary form. It is a source of vocabulary, grammar and syntax.

In addition to this, fairy tales are small in volume and support the interest of students right up to the happy ending. Thus, fairy tales play an important role in teaching language skills. It is assumed that in foreign language lessons, the teacher pays attention to the development of four

skills: reading, writing, speaking, listening. These skills are traditionally divided into two categories. Receptive skills include reading and listening. Productive - speaking and writing. It is very important to develop reading skills. Most of the language reproduction consists of texts that students listen to or see. Skills training will be preceded by a warm-up. It is very important to start with an introduction (pre-reading activity) in order to establish a topic, focus students' attention on the subject of reading, and activate accumulated knowledge on the topic. The task of this stage is to determine the purpose of reading, and also provides all the necessary language training. The teacher can ask questions related to the topic, show an illustration to the plot and be interested in what associations may arise when looking at the picture. The purpose of such leading questions is not to control the reading comprehension, but to hint at the most important points in the text.

However, checking for understanding the general meaning is also important. The exchange of expected answers will help readers to deduce the meaning and motivate them to practice communication. The teacher should avoid a large volume of tasks, which can cause a loss of interest and energy.

The most important question of all is still the question "Did you like the book (story, plot)?" After all, concentrating only on the language technique, we do not allow students to discuss the content. By giving the opportunity to speak out, the teacher fuels the motivation to learn the language. The answers to such a question will depend on the experience and knowledge of the students, as well as on the understanding of the text

In a light, friendly atmosphere, students feel free and can enthusiastically discuss the proposed topic. In this case, fairy tales offer a wide range of topics for discussion, thereby developing speaking skills. Any topic for discussion can be presented in the form of role-playing games. Based on the results of what you have read, you can prepare a quiz or questionnaire to be filled out by small groups of students, which will allow them to discuss nuances and exchange ideas. The teacher can invite students to present themselves as heroes and speak on their behalf.

And, of course, one cannot ignore such an aspect as writing: come up with an alternative ending, create a new one based on the proposed one, answer the question "What if ...?" – such tasks can be offered by a teacher to activate writing skills. A very popular task: "Write a modern version of a famous fairy tale." Written assignments will help students practice writing traditional fairy tale beginnings and endings (Once upon a time ...), repeat the degrees of comparison of adjectives, the use of synonyms and antonyms (using the example of the opposite of characters).

Authentic texts of fairy tales fascinate with the picturesqueness of the language.

Narration and dialogue are the main linguistic text components in fairy tales – the teacher can offer students to pay attention to the use of the present tense in dialogues and the past in narratives; the use of irregular verbs, stylistic repetitions. The order of words in narrative, negative and interrogative sentences can also be fixed on examples of fairy tale texts. In general, the authentic texts of fairy tales are exactly those texts whose episodes are placed as examples in grammar books.

Methodology

The story as a multifunctional methodological tool is a useful tool for learning English and it is advisable to include it in the teaching materials. Especially the stories as a motivational teaching tool is in demand in multilingual groups of non-linguistic specialties.

From a methodological point of view, the search and application of various methods of teaching English for students of non-linguistic specialties is generated by the practical failures of traditional forms of education. In contrast to them, the communicative technique, which occupies a leading place at the present stage, involves teaching grammar on a functional and interactive basis. One of the goals of fairy tales is to amuse, to bring positive, in view of which the authors and storytellers select words with special care in order to keep the audience interested. Fairy tales contain unusual words or onomatopoeic elements, rhymes. The fairy tales use the expressive language of metaphor, hyperbole, alliteration, as well as the spoken language of the common people. Repetition of words and phrases is characteristic of fairy tales, which in itself contributes to language learning. The content of fairy-tale works, their predictable pattern of events and illustrations – all this plays in favor of guessing unfamiliar words. When reading fairy tales, specific

vocabulary is well remembered - archaisms that speak the names of heroes, as well as items related to them (magic stick, throne), location (castle, forest, kingdom, far-far away land, etc.), names of precious metals and stones (gems, gold, silver, etc.)[10].

Referring to the objective of this study, the design is considered appropriate since it is a method used to describe or analyze the results of the study but not used for make broader conclusions. It means that descriptive qualitative is a research method which uses technique of searching, classifying, and analyzing the natural phenomenon.

Results

I have analyzed 10 different articles which are closer to my research work. But the main goal of all of these works is common, it's about teaching and learning English. Reading these articles, I found many different ways of teaching and learning English which connect with using stories. In each article, every author offers his own ways of learning and teaching English. But in some articles, my third and second, it was specialized for University students. Almost every research work decides to pre-reading, pre-listening. It is necessary to have prevailing game method, uniting and integrating other types of activity in the process of teaching language.

Research work	Methodology	Advantages	Results
1.Modern ways of development of higher education	In this research were used theoretical and empirical research methods: the research of foreign and Kazakhstani authors on this article, legislative and program documents are studied.	To identify problems, an analysis of official statistics was conducted.	Integration into the global educational space Integration of Science and Education Improving the competitiveness of education Development prospects
2. Discussion on the Effective English Teaching Methods in Universities	This article puts forward some suggestions on several methods of teaching English at universities and colleges.	I haven't found any advantages of this paper	This paper puts forward some suggestions for several teaching methods in university and college English classroom.
3. The role of fairy tales in teaching foreign languages	The article considers the material of fairy-tale texts as a valuable resource in the study of foreign languages, in particular English. Examples of possible tasks when working with texts to increase the motivation of students in teaching oral writing are given.	Students learn aspects of grammar, new vocabulary, and morality. Fairy tales create motivation for learning and make language classes more interesting	This research work concludes that fairy tales are a great and valuable resource when learning foreign languages
4.An analysis of texts written on	Using STA as an instruction method,	The article is well-structured	Indeed, STA could potentially be an

Teaching English for learners	the paper discusses the extent to which progress has been made in the student's post-instruction text in terms of structure and texture and also the implications of such an approach for further language teaching and learning directions.	which consists of seven subtopics from a good introduction and ended with a short but clear conclusion.	excellent instruction tool if teachers make an effort to stop clinging to traditional ideas of grammar and language teaching, even when they do not seem The activities designed by us proved to be really productive: we could use effective strategies and techniques to further the pupils' proficiency and skills of English.
5.The development of college English teachers' pedagogical content knowledge (PCK): from General English to English for Academic Purposes	This study aims to investigate the trajectory of PCK development among college English teachers through the transition from GE to EAP in the Chinese context.	The findings have significant implications for effective college English teacher development in the transition from GE teaching to EAP teaching.	Results show that teachers' conceptions of the purpose of teaching EAP, as opposed to GE, are fundamental to PCK development
6. Traditional English Teaching Method	This paper provides some theoretical background about the methodologies used in the past and the way in which we can adapt them to the current English lessons.	Help students raise their English language level as well as their academic results	The correct implementation of CLIL implies reinforcement in areas such as teacher training, team teaching, education and assessment planning, and additional resources.
7. The application of cloud computing in College English Teaching	Cloud computing is emerging as a powerful computing paradigm with its aim of efficient resource utilization, providing a new solution for online English teaching and learning.	I haven't found any advantages of this paper	Autonomous learning model has attracted more and more attention and favor. The cultivation of college students' autonomous English learning ability is not a day's work. The autonomous learning model has attracted more and more attention and favor. The cultivation of college students' autonomous English learning ability is not a day's work.
8. Exploring the blended made of college English teaching	The use of mixed English teaching mode can effectively improve various problems existing in traditional English teaching, and	Teachers not only need to improve and optimize the traditional teaching content, but also	In the process of college English teaching, the full application of the blended teaching model is of vital importance. Teachers not only need to improve and optimize the traditional teaching content, but also pay attention to the

	stimulate the vitality and vitality of college English teaching. The use of mixed English teaching mode can effectively improve various problems existing in traditional English teaching, and stimulate the vitality and vitality of college English teaching.	pay attention to the effective combination of online platform and offline classroom teaching, which will help ensure the cohesion of the two teaching methods.	effective combination of online platform and offline classroom teaching, which will help ensure the cohesion of the two teaching methods. In the process of college English teaching, the full application of the blended teaching model is of vital importance.
9. University English Teaching	Translation teaching method	Teaching English to University students by using famous stories	Teachers need to constantly sum up experience in the process of university and college English teaching, find a suitable method for teaching development to enhance students' interest in learning and improve students' English proficiency and practical ability while achieving the teaching goals. Teachers need to constantly sum up experience in the process of university and college English teaching, find a suitable method for teaching development to enhance students' interest in learning and improve students' English proficiency and practical ability while achieving the teaching goals
10. A personalized English Teaching Design based on Multimedia Computer Technology	They had developed a system of Modern Multimedia devices with that was focused on study[15].	Many kinds of Teaching Designs, which gave us the right of choose	It means that students have the desire in studying English. Furthermore, the output of interview also described that students have motivation in studying English. But in this case, the teacher has to be more creative in using the media, strategy, or delivered material in learning activity to improve students' motivation.

Discussion and Conclusion

The first stage is motivational, that prepare students psychologically for communication with peers. The problem of readiness or the psychological state is of great importance at this stage since the state determines the person's ability to perceive a certain real situation or take actions. This stage is aimed at increasing students' interest in learning about people of different cultural and

ethnic groups and revealing cultural diversity to them. The main goal is not only to provide information about different cultures, but also to change the behavior of learners in relation to other cultures. At this stage, it would be particularly useful to focus on watching documentaries, historical films, and discussions about the cultural heritage and traditions. The main purpose of such discussions is to form intercultural communication.

The second stage of the formation of sociocultural competence is informative. The main purpose of this stage is to acquire and consolidate the knowledge gained from the training material. For this stage, some linguists proposed giving students tasks in which students should search for, structure, and present information during discussion, as well as ask questions. It can be a monologue, a topic for debate, or a question for discussion. Thus, the student not only receives information on a certain problem related to the lack of socio-cultural competencies, but also enriches their own knowledge, which forms a new attitude to people from other social strata who have their own specific cultural consciousness.

The third stage involves the formation of the concept of socio-cultural competencies together with students by determining its manifestations in modern society. The formation of socio-cultural competencies is a time-consuming and complex process.

Based on the above, it is worth concluding that fairy tales are a great and valuable resource when learning foreign languages. They are funny, fascinating and concise. With their help, students learn aspects of grammar, new vocabulary, and morality. Fairy tales create motivation for learning and make language classes more interesting [16].

Literature

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PROJECT BASED ACTIVITIES IN THE DEVELOPMENT OF STUDENTS' RESEARCH COMPETENCIES

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Introduction

The future of society is determined by the individuals who are formed within the contemporary circumstances. The requirements of employers for graduates are changing due to the intensive development of post-industrial society, which is dominated by an innovative industry with a high share of the population employed in various services. Research and development is becoming the main factor of the modern economy. The most valuable qualities of university graduates are the level of education, high skills and qualification, readiness to master new knowledge and learning skills, result-oriented attitude, the ability to lead the started work to the completion, creative attitude to the set tasks. The education system contributes to the development of society and the individual. The requirements for the personal and professional qualities of the students, the formation of well-developed professional specialists determines his or her success in further employment. The development of innovative methods, tools and forms of teaching and education of students at different levels of education is a priority in pedagogical activity. The coherence of the educational process in higher education allows developing the necessary qualities of students.

Researchers consider theoretical foundations and ways of students' competence formation in higher education institution, come to the conclusion that competence formation is a necessary acquisition of intangible capital of students and response of higher education system to the demand of society [4, p. 26].

According to L.V. Silakova, the qualities that a graduate should possess are: formed innovative thinking and creativity; independent organization of professional growth; possession of integrated interdisciplinary knowledge; ability to work in a team on projects; practical experience in developing and implementing research solutions [1, p. 107].

Main part

One of the main areas of modern education is the organization of project activities as a method of competence formation. The author A.V. Sazanova, who considers the main components of the concept "project activity" in psychological and pedagogical science, suggests that