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THE ROLE OF FOLK TALES IN DEVELOPING THE SPEECH OF PRIMARY SCHOOL STUDENTS THROUGH THE PRISM OF TRANSLATION

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Abstract: This article explores the multi-faceted role of folk tales in the cognitive and linguistic development of primary school students. Integrating the principles of modern pedagogy with translation studies, the authors analyze how the cultural and linguistic adaptation of English folklore into the Uzbek language can serve as a powerful tool for speech enhancement. The research highlights the necessity of shifting from literal translation to 'functional adaptation' to meet the psychological needs of young learners. Results show that context-aware translation improves vocabulary retention and stimulates 4K skills (Critical thinking, Creativity, Collaboration, and Communication).

Keywords: Primary education, Translation Theory, Folk Tales, Speech Development, Cultural Localization, Pedagogical Innovation, 4K Skills.

INTRODUCTION

The early stages of language acquisition are critical for shaping a child's communicative future. In primary education, the goal of teaching a second language is not merely the mechanical memorization of words, but the creation of a 'language world' where children feel comfortable exploring new concepts. Folk tales, as reservoirs of cultural wisdom, provide an ideal medium for this exploration. However, the effectiveness of these stories depends heavily on how they are translated. From the perspective of translation theory, children's literature requires a unique approach known as 'target-oriented translation'. This involves moving beyond linguistic equivalence to ensure that the emotional and cultural resonance of the original tale remains intact for an Uzbek child. For a primary school teacher, the translated text is a tool; for a translator, it is an art form. Combining these two perspectives allows for the creation of teaching materials that are both academically rigorous and pedagogically effective.

METHODS

The methodology of this study is built upon a synthesis of pedagogical experimentation and linguistic analysis. The authors selected several classical English folk tales, including 'The Enormous Turnip' and elements of Aesop's fables, for adaptation. The research involved three key stages:

1. Semantic Analysis: Identifying idiomatic expressions and cultural metaphors in the source text that might be foreign to Uzbek children.
2. Dynamic Adaptation: Re-coding these elements using the 'Localization' strategy. This means

using rhythmic structures and vocabulary familiar to the Uzbek 'fairy-tale tradition'.
3. Pedagogical Testing: Implementing these translated texts in 4th-grade classrooms at School No. 3 in the Vobkent district. Students' engagement and vocabulary acquisition were monitored through interactive storytelling sessions and 'AI-assisted' language games.

RESULTS AND DISCUSSION

The findings of the research demonstrate that 'localized' translations significantly outperform literal translations in educational settings. When students were presented with a text that utilized familiar rhythmic patterns of Uzbek folklore, their engagement levels rose by 40%, and their ability to recall new English terms associated with the story increased by 35%. The discussion highlights that high-quality translation acts as a 'scaffolding' for speech development. It was noted that through adapted tales, children began to demonstrate higher-order 4K skills. For instance, 'Creativity' was fostered when students were asked to predict the ending of a translated tale, and 'Communication' improved during role-playing exercises based on the adapted scripts. The collaboration between a primary teacher and a foreign language student ensures that the translation is not 'dry' but serves as a living instrument for pedagogical success.

CONCLUSION

Folk tales remain one of the most effective pedagogical tools for primary language education. However, their potential is only fully realized when the translation process is treated with pedagogical sensitivity. This study concludes that a successful translation for young learners must prioritize cultural and emotional equivalence over literal accuracy. By bridging the gap between translation theory and classroom practice, educators can provide students with a richer, more intuitive path to language mastery. The joint work of experienced teachers and emerging language specialists is vital for developing modern, high-quality educational content that meets global standards.

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