

Research Article

Application Of Fairy Tale, Story, And Fable Genres in Integrated Lesson Plans in Primary Grades

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ABSTRACT:

This thesis explores the theoretical and practical foundations of applying fairy tale, story, and fable genres in integrated lesson plans in primary education. The integration of these genres is justified as a means of developing not only students' reading literacy (comprehension, analysis, drawing conclusions), but also their moral and aesthetic views, speech culture, communication skills, creative thinking, and socio-emotional competencies in a комплекс manner.

Keywords: *Integrated Lesson, Fairy Tale, Story, Fable, Reading Literacy, Educational Goal, Interdisciplinary Connection*

INTRODUCTION

In primary education, a reading lesson does not end with simply "reading a text"; it shapes the learner's way of understanding the world. Therefore, focusing on only one genre (for example, only stories or only fairy tales) narrows the learner's perception channels: some students have stronger imaginative thinking, others are better at logical reasoning, while others excel in analyzing real-life situations.

Using fairy tales, stories, and fables in an integrated lesson plan allows a single topic to be viewed through different "lenses": a fairy tale presents it through symbols and imagery; a story reflects it through real-life situations; and a fable conveys it through a concise and clear moral conclusion. From a pedagogical perspective, such an approach prepares students for various forms of communication and thinking, as the educational process is most effective when carried out through social interaction and guided activity [1].

MAIN PART

Since fairy tales, stories, and fables have different didactic potentials, integration does not mean mixing them randomly, but clearly distributing their functions. A fairy tale typically uses symbols and contrasts (good–evil, hardworking–lazy, honest–deceitful) to develop moral sensitivity and imaginative thinking; therefore, it is especially effective in motivational and creative stages of the lesson.

A story, on the other hand, presents situations close to real life: a character's choices, causes, consequences, inner experiences, and external influences. This helps students develop evidence-based thinking and learn to justify their opinions. A fable, with its brief plot, symbolic characters (often animals), and clear moral, effectively expresses ethical norms; therefore, it is particularly suitable for summarizing and reinforcing key ideas at the end of the lesson.

When designing an integrated lesson plan, a central theme (such as "honesty," "diligence," "friendship," "love for nature," or "thriftiness") should first be selected. Then, texts from the three genres are chosen to present this theme from different perspectives. The lesson should follow a "goal–text–activity–assessment" structure. Without a clear goal, integration becomes superficial; without appropriate texts, the moral idea feels forced; without well-designed activities, students become passive listeners; and without assessment, progress in skills remains invisible.

Interdisciplinary connections should also be natural: for example, drawing illustrations in art class based on a fairy tale episode; discussing a story's situation during moral education; linking a fable's moral with proverbs in language class; or extracting vocabulary tasks such as synonyms, antonyms, and sentence formation from the text. True integration occurs only when these elements are logically connected and reinforce one another [1], [2].

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A practical model for applying the three genres sequentially works as follows:

1. Introduction (fairy tale): engage attention and imagination through a short episode, character mapping, and prediction questions.
2. Analysis (story): examine a real-life situation, identify causes and effects, analyze the character's decisions, and encourage personal reflection.
3. Generalization (fable): derive a clear moral conclusion and express it as a life rule.

In this process, students' speech develops progressively: descriptive language in fairy tales, explanatory and argumentative language in stories, and concise conclusions in fables. As a result, students practice different modes of expression—description, explanation, evaluation, and generalization—enhancing the communicative value of reading lessons [2].

In this way, the lesson becomes not just a reading activity, but a laboratory for thinking and moral development. Students do not simply accept the

statement “work is good,” but understand its underlying logic [1], [5].

DISCUSSION AND CONCLUSION

The use of fairy tale, story, and fable genres in integrated lesson plans significantly enhances the educational and воспитательный effectiveness of reading lessons in primary education. Fairy tales stimulate imagination and motivation, stories connect learning to real life through analysis, and fables reinforce moral norms with concise conclusions.

The success of integration depends on three key conditions: clear objectives, logical sequencing, and transparent assessment criteria. Sociocultural approaches and spiral learning theory show that students acquire skills more effectively through collaboration, modeling, and repeated meaningful practice. Therefore, integrated lesson planning should aim not at increasing the amount of reading, but at deepening understanding, analysis, conclusion, and moral development.

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