

Effectiveness of Story Teaching in Primary Grades

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Annotation: In this article, I have mentioned the necessity of reading books for pupils and its features. The importance of selective reading of literary works, formation of reading skills of primary school pupils, analysis of the text of the work, reading into the work while reading stories, and ideas presented to the writer said.

Keywords: book, artistic work, stories, first synthesis, analysis, second synthesis, preparatory period, writer, "Reading book", "Mug'allimge raxmet".

Reading is a great way to become one of the strongest people in the world. It is even more important to read them selectively. When working on a work of art and determining its main stages, the teacher takes into account the specific characteristics of the work of art as a work of art and the level of preparation of the pupils. In a work of art, all parts (conceptual basis, composition, plot, visual means) are interrelated. Based on the development of the plot, new aspects of the heroes of the work are revealed. These features require a comprehensive reading and understanding of the work when working on it. Teaching pupils to work on a work of art is intended to educate them by forming and developing the skills of literary aesthetic analysis. Analyzing the text of the work helps to understand the author's thoughts, feelings and conclusions, awakens one's attitude to the events expressed in the work. The analysis of the work requires the teacher to direct the pupils' activities to a certain goal. The main purpose of analyzing a work of art at school is to introduce pupils to the world of fiction by illuminating the life event expressed in the work, and to create an opportunity to notice the author's attitude and intentions towards the events depicted.

Teaching with stories is very interesting for children. Fluent speech, which is considered as a meaningful, widespread thought that provides communication, includes all the achievements of the child in acquiring the language system. It is distinguished by its content, logic and consistency. Fluent speech is an indicator of how well the child has mastered language, it reflects the level of the child's intellectual, aesthetic, emotional development.

It is impossible to fulfill the task of literature in educating young people without the pupils fully understanding the ideas and problems put forward by the writer. If the reader gets acquainted with the content of the work while reading it, he will turn to its poetic tools in the analysis. If reading enriches the emotions and prepares the mind, analysis helps to deeply study the meaning of the work. The teacher should solve the following issues when working on an artistic work:

1. Determining the purpose and content of working on the work.
2. Determining what methods to study the work based on.
3. Determining the range of knowledge, skills and qualifications that pupils will acquire.

Work on an artistic work in primary grades is divided into three main stages:

First stage (first synthesis).

The main task of this stage is to introduce the exact content of the work and visual means of expression based on the overall perception of the text.

The second stage (analysis). The task and content of the work of this stage is to determine the connection of the development of events, to determine the behavior of the participating persons and their main characteristics (why they did it and what kind of character it reveals). It consists of opening the composition of the work (node, climax, solution), analyzing the specific content of the work along with visual means, and evaluating the behavior of the characters (what the author described, how he described it, why he chose this or that argument).

The third stage (second synthesis). The content of the work of this stage is to summarize the important characteristics of the participating persons, compare and evaluate the heroes, determine the idea of the work, evaluate the work of art as a source of knowledge about life and a work of art (what information did we get, what does the work teach, how the author conveys his thoughts and impressions clearly and effectively, etc.) After the second synthesis, works of a creative nature are held depending on the read work. If the work is analyzed according to the purpose, the pupils' activity increases, because the analysis of the work is a creative process for them. Preparation for reading the work of art before starting to read the work, it is necessary to prepare pupils for reading the work of art. Because pupils need to have a certain idea about life in order to understand the content of the work correctly. Preparations are being made for this. It is known that artistic and popular scientific texts are based on reading in class. Introducing pupils to the text begins with the stage of preparation for reading.

The preparatory stage includes issues such as providing information about writers, making pupils perceive the events described in the work, feeling the pathos of the work, interpreting unfamiliar and ambiguous words, and more complex figurative expressions. If the work is about the seasons, organizing a trip to the heart of nature will also ensure the success of studying in the classroom and arouse the interest of pupils in the work. After the initial acquaintance with the text, asking the following questions will increase the pupil's activity in the lesson:

1. Which episode in the story do you think is interesting?
2. Which of the characters in the story do you approve of?
Which character and behavior did you not like?
3. Have you ever met such a person in your life?

The tasks of preparatory work are as follows:

1. Enriching pupils' imaginations about the events depicted in the work, providing new information that affects the conscious perception of the text, creating conditions for pupils to be able to connect the facts described in the work of art with what they have observed in their own lives.
2. Arousing interest in the writer's life and work. In this case, it is necessary to provide additional information related to the life and work of the authors of the stories being told.
3. Preparing pupils for emotional perception of the work.
4. Explaining the dictionary meanings of words that hinder the understanding of the content of the work. For example, when working on the story "Mug'allimge raxmet" in the 4th grade "Reading Book", the vocabulary of words and phrases can be as follows:

Alaqshin is something made of a special board for cleaning, which is placed next to the house.

A qorjin is a two-part object (thing) made of wool, with a closed mouth. Donkey-shaped, designed for horse-drawn carriage.

After the preparatory period, the 1st stage is implemented. The main task of this stage is to introduce the content of the work. Since it is important to understand the work of art as a whole, working on the work in the school experience is introduced in the way of reading this work or its part intended to be studied in one lesson. Expressive reading is very important for the correct understanding of the content of a story, parable, poem, as well as for increasing the emotional impact of the text. There are several ways to introduce the text of the work. They are as follows:

1. The text is read expressively by the teacher (sometimes the text of the work can also be broadcast through a tape recorder). After the pupils are introduced to the content of the text, the teacher asks them questions that require them to express their initial impressions. For example, "Which part of the story did you like?", "Which of the characters did you particularly like?", "What part of the story were you most happy when you read it?" etc. The purpose of the introductory interview is, firstly, to find out how the work affected the pupils, and secondly, to make children interested in analyzing the text of the work, and to increase the pupils' activity in the lesson.
2. Teaching to a good pupil. In advance, the teacher introduces the pupil to the ways of studying and observes his study. Eliminates errors and omissions. After that, the prepared pupil will read to the class team.
3. Retelling orally. This requires special preparation from the teacher. Because it is necessary to narrate while keeping close to the text of the work and preserving the artistic means, otherwise the pupils' interest in reading the work of art will decrease.
4. Expressive telling from memory. If poetic works are introduced by reciting from memory, the pupil will appreciate the teacher's skills. Interest in memorization will appear.
5. To introduce the important dialogical parts of the work or the entire play by staging.
6. A part of the work (problematic part) should be read by the teacher, and the remaining part should be read independently by the pupils.
7. Effective use of technical tools in introducing the work.
8. Read the work to the sound of music.

It enhances the effect of the work, educates the aesthetic taste of the pupils, and helps to keep them from getting bored. In general, taking into account the genre characteristics of the work, it is necessary to choose specific ways of introducing it. When working on the text of a work of art, the task of teaching correct, fast, conscious and expressive reading in primary grades is carried out along with the formation of the ability to analyze the work in pupils. The relationship between the formation of reading skills and working on the text determines how to approach the analysis.

In conclusion, the main direction of the analysis of the work is to determine the exact content of the text (events and its development), its composition, morals and characteristics of the participating persons, and the idea of the work. One of the methodological conditions of the analysis of the work is to look at the content of the work in connection with its visual and expressive means. Also, in the process of analyzing the text, it helps to determine the nature of the tasks that the pupils will perform and the nature of the questions that will be asked to them for discussion. The level of teaching the story to primary school pupils and explaining its content depends on the science teacher. Therefore, it is appropriate for the teacher to follow the recommendations given above.

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