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THE METHODS OF TEACHING STORIES IN PRIMARY EDUCATION

Sobitova Mohinur

Student of the direction “Primary education”, Yeoju Technical Institute in Tashkent,
sobitova.mohinur16@gmail.com

Mohinakhon Khamidova

Supervisor, Senior Teacher of the direction “Primary education”,
Yeoju Technical Institute in Tashkent

Abstract

In this article, the methodology of reading in primary school is literary education. The need to work as a method of teaching literature in primary school will be taught as a preparatory subject for a systematic course, methodology to the content of literary education of the primary school teacher and his teaching able to approach independently, not only to study the experience of others, rather, they consciously analyze the results of their activities and draw the right conclusions. It is said that they know.

Keywords: literary education, literary analysis, and interpretation, didactic rule, deduction, induction, methodical system, pedagogical technology, story, primary education, upbringing, reading comprehension.

Introduction

Stories are the main and the most significant tool for developing young learners reading comprehension, imagination, knowledge, and critical thinking skills. Storytelling is the best technique for improving children’s oral speech and expanding their vocabulary. In primary classes using pictures helps teachers to teach stories effectively. From the first grade, children are taught stories that are very useful for developing their basic vocabulary. Colorful pictures play an essential role to grab children’s attention. They are so eager to know the meaning of pictures when they see them for the first time. They are interested in heroes, their clothes and actions too. The pictures talk about the stories. It is better to use a lot of pictures for teaching stories to young learners, because even 3-4 years old children, who cannot read, can tell a story with the correct sequence of meaning, intonation, and appropriate vocabulary by looking at pictures. But it is the key that teachers should choose an appropriate story according to the child’s age or cognitive ability. A story should not be very difficult and long, otherwise, children might be bored or have a lot of difficulties understanding it. In addition, every story should have new things for children. For example, new words, new heroes, new characters, or new morals. If there are not many new things in the story for children, this lesson will not be educational, and purposeful and it will be useless for children. When choosing stories, teachers should pay attention to the moral of the stories, because a teacher’s job is not only to educate pupils but also to upbringing them. In primary education your every story should lead the



moral. For example, Aesop's every fable has a moral and these fables help teachers and parents to bring their children, to bring up them beautifully.

So, stories should be taught with fun so that children can enjoy the lesson, and participate with pleasure. However, in Uzbek schools, we hardly see children who are learning stories for fun. Some teachers do use not an appropriate method for teaching stories. They begin the lesson by telling the name of the story, and students read the text one by one in two sentences. After finishing the story, a teacher asks students who would retell the story or who understand the story and a teacher might give some questions about it. So, the lesson is so boring and students can not show their skills in the classroom. This method of teaching is sometimes not effective, because children do not want to listen to their pair's reading, it will seem boring and they do not pay attention to the meaning of the story. In the end, about half of the class can understand the meaning of the story. This means that the quality of teaching is poor. After watching these problems in some Uzbek classes, I tried to avoid them by creating some activities for primary students.

Before starting the story teacher should attract students' attention with some warm-up activities that lead students to read a story. For example, if the story is about friendship, the teacher can give questions about friendship that create general information about it in children's minds. For instance, these questions can be like that: Who is your best friend? How many friends do you have?, What do you usually do with your friend? etc. After giving these questions students are easily interested in the story and want to read the story.

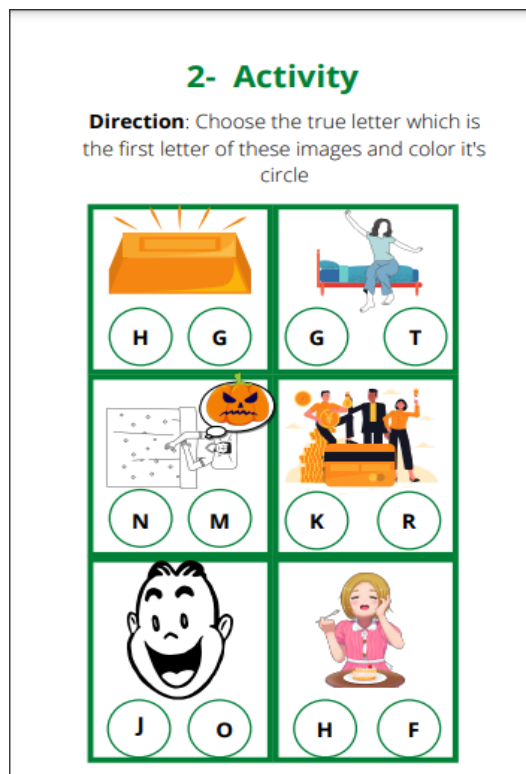
Uzbek national story named "Bread and Gold" was chosen and the following activities were made for it. Before introducing activities these questions can be given to lead students to the story, such as Do you want to be rich? If you are rich, what do you want to do in the future? and these questions can be continued according to students' answers. Students cannot understand the story unless they know the meaning of unfamiliar vocabulary. So, a list of vocabulary, which your students do not know is made. It will be better if the picture of vocabulary, translation, and definition is given. The vocabulary worksheets were made in Picture 1.



Picture 1



There is written the name of the vocabulary, definition, and Uzbek translation of the words. After students learn the words, the vocabulary check activities will be given. In this activity(Picture 2) children should choose the beginning letter of words represented in the picture from the vocabulary list.



Picture 2

This will help them to learn words fast and effectively and teachers do not have to spend much time asking students vocabulary orally one by one. Moreover, it can be fun for children to color the circles by remembering the words.

After children learn all words in the story, they will be given other activities to understand the story better. For example, several questions are given to students to check their understanding of the story (Picture 3). This is a very simple way of testing students' comprehension.

1- Activity

1. What was the name of the protagonist in this fairy tale and what was he doing?

2. What did Uktam always dream of ?

3. What did Uktam see in his dream ?

Picture 3



After that teacher can divide students into two groups and gives them two pictures (Picture 4) which students should make a story looking at the pictures.

3-Activity Directions: Write a creative story to go along with the picture. (Title) 	Title Written by: _____ your name 
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Picture 4

This activity helps students to increase their imagination skills. After students make a story, a teacher asks about what kind of moral their story has. In this way, they will learn how to behave well and can give information about a good behaving to other groups in their class.

After creating these activities, it is vital to know the results. So, two fourth-grade classes were chosen and in the first-class Uzbek traditional method of teaching, stories were used. At the beginning of the lesson the name of the story “Bread and gold” was introduced and a teacher let them read the story out loud one by one. Then children read the story in two or three sentences each. During the lesson some students were sleepy, and some of them did not want to listen to their peers’ unclear voices. After they finished reading the story students would be asked several questions about it. However, some students could not answer the questions, some of them could hardly answer them, and some students answered all questions. After that, the moral of the lesson was taught.

In the second fourth grade class, before the lesson, in the previous lesson, a new vocabulary was learned and a vocabulary checking activity(Picture 2) was done. Then in the new lesson different general questions, which are mentioned above, were given to attract students’ attention and lead to the topic, and the teaching of the story was begun. Before starting it, the first picture that represents the situations of the story was shown to students to guess the story. After listening to the students’ answers, the teacher told the beginning of the story and stopped to show a second picture to guess the following situation and this continued until the end of the



story. This method was fun when students' guessing was correct and incorrect and it could attract all students' attention at the same time. Then according to the story several questions were given(Picture 3) about whether they understood the story or not and the moral of the story was taught.

Conclusion

two types of teaching methods were seen and the second one was so effective. In the first class, students were bored and did not want to listen to the story, because at the beginning of the lesson, there is not any warm-up activity to grab students' attention and that is why some students did not understand the story very well. However, the second class method is useful and all the prepared pictures and activities were used effectively. The result between the two classes is different, although the topic is the same.

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