

Developing Students' Speaking Skills through Storytelling in Primary School Mother Tongue Classes

Shabatova Rabiga Janasbay-kizi

A student of the direction primary education at Nukus State Pedagogical Institute

Annotation: The basic knowledge of each person, acquired at school on the basis of future professional activity, serves as a foundation. Today, more radical reforms are being carried out in primary education, in particular, teaching with a focus on competencies is yielding new positive results. The article discusses the effectiveness of the use of stories in the development of speech competencies of primary school students.

Keywords: competence, elementary school, education, analysis, synthesis, comparison, generalization, method, competency approach, story, creative development.

Today, a competent approach to achieving quality and effectiveness of primary education in school, meaningful and interesting organization of children's daily lessons, effective use of their free time, identification of abilities and a creative approach to the process, lessons and resources provides a rational and systematic analysis to meet the needs of children and society. A competent approach to the education of school-age children is associated with the preparation of the growing child's personality for life, the acquisition of moral norms and values necessary for the solution of vital issues, communication with other people. It involves preparation for the formation of existing methods of activity.

Primary essential competencies require the holistic development of the child as a subject of activity and morality. The acquisition of socio-historical experience takes place in the process of active work.¹

Nowadays, it is necessary to work with specific methodological, pedagogical and psychological training to improve the content of primary education in schools. Changes in the socio-economic spheres of modern society have created new requirements for teachers.

Today, the transition to the paradigm of education competence is becoming more urgent. In particular, it is possible to develop communicative competence in mother tongue lessons through various texts, fairy tales, stories.

The competencies of the child are determined in the following areas of child development:

- ✓ physical development and formation of a healthy lifestyle;
- ✓ socio-emotional development;
- ✓ speaking, communication, reading and writing skills;
- ✓ development of the cognitive process;
- ✓ creative development

A number of internal and external factors should be taken into account in the development of social skills of young students. External factors include the current stage of social development, the child's social life, conditions, and social environment. Internal factors are the characteristics of the

child's mental development, his age-specific development and individual characteristics. If a number of conditions are met, it is possible to effectively form social skills in primary school students, to develop communication competence.

It is well-known that speech is related to thinking, it is developed in connection with thinking. Through storytelling in native language classes, students' communication skills can be developed. Logical methods such as analysis, synthesis, comparison, generalization are used in order for students to consciously understand the work read in the lesson, to understand the main content, the idea. Different methods of work are used to analyze the work read. The children tell the main characters in the story, and under the guidance of their teachers make a schematic plan of the work.

Thus, the first acquaintance with the content of the story requires students to work consciously, that is, to analyze the events, the composition of the participants. One of the best ways to improve students' speech in elementary school is through well-organized retelling. It is much easier for students to retell a text in full or close to the text, while other types are relatively more difficult. In retelling, the teacher's question about the content of the story should focus the students on the details of the story, the causes and effects of the connection between individual events. Individuals involved in the development of the plot of the work, their behavior plays a key role. The teacher's question should focus on what the protagonists did, where and under what circumstances their actions took place, the coherent narrative, and the interrelationships. The student uses not only analysis, but also synthesis in telling the content of the work with the help of the teacher's question: connects some facts, compares them, discusses them and draws conclusions.

Consistently retelling the content of the work read will help to plan it. When planning, the student divides the story into parts and identifies the main idea of each part. Under the guidance of the teacher, students think about what the primary and secondary issues are in each part of the story read during the planning process, and how to express the idea briefly and clearly. A plan made during the reading and analysis of the work is written on the board, which helps to retell the content of the story. The next step in mastering the content of the work read is a short story. The teaching of short stories is organized as follows: the teacher reads the first part of the story, which is pre-determined, and together with the students the most important, the main idea is determined. Students are taught to shorten the story from the 3rd grade. Selective storytelling is also one of the tools to develop children's thinking and speech.

In selective storytelling, the student: 1) consciously distinguishes a part of the read text, its boundaries; 2) tells only one story from the story; 3) tells the story in the direction of only one plot.

Thus, it is clear from the above that the tasks of developing children's speech are closely interrelated. Therefore, in one lesson several tasks of development of the child's speech are solved, but one of them is the main one and the other is planned as a part of the lesson. For example, when stories are analyzed from different angles. If the main task is to form an idea of the sentence, that is, to compose a sentence from words, to divide the sentence into words, as a second part of the lesson you can plan an exercise on the pronunciation of difficult-to-pronounce sounds in words.

In conclusion, it is important to pay special attention to the development of speaking skills, especially for children to read and narrate works of art. Teaching a child to retell a work of art places a responsibility on the child.

The more vividly the content of the work of art is expressed by the author, the more expressive and meaningful the speeches of the participants are conveyed to the children by the teacher. has a positive effect on the enrichment and grammatically correct formation of speech.

Children can easily answer the teacher's questions about the work, repeat some words and sentences, describe the pros and cons of the characters, try to imitate the teacher and imitate their voice. As a result, speech competence is also significantly improved.

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