



## ON THE TYPES OF NARRATIVE AND NARRATIVE IN THE PRIMARY CLASSROOM

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<b>Received:</b> 30 <sup>th</sup> March 2024 <b>Accepted:</b> 26 <sup>th</sup> April 2024	In the process of primary education, the importance of writing and retelling is so great that it is necessary to pay attention to the important aspects when choosing a statement on various topics in order to develop the written speech of each student. That's why the main focus of the textbooks is that they are fully compatible with the requirements of today's era. In order to educate elementary school students to be comprehensively prepared for creative and written speech, and most importantly, the correct formation of connected speech components of retelling and narration in them is effectively used in primary education. In this article, information is given about the presentation and its types conducted in primary classes, the types of presentation in the primary class mother tongue classes, appropriateness of the purpose, and the basis for the development of students' abilities. Detailed ideas about the receiver components are given.
<b>Keywords:</b> Statement, types of statement, connected speech, interactive methods, evaluation criteria, main idea, image, essay, discussion essay, types of statement.	

**SIGN IN** . The main goal in the field of education is to establish the democratic, humanitarian principles of education and training, to fundamentally change the content of the educational process based on the historical traditions and customs of our people, as well as universal values, for this purpose, pedagogical teams is to open a wide opportunity for initiative. We want not only the healthy physical and spiritual growth of our children, but also their growing up as harmoniously developed people with the most modern intellectual knowledge and fully meeting the requirements of the 21st century. We have set ourselves the goal of creating all the necessary opportunities and conditions. The era itself shows that it is necessary to give special importance to their youth, mentality and understanding, and character in the education of children.

We know that retelling and storytelling in elementary school education play an important role in developing students' comprehension skills and fostering a love of storytelling. Retelling involves summarizing or retelling in students' own words a story they have read or heard, while narration involves recounting events or experiences in sequence. Understanding the different types of retelling and storytelling strategies is essential for teachers to effectively teach comprehension skills and improve student literacy.

**METHODOLOGY.** Bayan is derived from the Arabic word, 1) an oral or written expression of an

event, event, thought, opinion, etc.; 2) means a work written based on what was read or told. An essay is a written retelling of the content of a sample text that has been read after some preparation. In reading lessons, working on the text, answering questions about the text read, making a plan, and oral retelling based on the plan prepares children for writing a statement. It is better to start teaching students to write their thoughts independently, to narrate the read text as early as possible. To do this, students are taught to write sentences, then to write parts of a text, and from the second grade, to write a statement based on a specially selected small text. An essay is a written retelling of the content of a sample text that has been read after some preparation. In reading lessons, working on the text, answering questions about the text read, making a plan, and oral retelling based on the plan prepares children for writing a statement.

**ANALYSIS AND RESULTS.** We will also provide information on a number of methods that have been found to be effective in teaching retelling and narrative topics in elementary grades.

**"Find the word" game** . This method can be used in all parts of the lesson. The teacher says a word about birds, animals, fruits and vegetables, students continue. The student should say the word that starts with the letter that ends with the word started by the teacher . This method helps students to



think and respond quickly and to strengthen their memory.

**"Cluster" method** . This method creates conditions for the student to think freely about the given topic and express his thoughts freely. In this method, the student says what he thinks and the written thoughts are not discussed regardless of whether they are right or wrong and continue for a specified time. This creates an opportunity to harmonize the ideas put forward by each student of the class and to further strengthen the connections between them.

**"Mosaic" method** . "Mosaic", that is, creating a whole from small pieces. In this case, pictures of birds, animals, and fruits are distributed separately to each group. The participants of the groups bring the fragments into a whole . Group leaders talk about an animal, fruit or tree that has become a whole.

**"Stop reading" method** . The teacher stops several times in the process of examining the text and addresses the students with questions . The question must be relevant to the topic . Or the student reading the text stopped in the process and asked what they read about. This through the method, students' attention is focused, independent thinking skills are formed ..

**"Chain" method.** It is appropriate to use it in lessons where poems, riddles, and proverbs are given. Students say a line of a given poem or riddle in order, in sequence. When this method is used, the student is forced to memorize the given poem, proverb, and riddle in order not to be embarrassed ..

**"Picture rebus" game** . Students are divided into three groups. Distributes pictures to each group. The names of the animal or animals should be derived from the initial letters of the given pictures.

The analysis revealed several types of repetition and storytelling strategies commonly used in elementary school settings. These include:

**1. Sequential Recapitulation:** Students summarize a story or text in order of events, focusing on major plot points and main ideas.

**2. Summary:** Students summarize the main ideas and important details of the text, leaving out minor details and plots.

**3. Character retelling:** Students focus on retelling the story from the point of view of a specific character, describing the events as they perceive them, emphasizing the character's thoughts, feelings, and motivations.

**4. Theme-Based Retelling:** Students identify and repeat the main theme or message of the story,

noting how the characters and events contribute to conveying the main theme.

**5. Creative Storytelling:** Students use their imaginations to create and tell original stories that include elements such as plot, setting, characters, and conflict resolution.

#### **Work on the statement in the 1st grade .**

One of the important factors in achieving full literacy is to work on students' speech culture, to identify and correct the shortcomings in their oral and written speech in time. Therefore, in the process of teaching 1st-4th grade students, it is not limited to one type of written work, but training on all types of written work, students' ability to express their thoughts widely and diversely should be grown.

#### **Work on the statement in the 2nd grade .**

In the second grade mother tongue program, it is recommended to teach students to write statements using questions from short texts (40-50 words) under the guidance of the teacher. The teacher has the task of teaching the students of the second grade to write a statement based on the given plan. Pupils should read the questions written on the blackboard correctly and understand their meaning, answer the question in the plan clearly, give their answers in the order of the questions in the plan in the retelling and in the written statement.

#### **Work on the statement in the 3rd grade .**

All statements written in the 3rd grade can be divided into two types. The first type is written on the basis of a ready-made plan recommended by the teacher, and the second type is written on the basis of a plan made in cooperation with the students under the guidance of the teacher. The above division method is used as a basis for placing the texts in the collection. Two types of essay writing training are conducted throughout the academic year.

#### **Work on the statement in the 4th grade .**

It is known that in the third grade, the presentation is conducted on the basis of a ready-made plan recommended by the teacher and a plan created as a team under the guidance of the teacher. And in the fourth grade, together with the two types of the above statement,

- a) a statement based on an independently prepared plan;
- b) a statement that is a partial description;
- s ) statement with grammatical task;
- d ) statements and control statements are used to reduce the content of the text.

The discussion highlights the importance of incorporating a variety of retelling and storytelling strategies in elementary school classrooms to



accommodate students' diverse learning styles and abilities. Sequential repetition helps students develop sequencing skills and understanding of story structure, while summarizing develops the ability to identify main ideas and important details. Character retelling promotes empathy and perspective, while theme-based retelling encourages critical thinking and analysis. Creative storytelling develops students' creativity and storytelling skills, instills love for literature, and self-expression. And this is one of the important and basic types of work that requires high pedagogical skills from the teacher to teach students to write statements in primary-grade native language classes. Narration helps children to form literary speech correctly, improves speech culture, educates artistic aesthetic aspects, and increases sensitivity to language.

There are different types of retelling. It is possible to write a narrative about any retelling text, but writing a narrative is a difficult, complex activity compared to oral retelling. In addition, the writing speed of elementary school students is slow, so for the narrative, a small composition is chosen that is simple and language appropriate. The narrative text is gradually becoming more complicated:

➤ first, if a text representing an episode in the style of a story is selected, episodes, image elements are added to it, the number of participants is increased, discussion elements are also added;

➤ later he changes his identity and writes a statement. Thus, the narrative gradually takes on a creative tone.

It should not be forgotten that the child's natural speech should be heard in retelling and narration, that is, he should not blindly memorize the given example, he should be able to use the lexicon of the example, turns of speech, and syntactic structure. In addition, in the retelling, it is necessary to maintain the consistency of the sample, the connection, to give the main facts, especially in the retelling of the scientific text, all the important places should be fully explained.

From time to time, retelling a text previously heard, read by the teacher, or recorded from the radio, television, and the use of retelling after the student has read it aloud or internally can also be supported in the experiment.

Research shows that retelling is a necessary step in developing connected speech. According to the program of the mother tongue of primary classes, it is planned to teach writing a summary of the content of the text in the 3rd grade. Preparation for writing a summary begins in the 2nd grade, in connection with

finding titles for text parts, creating a text plan as a team.

**SUMMARY.** In conclusion, it can be said that the correct orientation of students to write a statement in the mother tongue classes will help to develop the creative thinking of the students as well as to increase their vocabulary and be able to express their ideas coherently and freely. He is very good at teaching. Additionally, the various retelling and storytelling strategies discussed provide valuable opportunities for elementary school teachers to engage students in meaningful literacy activities and develop comprehension skills. By incorporating these strategies into instructional practices, educators can create dynamic and enriching learning experiences that empower students to become proficient readers, critical thinkers, and confident storytellers.

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