

*Charosxon Asrorovna Anvarova,  
Student,  
Fergana state university,  
Uzbekistan, Fergana city*

### **TO TEACH STUDENTS WORKS IN THE STORY GENRE**

**Annotation:** This article outlines the main tasks in the implementation of reforms in the field of education, such as improving the standard system of education, deeply equipping the younger generation with the basics of science.

**Key words:** competent person, upbringing, moral qualities, inner world, friendship, honesty, diligence,

The only way to implement today's reforms in the field of education is to thoroughly equip the younger generation with the basics of science by constantly improving the standard system of education. After all, the search for knowledge shapes a person's national beliefs, consciousness, worldview, and leads to spiritual and moral maturity. This includes the development of education in the Law "On Education", its humanity, continuity, scientific and secular nature of the education system, the priority of national, universal and scientific values in education within the framework of "State Education Standards" it is not in vain that it is determined by the creation of opportunities for knowledge.

In order to achieve the goal of education, it is necessary to educate children in reading. The important tasks of teaching children prose are:

1. Improving the child's basic reading skills (correct and expressive reading).
2. To deepen the understanding of the literary and aesthetic features of the works of students, to understand the national nature of the events described in them and to prepare to draw certain conclusions from it.
3. Fostering national and high moral values in children.
4. Teach students to work on the work being studied.
5. Enriching students' knowledge of our national values.

The works about our achievements as a result of independence serve to cultivate a sense of national pride.

After reading each work, the most important thing is to analyze it and study it in parts. This is because the content is revealed during the analysis, and the division into roles helps the child to better understand the work. Young children generally understand what they see, so it is a good idea to use positive tasks such as role-playing, retelling on behalf of the protagonists, continuing the story of the protagonist's fate, and composing an oral story on an interesting topic.

The story is a small-scale epic genre that summarizes a specific event in a person's life, important aspects of life. The form of the story is relatively limited, and although small, it is able to express large content. The story often describes an episode in a person's life.

The content of the story is more vital than in a fairy tale.

Storytelling is a genre suitable for elementary school students. Younger students are more interested in the character's behavior, appearance, portraiture, and storytelling. Therefore, introducing children to a story, which is a type of work of art, is linked to explaining its plot.

Explaining the content of a story, working on a dictionary, and retelling a read text are some of the main activities in storytelling lessons dedicated to teaching stories in the primary grades.

The content of a story is usually analyzed based on questions. The questions focus on the analysis of the participant's behavior and character. The questions serve two purposes: to analyze the content of the story and to compare facts, opinions, and conclusions; It is used to identify and generalize the connections between events and behaviors. It is also important to explain the meaning of words and phrases that students do not understand in the story reading class, otherwise they will not be able to understand the story. Instead of spending a lot of time explaining the meaning of a word, it is explained by explaining the word that is most important in understanding the meaning of the work.

Questions are usually asked by the teacher, but it is also helpful to ask students questions about the content of the work and the behavior of the participants. This method is very popular with children and enlivens the work; Students will be able to better understand the content of the work, develop the ability to express themselves consistently, and fully remember the connections between content and events.

Selective reading of the story in the process of working with the text, in the process of answering the questions, so that students can better understand and understand the idea put forward in it. Re-reading with a specific task, answering questions, using questions in the story section, drawing with words, planning, all types of retelling, preparation for expressive reading.

When reading the stories in the textbook, the size and content of the story are taken into account and the purpose of the lesson is clearly defined. The following plan can be used as a basis for a small storytelling lesson:

1. Prepare to read the story.
2. Read the story aloud or inwardly.
3. Check how well the students understand the story.
4. Read the story aloud again and have a conversation to analyze the content in depth.
5. Re-narrate the content of the story.
6. Closing interview.
7. Prepare for expressive reading or creative work.
8. Expressive reading or staging of a story.
9. Complete tasks such as finding answers to questions about the content of the story text, making a plan, preparing for a creative retelling, and checking how it is done.
10. At the end of the lesson you can give homework, in the next lesson you can repeat the story.
11. Selective reading of the story. Retelling, interviewing to draw a picture based on the content.

12. Dictionary work.

13. Checking students' knowledge.

What should you pay special attention to when reading the story? First of all, the content of the story - the course of events, the behavior and characteristics of the participants are considered in relation to their living conditions. For example, after reading and analyzing the story of Ibn Sina's childhood, students will understand why the poet praised the young Ibn Sina, and understand the meaning of the article, "Knowledge acquired in youth is like a pattern carved in stone."

It is retold after a conversation that summarizes the emotional content or after the students have read it at home. Selective storytelling or drawing on the content of what is read through words is done before retelling, using it in preparation for the interview. From this point of view, Khudoiberdi Tokhtaboev's story "Tazir" can be studied in this way.

A concluding discussion on the content of the story reveals the idea. The teacher helps the students to identify the main idea of the story and to express their reaction to the content of the story. Students rejoice in the successes of those involved in the story and regret their failures.

After reading some of the stories, teaching them to speak freely on topics that are similar in content or subject matter will help students develop their thinking and speaking skills.

For example, in the story "Tazir" the consequences of obscenity, carelessness and disrespect for one's elders are very interesting. It has been shown to be a bad habit. The main idea of the story "Tazir" is to show how the changes in Bahromjon took place. The lesson for reading this story can be planned as follows:

I. Reading the story inside. In this case, teachers write their independent assignments on the board in advance. (You can also hang a piece of cardboard on the board.) The assignments can be as follows:

1. Where did the story take place?
2. What did his grandmother ask Bahromjon for?
3. Why did Bahromjon suddenly change?

4. What lesson did her grandmother teach Bahromjon?

II. Check how well the children understand the content of the story. Students respond to questions about the content of the text (students can compose their own questions and share them with their peers).

1. Choose a place in the story where Bahromjon has words.

2. Answer the questions: 1. How did Bahromjon respond to his grandmother's request? 2. Why didn't his grandmother give bread to Bahromjon? 3. What did Bahromjon understand? 4. Which of Bahromjon's works did you not like?

III. Read the story aloud paragraph by paragraph. Explain in the text the words encountered in the text.

IV. Find the title of the story with the words of the book:

V. Closing interview:

The following questions and assignments will be used for the interview:

1. What did you learn from the story?
2. What kind of child do you think you should be?
3. What did Bahromjon do wrong?

Some of the answers to the questions are confirmed by selective reading from the text of the story.

VI. Conclusion. The students' responses to the "Explain why her grandmother taught Bahromjon" help to draw conclusions about the content of the story.

Thus, storytelling lesson planning also focuses on the educational aspects of the story.

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