

In the Lessons of the Native Language and Reading Development of Children's Speech by Retelling

Abdullayeva Gulchexra Xaitovna

TerDUPI Theory of education and methodology (Primary education) 2nd year graduate student

Olloqulova Farzona Umedillayevna

Teacher of Termiz State Pedagogical Institute

Article Information

Received: February 10, 2023

Accepted: March 11, 2023

Published: April 12, 2023

Keywords: oral speech, retelling, independent thinking, vocabulary, teaching process, text.

ABSTRACT

The article describes the theoretical aspects of the retelling method and the development of children's speech of primary school age using the method of retelling.

Mother tongue and reading literacy classes play an important role in the development of oral speech of children of primary school age. Because in these lessons, there is a lot of space for exercises that encourage storytelling through various stories, poems, examples of folk art, as well as various texts and pictures. Such exercises not only develop oral speech, but also develop the child's ability to think creatively. As we can see, after the exercises and texts given in the school textbooks related to language and literature education, there is a place for questions and tasks based on the students' independent statement of opinion and retelling. It's not for nothing. The more a child talks, the more he expresses his independent opinion, the more his speaking skills and vocabulary increase, and he becomes able to overcome his excitement.

Retelling is the retelling of works of art that have been read in meaningful oral speech. Retelling teaches children to develop artistic speech, to choose emotional and figurative words, helps to acquire vivid words, develops the ability to understand the content of the work, to remember the consistency of their narration, the author's way of expression, to understand the work, forms the ability to tell orally in front of the team.

A work given for retelling can be considered appropriate if it meets the following requirements: high artistic value, ideological-logical direction, enthusiasm, novelty of thought and imagery of the narrative, sequence of events, interesting content. Examples of these requirements are folk tales and short stories. Also, several requirements can be set for children's retellings:

- 1) Narrating with full understanding of the text;

- 2) Complete description of the work, i.e. without omitting important parts of the work;
- 3) telling a story with consistency (sequence);
- 4) use of dictionaries and expressions in the author's text, replacing some words with their synonyms;
- 5) use of the correct tone, absence of long pauses;
- 6) pay attention to the culture of oral speech: when retelling a story, keep the body straight, stay calm, address the audience, use intonation meaningfulness (expressiveness) of speech, clearly pronounce sounds loud enough.

All these requirements are inextricably linked, and none of them should be neglected. Only then will it be possible to achieve the intended result and evaluate the student at the required level.

It is known that retelling is the first stage in the formation of a monologue speech. Therefore, every student must master retelling. Various methods are used for this. These are the following:

1. The teacher's retelling with the child. The teacher should widely use this method at the initial stage of teaching retelling, especially when working with children who cannot tell a story. In the process of retelling the story, the teacher can imperceptibly straighten his body, encourage the children with gestures and eye glances.
2. Saying words and sentences. This method ensures the fluency and consistency of retelling, does not allow long pauses. This method is mostly used when the child forgets some parts of the text of the work. If the child tells a story very well, but the pace of speech is too slow, the teacher should patiently monitor the continuation of the story during the pause: pay attention to the child's body position, encourage the child to focus. If a child wobbles while telling a story, bends his head, makes excessive movements with his hands, it is not appropriate to reprimand him for telling a story, but in such cases, correcting his mistake, shortcoming with a gesture, a glance, the story and after doing it, he said loudly to everyone: "When you are telling a story, you should be quiet, you should not lower your head and look at your comrades. After all, they will listen to your story". It is appropriate if the teacher notes these defects of the child in the diary. Because he uses this to warn the child one more time before the next retelling activity. By repeating, the teacher corrects the grammatical mistakes the child made while retelling the story. This method is also used in the later stages of teaching retelling.
3. Ask questions. This method is widespread and is used in introductory (introductory) conversation and in the training process. The questions used in the retelling exercise can be conditionally divided into several categories depending on their use and purpose. Children who cannot tell stories can be asked prompting questions before retelling to help them start the story, for example: "What are you going to tell about the rabbit? Okay, let's get started. One of these days, I will take a small rabbit to my friends...". Or: "The crane took the Fox with him and ascended to the sky, and what did he say to him?" Do you see the ground? Continue this oil yourself." After the child retells the story, of course, you can use questioning. It helps to determine the extent to which the child has understood the content of the work, helps to restore the abandoned parts during the retelling of the text. In some cases, after the retelling, you can ask questions about the character of the characters or their expressive speech. Small drills or prompts can be used between retellings. It is also possible to use the method of repeating some parts of the text of the work.
4. Encouragement. In the process of retelling the story, the teacher encourages the child by smiling, nodding his head (affirmation), saying short words ("Yasha", "Barakalla"). After retelling the story, he praises the child. It emphasizes a positive quality of retelling.
5. Role-playing retelling. This method helps to form the meaningfulness (expressiveness) of the speech. The teacher's interpretation of the character of the participating images has a great impact

on the clarification of children's speech and the activation of their attention.

6. Game method (dramatized game). In this method, the characters' (participants') bites are controlled by actions: children make extensive use of gestures, imitation of animal sounds, etc., but no masks or decorations are required for the game. The teacher first speaks on behalf of the author, then the student speaks. First, children with speech impediments are taken out to perform the role. The dramatized game lasts 5 minutes. Teaching children to retell stories begins with retelling familiar fairy tales ("Gorgosok", "Turnip", "Goat with a wolf", "Hungry-eyed dog"). The teacher uses the following method to teach young children to retell a story. Children repeat one or two words or a whole sentence from the teacher's repeated story:

✓ The old man and the old woman...

✓ As long as he lives.

"One day the old man..."

✓ He planted turnips.

Then the students gradually learn to retell the story with the help of questions. The questions will be aimed at determining the sequence of events and naming the participants:

✓ Whom did Ghosok meet?

✓ The rabbit.

If the child remembers the beginning of the story well, then he can tell it independently. Then, if the student has difficulty during the retelling, the teacher helps, that is, memorization of the text is used, which helps to easily repeat the content of the story. After retelling short folk tales, one can move on to retelling short stories.

As a result of a number of reforms carried out in the education system in recent years, it is noteworthy that in the new textbooks, the number of tasks aimed at expressing independent opinions of students on an issue has increased. This situation is evident in the textbook of mother tongue and reading literacy. In the book intended for the 2nd grade, there are questions and assignments at the end of the fairy tales in the section called "People's Oral Creativity", such as the student's personal conclusions from the work, retelling the events in the work. For example, at the end of the fairy tale "Safarboy and Egriboy" in this book, the following questions are asked: "1. What kind of child did the king want to have? 2. What did the king announce? 3. Why didn't Rustambek's seed germinate? 4. What quality of Rustambek do you think the king liked? 5. What do you think is the main idea of the fairy tale?"

If the teacher conducts the lesson correctly, we would not be wrong to say that the student's answer to these questions will be the narration of the text in parts. and at the end of the legend "Tomaris" on the following pages, "Read the legend expressively and retell it "get ready" task was given. We have already mentioned the purpose of such a task.

REFERENCES:

1. Kadirova F.R., Kadirova R.M. —The theory and methodology of children's speech developmentl. T., "Independence", 2006.
2. tongue and reading literacy. Textbook for 2nd grade. -Tashkent: 2022.
3. Оллокулова, Ф. (2022). Социально-педагогическое значение формирования научно-исследовательской деятельности учеников начальных классов на основе концентризма. *Общество и инновации*, 3(10/S), 128–134. <https://doi.org/10.47689/2181-1415-vol3-iss10/S-pp128-134>

4. Ollokulova F.U. VALUE RELATIONSHIPS IN YOUNG PEOPLE AND THE UNIQUENESS OF THEIR DECISION MAKING Teacher of the Department of Theory and Practical of Primary Education. ISSN: 2776-0979, Volume 3, Issue 9, Sep., 2022
5. Bosimova, M. D. qizi, & Olloqulova, F. U. (2023). TA'LIM VA TARBIYA JARAYONIDA UMUMMADANIY DUNYOQARASHNI SHAKLLANTIRISH. *INTERNATIONAL CONFERENCES*, 1(1), 692–695. Retrieved from <http://erus.uz/index.php/cf/article/view/1275>
6. F.U.Olloqulova. (2023). TADQIQOTCHILIK FAOLIYATINI SHAKLLANTIRISHNING PSIXOLOGIK-PEDAGOGIK TAVSIFI. *Tadqiqotlar*, 6(2), 336–339. Retrieved from <http://tadqiqotlar.uz/index.php/01/article/view/218>
7. qizi Toshpulatova N. S. ILMIY DUNYOQARASH VA TAFAKKURNI SHAKLLANTIRISH //INTERNATIONAL CONFERENCES. – 2023. – T. 1. – №. 1. – С. 238-244.
8. Тошпулатова, Н. 2023. Педагогические условия совершенствования методологии междисциплинарного формирования научного мировоззрения у учащихся начальных классов. *Общество и инновации*. 4, 1/S (январь 2023), 42–45. DOI:<https://doi.org/10.47689/2181-1415-vol4-iss1-pp42-45>.
9. Shavkatjonovna T. N. A Creative Approach to Teaching Geometry in the Primary Grades //International Journal on Orange Technologies. – 2021. – Т. 3. – №. 9. – С. 48-53.
10. Toshpulatova , N. S. qizi. (2023). ILMIY DUNYOQARASH VA TAFAKKURNI SHAKLLANTIRISH. *INTERNATIONAL CONFERENCES*, 1(1), 238–244. Retrieved from <http://erus.uz/index.php/cf/article/view/1153>