



TEACHING PRESCHOOL CHILDREN TO TELL STORIES

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Abstract

In this article methodologically substantiated the features of a preschool child, ways of developing monologue speech, and the role of retelling in the development of speech in children. Reading and storytelling with babies and children promotes brain development and imagination, develops language and emotions, and strengthens relationships.

Keywords: Child, education, story, speech, word, education, vocabulary, teacher, development, relationships, monolog, activity, repetition, emotional, text, fairy tales, household, game, teacher, monologue, text, picture, family, sentence, team, task, goal.

Retelling and weaving a story is considered a monologue teaching method. Children retell monologue texts, tell stories about real and imaginary events, weave stories.

Mastering the method of teaching monologic speech means the following for the pedagogue: learning to listen to children; retelling and telling stories, and learning to help children weave stories.

Relying on word images is considered the main method of teaching monologue in all age groups. Relying on real objects and pictures is an additional method.

The task of teaching storytelling is to ensure that children master such types of oral monologic speech as retelling, telling stories, weaving stories.

Retelling is a relatively easy speech activity, because the child retells the prepared content, in which he uses the author's prepared speech forms (vocabulary, turns of phrase, structure), the speech expression methods of the teacher who is reading it. But this is not a mechanical repetition, but a free and emotional telling with an understanding of the text. The task of teaching retelling is gradually becoming more difficult in the first age groups - telling well-known fairy tales, stories, retelling newly read works, changing the narrator's identity (instead of the first person, but the third person on behalf of and vice versa) to tell, to tell based on the educator's plan, to tell based on the plan made together with the children,

- Household information, which the educator gives to the children every day during free communication, and then the children tell it to each other and family members;





- Telling the texts of fiction, which children tell in special classes on learning monologic speech;
- When the educator comes to work, various events that happened (or may happen) on the road, in the store, on a walk can serve as a topic for his information. It can also be statements of any kind about the creatures, flowers, plants and insects that surround a person. These stories should be in the form of narrative monologue, descriptive monologue. Information intended for older children before school should be monologues.

Retelling is a fluent, expressive telling of a Heard work of art.

Retelling is a relatively easy colloquial activity, since, a child retells the finished content, in which he uses the ready-made speech forms of the author (dictionary, word turnover, structure), the methods of speech expressiveness of the educator reading it. But this is not a repetition in mechanical narration, but a free and emotional telling without understanding the text, the task of teaching retelling is gradually made more difficult in the early age groups – well-known fairy tales, telling stories, telling newly read works, telling by changing the personality of the narrator (not on behalf of the first person, but on behalf of the third person, and vice versa), telling according to the plan of the educator, telling by analogy (by analogy) with children.k.), staged recitation, (with toys, silhouettes), children's choice recitation. For storytelling, the following can serve as text:

1 information of a domestic nature, which the educator gives to children every day during free communication, and then the children speak it to each other and to family members.

2 telling the texts of fiction, which children will tell in special classes on the study of monological speech.

3 a variety of vocations that occurred (or may occur) on the way, in the store, on a walk, when the tutor comes to work can serve as a subject for his information.

It may also be Statements of any appearance concerning the creatures, flowers, plants, and insects that surround the human being. These stories should be in the form of a monologue, a descriptive monologue to describe.

Verbal images of existence, events that happened in life should be told in a confident tone, like when a teacher talks to friends, or vice versa, cheerfully, with humor, only then the teacher's speech (information) will have a strong impact on children, and they recite it to other children with enthusiasm, thus further developing their speech. The teacher should advise the parents to listen carefully to their child's words on the way and show them that the content of the story the child is telling is very interesting. In this way, as a result of all children's stories, speech exercises are also performed.





Information intended for children of preschool age should be thought-provoking, monologues. Each information has its own didactic tasks:

- stories of pure cognition are designed to attract the attention of children to any phenomenon and at the same time enrich their lexicon, giving them new grammatical, syntactic forms;
- information is a special didactic material for teaching storytelling to children, that is, an example of monological speech, which is intended to develop the ability to use speech in children, to activate their lexical and grammatical skills.

In this category of monologues, the educator can include only lexical and grammatical forms familiar to children, that is, talk to children about things and phenomena that are familiar only to them. So it is necessary to do this until the children have mastered the form of monologue – speech, which is much more difficult for them,

Verbal images of being, it is necessary to tell the vocations that have occurred in life in the same reliable tone as those spoken with pedagogical friends, or, on the contrary, in a cheerful, humorous way, only then does the educator's speech (information) have a strong influence on children, and they give it to other children with enthusiasm, thereby further developing their speech. It is necessary for the educator to recommend that parents listen carefully to his words on the way when they are taking their children from preschool institutions and show that the content of the story that the child is telling is very interesting. In this way, speech exercises are also performed as a result of the storytelling of all children. Assistance to children in the storytelling of works of art is carried out through means of word perception and, mainly, through various questions.

Helping children in narrating works of art is done through speech recognition tools and mainly through various questions.

There are following types of questions. Questions that help to narrate a monologue text:

- a question leading to a joint story (a question placed on the last word in the phrase);
- telling question;
- guiding question;
- direct question;
- chain of direct questions (plan);
- search questions;
- instructional questions.

Before retelling the story, the text of this work is read to the children.





Often the pedagogue has to answer his own question and get the child to return this answer. The number of times a child needs to read a work of fiction depends on his or her speech development.

In order for the child to begin to recognize the first rhyme, to remember some of the words in it, he can hear the rhyme five or ten times. However, if you work with a child with a specific goal in mind, he will learn the second poem for his age much faster than the first.

If the poem is being retold, it is good for the children to memorize some of its frequently used, easily remembered parts. Then they can answer the educator's questions with quotations from the poem, but this should be agreed with them in advance.

Storytelling based on telling questions is also called reflective storytelling. The purpose of this method is to get children to repeat whole phrases of the artistic work, not to repeat individual words, to help them memorize the text freely.

When retelling prose works, it is good that children's answers are as close as possible to the literary text. Therefore, the teacher's direct questions should help the children to use not only the vocabulary, but also the syntax of the text as fully as possible. If the children have forgotten the text, the teacher will recite it.

For the first time, the pedagogue reads the entire text so that the children can accept the essence of the work and enjoy it aesthetically. It can be retold in parts: the teacher reads a finished part of the work, then gives a series of questions covering its entire content, and the children retell this part. At the same time, the educator controls not only the correct pronunciation of words and the formation of sentences, but also the expressiveness of the dialogues of the persons participating in the works.

When teaching storytelling, the pedagogue should not forget the need for children to learn to change the tone of voice in accordance with the experiences of the heroes of the work along with dialogic speech.

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