

## TEACH STUDENTS DILIGENCE THROUGH STORIES GIVEN IN ELEMENTARY SCHOOL READING TEXTBOOKS

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### ANNOTATION

This article is about “Teaching Students to Be Hardworking through Stories from Elementary Reading Textbooks”. Story content is a genre suitable for elementary school students. Younger students are more interested in the characters’ behavior, appearance, portraiture, and stories about the events. Therefore, introducing children to the story is linked to explaining its subject.

**Keywords:** story, genre, work of art, ideology, scientific, comprehensible, descriptive, conscious, direct relevance of the learning material to life.

### INTRODUCTION

Students will need to be prepared to read a work of art before they can begin reading in elementary school. Because students need to have a certain idea of life in order to understand the content of the work correctly. In choosing the stories in the Reading Book, first of all, the general criteria of didactics are: ideology; scientific, comprehensible nature of the statement; demonstration; consciousness; the direct relevance of the learning material to life; children's age and worldview are based on the consideration of their specific mental characteristics. In elementary school, stories are told on a variety of topics. Any story told in elementary school takes into account the child's age. A story is a small-scale work of art in which a certain event in a person's life is summarized and important aspects of life are described. The story often depicts an episode in a person's life. Its content is more vital than in a fairy tale. Story content is a genre suitable for elementary school students. Younger students are more interested in the characters’ behavior, appearance, portraiture, and stories about the events. Therefore, introducing children to the story is linked to explaining its subject. Explaining reading stories in primary school is one of the main types of work. The content of a story is usually analyzed based on questions. Questionnaires are used for two purposes: to analyze the content of a story and to compare and contrast evidence, reasoning, conclusions, events, and behaviors<sup>1</sup>. It is also important to explain the meaning of words and phrases that students do not understand in the story reading lesson, otherwise they will not be able to understand the content of the story. In reading the story, the analysis of its content and, on this basis, the development of students' speech play a central role. After reading the story, students should be given time to think and prepare to give their feedback. The purpose of the first questions asked about the work read is to find out if the children liked the story and which character in it influenced the child. Only then do the subject of the story use questions that help to reveal the direction of the story, to understand the character of the characters, and finally to know the main idea of the work. In the analysis of a work of art, the types of work, such as the description of the protagonists, the analysis of the construction of the work and the language, should not be neglected, devoting

themselves to a full explanation of the subject. It attracts the child with its textual charm typical of the fairy tale genre. But the story genre is also unique in its vitality. The events in the story develop rapidly. It describes human life, the life scenes associated with it. Students are interested in the character of the heroes, the characteristics in them. For example, stories from the 2nd grade textbook:

1. Award (Nemat Toshpolat);
2. Sayoq bola (Rauf Tolib);
3. The old potter and the disciple (Qudrat Hikmat);
4. The Divorced... (Latif Mahmudov);
5. Queen of the Mountains (Zahro Hasanova);
6. Childhood of Ibn Sina (Maqsud Qoriyev);
7. The story of Amir Temur (Boriboy Ahmedov);
8. The guest has arrived (Aziz Abdurazzoq);
9. The qualities of Babur (G. H. Pant, Indian historian);
10. A ball is simple (Mahmud Murodov);
11. The Sparrow Child (Oktam Usmanov);
12. Zilol suv (Gani Abdullayev);

Interesting stories such as. They are diverse in subject matter and also differ in the character traits of their protagonists. Especially important are the stories that encourage students to pursue a career and diligence from an early age. For example, through the story “The Old Potter and the Apprentice”, students learn how to master a profession, how to work hard to learn from beginning to end, how to listen to their teacher, and how a hardworking person will never stumble.

Story analysis as a literary genre requires action based on its specific characteristics and function. Every word, phrase, sentence in it serves to express the opinion of the writer. The text of the story should be a source not only for the study of its content or artistic features, but also for the use of expressive, literary, conditional or creative reading, problem-solving methods of analysis. In primary school, various analyzes on the study of the subject, composition, protagonists of the story are carried out on the basis of work on the text. When studying a story, questions are usually asked by the teacher, but it is also very helpful to ask students questions about the content of the work, revealing the behavior of the participants. This method is very popular with children and enlivens the work, helps students to better understand the content of the work, to develop the ability to express their thoughts, to fully remember the connection between the content and the events. An explanatory reading lesson can be conducted according to the following plan:

1. Prepare to read the story (characterize people's lives and periods as in the story, etc.).
2. Reading the story (in this case, the complete and semantically complete part can be read expressively by the teacher or a pre-prepared student).
3. Work on the dictionary.
4. Cognitive testing (participants' behaviors, relationships between individuals and events, short conversations about artistic means).
5. Re-reading the story (teaching students in parts and roles).

6. Conduct a conversation on each part (part) of the story, make a story plan.
7. Retelling based on a plan.
8. Creative and independent work based on the story.
9. Prepare to read or stage a story expressively (in class or at home).
10. Expressive reading of the story and expressive retelling.

The comprehensibility of the text of the story being read is crucial in the analysis. Comprehension refers to the specificity of the artistic world created by the writer, the relevance of the image to the student's life experience and level of knowledge. Questions in storytelling 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, helps students to better understand the content of the work, to express their ideas consistently, to fully remember the connection between the content and the events. The use of a variety of didactic games in storytelling also encourages students to be active, resourceful, and resourceful. For example:

"No way". In this game, the teacher reads the story. Students should find a sentence or phrase that describes events that may not have happened. This humorous game requires students to be alert, careful and observant, as well as not to be indifferent to what is happening around them. It also stimulates their interest in extracurricular science fiction and popular science films, and helps them develop storytelling skills. After the game has been played several times, students can be asked to create similar stories.

"Go on". The teacher begins the story. Students will continue it. This develops students' creativity, develops the ability to write creative works such as essays or essays, and increases vocabulary. They also develop a sense of independence and self-confidence. The "Continue" game can be used in the native language, in reading lessons or in extracurricular activities.

Option 1: "Hopefully on the way to school early ..."

Option 2: "The weather is cold and the snow is melting ..."

Option 3: "All the students in our class went to the zoo ..."

The teacher can create problem situations and ask problematic questions at different stages of the lesson, during the explanation of the material, in the process of practical work, demonstration of experiences, depending on its content. Just keep in mind that the teacher plays a leading role in the problem approach. The strength of students' thinking, practical and intellectual work, their cognitive activity is successfully developed when the teacher is constantly consistent and skillfully guided.

In short, the stories told in the textbooks and the course of events in them are vital. It describes human life, the life scenes associated with it. Students are interested in the character of the protagonist, the features in him. They draw the necessary conclusions, are brought up in all respects, develop such qualities as love for the Motherland, mother nature protection skills, hospitality, honesty, honest work, diligence, diligence, thirst for knowledge.

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