



WORKING ON THE TEXT OF STORIES IN EXTRACURRICULAR READING LESSONS IN PRIMARY GRADES

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ABSTRACT

This article focuses on integrating narrative texts into the curriculum, developing reading, writing, and speaking skills, brainstorming, organizing ideas, drafting, revising, and editing.

As educators, the task of engaging and instructing young minds to develop their literacy skills requires creativity, patience, and sound teaching methodologies. One area that elementary school teachers focus on is narrative texts. Stories in a range of formats including picture books, short stories, chapter books, and graphic novels provide an immersive experience for students to understand literary elements such as character development, plot, theme, and point of view.

Working with narrative texts in early grades is a powerful strategy to encourage students to enjoy reading and develop necessary literacy skills. Students who are exposed to literature tend to infer meaning, make connections, and identify patterns and trends in storytelling. Narrative texts help young learners to understand the complexities of language in a fun and interactive way. Where novels may be overwhelming or inaccessible for students, narrative texts have fewer pages and are more manageable for early readers. In the elementary school classroom, reading aloud is an important activity where teachers engage students to listen carefully, ask questions, and express opinions. Listening to teachers read narrative texts provides the foundation for students to learn the rhythm and flow of language. When teachers model the process of reading by using expression and tone, students develop a connection with the text and are more likely to respond positively to the storytelling.

Moreover, through reading aloud, teachers can model comprehension strategies where students learn to connect, visualize, question, infer and synthesize information from the text. Teachers can also use strategies such as asking open-ended questions and predicting outcomes to help students develop higher-order thinking skills. With these strategies, students develop a deeper understanding of the text and can apply what they have learned to other areas of literacy. Integrating narrative texts into the curriculum can also promote cross-curricular learning. Teachers can identify stories that connect with social studies, science, or math concepts to make learning more meaningful. For example, a science teacher can



introduce a picture book on the life cycle of a butterfly to teach about metamorphosis, while a social studies teacher can use a narrative text to discuss historical events or cultural norms.

In the elementary school classroom, teachers focus on developing reading, writing, and oral language skills. Narratives texts can support all three aspects of literacy. Through reading narrative texts, students are exposed to new vocabulary, sentence structure, and grammar. Teachers can use the stories as models to teach writing skills such as brainstorming ideas, organizing thoughts, drafting, revising, and editing. Similarly, when students retell or act out stories, they develop their oral language skills. Furthermore, by using narrative texts in the classroom, teachers can differentiate instruction to meet the needs of diverse learners. With various levels of difficulty, teachers can provide students with opportunities to read stories at their reading level and then challenge them to read more complex texts. Teachers can also use strategies such as guided reading, shared reading, and independent reading to scaffold students' learning and promote their independence.

Working with narrative texts can act as a springboard for encouraging children to become proficient and enthusiastic readers. Narrative texts tell stories that children can relate to and provide the opportunity for them to empathize with the characters, which can enhance their social-emotional learning. Students can see themselves in the experiences faced by the characters and develop an understanding of different perspectives. In addition, working with narrative texts promotes empathy and character education. Character in narrative texts must undergo challenges, dilemmas, and ethical choices, which offer opportunities for seed discussions and reflections on values. This leads to increased awareness of the importance of values and promotes social-emotional literacy. It can promote self-awareness and provide early learners with the emotional regulation, relationship management, and responsible decision-making skills.

Teachers also facilitate critical thinking and comprehension by supporting students' reflection and analysis of narrative texts. This methodology encourages children to form and defend their opinions confidently. Different interpretations are valued, making our classrooms more democratic, and promote divergent thinking. Moreover, working with narrative texts promotes cultural diversity and awareness. The stories from different cultures and backgrounds can enable young learners to gain insight, understanding, and appreciation of other cultures, promoting tolerance and diversity. This exposure can enhance the student's multicultural literacy and develops open-minded, non-judgmental understanding of different perspectives. In conclusion, the use of narrative texts in elementary schools provides a significant benefit for the learning and social-emotional growth of early learners. With an increased focus on critical thinking, empathy, and cross-curricular learning, narrative texts support a robust approach to literacy instruction. By exposing young learners to a range of

Incorporating storytelling into education is widely practiced in many cultures and has been proven to be an effective tool for enhancing the understanding and comprehension of complex concepts and ideas. Working on stories in reading lessons outside the classroom, or using storytelling in education beyond the classroom, is an approach that should be encouraged in all learning institutions. Using stories as a teaching tool in classrooms has been used for many years and is regarded as one of the most effective ways to disseminate knowledge. Stories are a form of communication that has been used throughout human



history and can be used to evoke emotions, stimulate imagination, and make learning fun and interesting. When students are exposed to stories in the classroom, they are more likely to retain the information because stories provide context and meaning to the information being presented.

Incorporating storytelling into education beyond the classroom is equally important as stories have the power to inspire and motivate students to learn outside the classroom environment. These stories can inspire students to pursue their dreams, develop critical thinking skills, and gain an understanding of the complexities of the world around them. Through storytelling, students learn about different cultures, and develop empathy, which is key to creating a more inclusive society. Stories can be used to teach different subjects, and their application is not limited to a specific field. For instance, stories can be used in science to illustrate complex concepts that might be difficult to comprehend through rote memorization. In mathematics, stories can be used to explain complex formulas and equations that can be difficult to grasp through practice alone. Using storytelling in education beyond the classroom enhances student participation and engagement. When students are engaged in learning, they are more likely to ask questions, explore different topics, and apply critical thinking skills. Furthermore, storytelling can be adapted to different learning environments, from virtual classrooms to traditional classrooms, which is key in today's world, where digital devices are becoming increasingly prevalent.

Ensuring that students are exposed to a variety of stories is essential when using storytelling in education. The stories used should be culturally diverse and provide students with a deeper understanding of different cultures. This is key to the development of empathy, which is essential for creating a more inclusive and equitable society. The stories used in education should also be age-appropriate and easy to understand. The use of complex stories can alienate students and lead to confusion. Therefore, when selecting stories, teachers should consider the reading level of the students, their interests, and their familiarity with the subject matter. Incorporating storytelling into education beyond the classroom requires skilled storytellers. Teachers who excel at storytelling are more likely to engage students and ensure that they understand the concepts being presented. Therefore, teacher training should be a key component of any program that intends to incorporate storytelling into education beyond the classroom. Furthermore, storytelling can be used to foster critical thinking skills. Story analysis is a skill that students can use to analyze characters, settings, themes, and plots. This skill is key to the development of critical thinking skills, which are essential for academic success and lifelong learning.

In conclusion, working on stories in reading lessons outside the classroom, or using storytelling in education beyond the classroom, is an approach that can be used to enhance the understanding and comprehension of complex ideas and concepts. Teachers should embrace the use of stories in the classroom, and administrators should support programs that incorporate storytelling into education beyond the classroom. With the right approach, storytelling can be an effective tool for the development of critical thinking skills, empathy, and inclusivity.



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