

Methods of Teaching Preschool Children Storytelling

Mmamedova Madinabonu Anvarjon kizi
Gulistan State University Faculty of Pedagogy 3rd Year Student

Abstract. The article presents methods and techniques of teaching preschoolers storytelling. To teach a child to tell is to form his coherent speech. This task is included as a component in the general task of speech development of preschool children.

Key words: storytelling, teaching method, teaching method, preschool education, speech development.

INTRODUCTION

Preschool age is the most favorable for laying the foundations of literate, clear, beautiful speech, which is an important condition for the mental education of a child. At preschool age, a child masters two main types of monologue speech: retelling and storytelling. There is not only a common thing between them; characteristic of monologue speech as a whole, but also significant differences. Retelling is a coherent reproduction of the listened artwork.

In this case, the child transmits "someone else's" content and uses a ready-made speech form. The expressiveness of speech in retelling is characterized by imitation, has an indirect character. A story is an independently composed coherent, detailed presentation of some fact or event. The story is distinguished by an independent choice of content and speech form. The story always reflects the child's personal experience, emotions. This makes it expressive, and the expressiveness is of a natural, immediate nature.

MATERIALS AND METHODS

There are different classifications of stories that are used in kindergarten for the development of monologue speech of children. In accordance with the main types of texts peculiar to preschoolers (description and narration), children's stories can be descriptive and narrative in form. Varieties of descriptive stories are comparative and explanatory. Preschoolers are taught to make a description of two objects with contrasting features, as well as explanatory stories with elements of reasoning, proof, accompanied by the display of these actions. For example, a child can explain to a friend how to use this or that object, a toy, what are the rules of the game. All children's stories (both descriptions and narratives) can be based on both visual and verbal bases.

In the first case, children rely on visual evidence when telling stories — a toy, an object, a picture, etc. In the other — only for memory or performance. For example, a child tells what toy he made for a gift to a friend. According to the content, children's stories are divided into factual and creative. When composing an actual story, the child relies primarily on his ideas

(these are stories that are compiled from observations), or on memory, representations. When inventing, he uses mainly fantasy, creative imagination. In the invented descriptions and narratives, children use their previous experience, but individual events and phenomena are united by a new situation. It can be a narrative with realistic content (a narrative about some case with someone, about imaginary events and the actions of people depicted in the picture) and a fairy tale, where the characters are given fantastic qualities.

Descriptions of the actual nature are more common: a description of a painting, an object, a toy. But the description can also be creative ("An unusual beast living in the North"). Plot narration is most often of a creative nature, for example: a fairy tale about toys (children come up with how two hedgehogs lived in the forest, what they did, etc.); a narrative about the characters in the picture (what they did before the events depicted in the picture, what they will do later); a story on the proposed topic ("How the children helped their friend out of trouble", "How bunny learned to ride a scooter"). A child can also be the hero of a plot story if he tells about real events ("How dad and I went to mushrooms") — this is an actual story — or comes up with, anticipates ("How I will congratulate mom on her birthday"). E.I. Tikheeva notes that it is easier for children to compose a plot story using their specific perceptions than descriptions.

This is explained by their desire for action, movement; the influence of fiction also affects. The actual description requires arbitrary attention, the ability to analyze, compare, and the availability of an accurate dictionary. But after one or two classes, most preschoolers successfully describe subjects by perception and representation. The most complex narratives are creative, invented by children. They are offered to children aged 5-6 years. The comparative complexity of children's stories is taken into account when determining the order of classes for the development of monologue speech. When teaching children storytelling, the educator needs to pay attention to the purposefulness of the story. You need to teach them to tell without deviating from the topic. An important quality of any story is its consistency, compliance with the structure of both description and narration, and therefore it is necessary to teach children to tell "in order". Their stories should be coherent, i.e. preschoolers need to be introduced to the ways of inter-phrasal communication. It is necessary to pay attention to the intonational expressiveness of the story, take care of the culture of the child's behavior during the telling. In teaching children storytelling, various techniques are used, the main of which are: a sample of the teacher's story, a story plan, composing a story in parts, collective composition of the story, the end of the children's story started by the teacher, etc.

In recent years, the use of a materialized scheme (model) of the story plan has become widespread. Their authors are N. Kondratieva, E.Somkova, O. Dyachenko and others. An important teaching technique is assessment. The educator should note in his assessment the attempts of creativity, successful disclosure of the plot, expressiveness of speech, completeness of transmission, etc. In older groups, children should also be involved in the discussion of stories. The methodology of teaching preschool children coherent speech should be based on the principle of speech action. Phrases uttered by a child will be the result of a speech action only if he has an internal motive for activity (why he needs to say it), goals (why he needs to say it, what will happen as a result), thoughts (what content needs to be conveyed).

The child must independently select words to convey thoughts, build sentences, link them

together into a coherent text. The problem of motivating children's speech activity when teaching them to retell, describe objects, toys, tell a picture, etc. is quite acute. A.G.Tambovtseva notes that introducing children of middle preschool age to coherent storytelling is associated with certain difficulties. Four-year-olds do not listen very carefully to their peers, who once again clumsily retell the teacher's story. There are several reasons. They are related to the motivation of activity ("Why repeat the same thing?"), the inability to build complete common sentences (which are usually incomplete in dialogic speech), the inability to organize the structure of the story (beginning, development, ending). Obviously, special work is needed on the structure of the text and the structure of the sentence.

In addition, children's activities should be motivated. The motivation of children's activities can be playful and communicative. Their combination gives the best result. Game characters (doll, Petrushka, dog) are included in the course of the lesson, which children tell [8-13]. For example, they help the Ignorant to learn how to tell a picture, retell a fairy tale, because Pinocchio was late and did not hear it. The description of objects and toys is included in the plot.

An example is the story-didactic games developed for younger and middle preschoolers by V.V.Gerbova. These are classes such as "Photo Exhibition", "Atelier", "Tableware Museum", etc. As A.G.Tambovtseva's research has shown, dramatization games are an activity that has an attractive game motivation and has a general activating effect on the structure of sentences. This speech activity with ready-made literary material involves at the same time improvised dialogues and monologues (a combination of reproductive and productive speech, borrowing samples and their own active speech).

RESULTS AND DISCUSSION

A sample story is a short, lively description of an object or event, accessible to children for borrowing in content and form. In this case, it is necessary to distinguish the educator's cognitive story, intended for listening to children, to broaden their horizons, from the story-sample - didactic technique, which is intended for imitation. The sample of the story facilitates the learning process more than other techniques, since the child is shown the result that he must achieve. In addition, the sample determines the approximate content of children's future stories, their volume and sequence of presentation, facilitates the selection of a dictionary. A sample is used at the first stages of training, as well as in cases of setting a new task to help children who do not know how to tell. A sample of the story can be repeated by 1-2 children who tell badly (this will stimulate them very much - after all, they were entrusted to tell first!), while direct imitation plays a positive role, causing speech activity. However, one should not strive for verbatim repetition of the sample, on the contrary, elements of independence should be encouraged.

As a direct teaching technique, a sample of the story is used most often at the beginning of the lesson. A variation of this technique is a partial sample. It is used in the process of consolidating the ability to tell, if it is difficult for children to perform any task, for example, inventing the beginning of a narrative about an object or a toy.

The teacher can repeat the whole story or part of it as needed and during the lesson (or involve another child in this), you can include it in the evaluation of children's responses (this technique is used in a playful way in the middle group - for example, on behalf of the bear described by the children, who praises the children for the correct description of his

characteristic visual qualities, it also works with children of the older group - as I have repeatedly seen from my own experience).

As noted above, children need to be shown not only the result of their upcoming speech activity, but also the means to achieve it. Therefore, as a rule, the sample is used in conjunction with other techniques that explain it, do not allow mechanical copying and lead to independent creative work of thought, which is necessary in the process of working with children of the older group. So, we can offer a second version of the story - a stand-in of the sample, when compared with the first, the general patterns of narrative construction will be revealed more clearly. For example, a teacher consistently describes two different toys and explains the mandatory elements of these descriptions.

The teachers of the senior group of our kindergarten use such a technique, but in a slightly different perspective: children independently consistently describe 2 different toys (for example, 2 toy cats), which serves as an alternative model for composing a descriptive story for other children; then other children compose stories about other toy cats (children are given several toys to choose from) - and, since cats have external differences, the story is not the same type, dry, not emotional, on the contrary, children creatively approach the composition of the story).

The conscious selection of speech forms is facilitated by such a technique as parsing a sample of a story, which leads to the isolation of the utterance plan. The outline of the story is 3-4 main questions (points) that determine the content and sequence of the presentation. Usually, after one or two sessions with a sample story, the plan becomes an independent, leading teaching method.

Since the children of the older group have (or should have already received in the process of learning during the school year) some experience in composing descriptive stories, it is possible to provide children with a plan in the form of free explanatory instructions up to a sample of the story (in this case, children more consciously perceive the rules for constructing statements), but the use of this technique depends on the level of preparedness of children. The educator introduces the children to the plan after reporting the general theme of the stories, as well as their character. In order to diversify children's stories, the teacher must prepare additional points of the plan in advance. Changing questions in the course of one lesson activates children, their attention, in addition, it is a means of individualizing tasks.

In the older group, children should be pointed out to the incompleteness or inconsistency of the story (if this is the case), involve them in complementing each other's answers. At the same time, the teacher not only notes the deviation from the plan himself, but also attracts children to control the stories of children (What should I tell them about now? What is better to tell first so that everyone understands?). In the senior and preparatory groups, it is useful to use the technique of reproducing the plan by children (children should be involved in this action based on their individual capabilities). The teacher, without using the word "plan", invites everyone to repeat to themselves what and how they will talk about now, and calls one or two children to answer out loud).

The plan should be clearly communicated, separating one point from another with semantic pauses, emphasizing the supporting words in phrases with accents. Thus, a plan is a common and important technique by which a child learns to describe objects, objects, to do it without

confusion.

Collective storytelling is a kind of technique used mainly at the very first stages of learning creative storytelling. The advantage of this technique is that all children actively participate in the work. In the process of joint activity, children get a visual idea that 56 it means inventing a story, their imagination is gradually being formed. But this technique also has a drawback: children practice inventing phrases, selecting words - and speech activity is limited, because they do not practice much in monologue speech. In some classes, the technique of composing a story in parts is used, it facilitates the task of storytellers, since the volume of tasks decreases. Thanks to him, the lesson becomes more diverse, interesting, and the content of the stories becomes deeper and fuller; in addition, it is possible to ask more children.

Questions play a secondary role in teaching storytelling. They are usually asked after the story is compiled, to clarify it or supplement it. In the process of telling, it is better to use a hint or a sentence, correction of an error, which will less disrupt the coherence of the story than a question.

Assessment is also a training technique. It is used to ensure that children imitate what the educator praised, avoid what he condemned. These are the general techniques of learning how to compose stories.

Perception storytelling has a great influence on the development of the child, including sensory. It is only on the basis of sensations and perceptions that such complex mental processes as thinking and imagination develop. Psychologists have proved that when naming perceived objects aloud, they differ, are comprehended faster, are remembered more firmly. The child, naming certain properties of an object, highlights them more vividly, i.e. exercises his sensations and perceptions.

CONCLUSION

Since children learn to describe objects and objects that they know and have seen, teachers should use these stories for educational purposes. It is necessary that the child reflects the real sides of the object and correctly determines its purpose; at the same time, it is necessary to teach children how to handle objects (offer to show how to hold a spoon, how to tie a scarf to a doll, etc.).

To successfully master the program of study at school, a kindergarten graduate should have the ability to express his thoughts coherently, build a dialogue and compose a short story on a specific topic. But in order to teach this, it is necessary to develop other aspects of speech: expand the vocabulary, educate the sound culture of speech and form a grammatical system.

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