



STORY GENRE IN PRIMARY EDUCATION

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Abstract: *This article discusses the importance of elementary school students' knowledge of the story genre and the need to study it.*

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Primary education is the first step of students towards knowledge, the most important stage in the development of their worldview. For a child who has just started school, falling into a different world from the world of fairy tales is a time to get acquainted with new things, to discover new things. The knowledge given in primary school is the foundation for the student's future life.

Stories studied in the subject of reading literacy play an important role in shaping the child's worldview and speech culture. Through stories, the child becomes familiar with life situations. Through images, he learns to distinguish between positive and negative characters.

Since 1st graders are just learning to read and write, stories should be short and easy to understand. The stories “Izza bir koshn jizza” given in the 1st grade textbook, “Mehribon kushcha”, “The Most Expensive Dress” by Kavsar Turdiyeva, and “Greed” by Abdulla Avloni are just a few examples. Through the story “Mehribon kushcha”, children are taught positive qualities such as kindness and helping friends. Not only these qualities, but also feelings such as love for mother nature and the need to protect it are instilled. The main goal of these stories is to further

develop the good qualities of the student. Also, through these stories, children learn to think, draw conclusions and make the right decisions based on real-life situations. They begin to distinguish between positive and negative qualities through the images in each story. Based on the level of understanding of 1st grade students, in each story, the child puts himself in the place of the heroes, giving the opportunity to independently express his opinion on different situations, which arouses interest in more stories. In the 2nd grade, the stories become a little more complicated, as the literacy level of students has increased significantly. The simplest stories by authors such as Abdulla Qodiriy and Kh. Tokhtaboyev are selected. Examples include the stories “The Magic Pen”, “Whoever I Am”, “Water and the Tree”, Mirmuhsin’s “Plum and Apricot”, and “Friends”. The story “Friends” is dedicated to the theme of friendship and loyalty. This story encourages the formation of feelings of trust and loyalty among friends. Through such stories, students develop qualities such as building relationships with people in life, treating them fairly, and being kind. This helps them adapt to the social environment and have positive relationships with those around them.

Grade 3 stories are becoming more meaningful and lifelike. Stories are rich in practical situations and various characters. For example, stories such as “Letter to Mom” and “Energetic Boy” are given. These stories encourage the child to think. In grade 3 stories, the tasks are given to continue the story and add new content, and through these tasks, the main goal is to improve the student's ability to fully express his or her thoughts. In the story “Energetic Boy”, qualities such as diligence, determination, and patience are promoted.

The content of stories read in the 4th grade will be expanded. Topics such as national values, love of the homeland, science and love of books will be covered. Stories such as “Teacher's Lessons”, “Ari's Revenge”, “Book Knowledge - the Key”, “Betrayal of Trust”, “Tarbiya” by Habibullo Qodiriy, “Qaziq” by O'tkir Hoshimov, and “Nok” by Latif Mahmud, given in the 4th grade textbook, embody deep ideas and educational meaning. In this class, students will acquire complex skills such as drawing conclusions from the text, understanding the idea, and connecting it with life. The story “Betrayal of Trust” given is based on the theme of honesty and trust. In this story, students will reflect on the consequences of betraying a trust. Through the story, they will understand honesty and the need not to betray someone's property.

Studies by psychologists have shown that stories, along with their cognitive components, develop emotional feelings that teach children to feel. It is important to know not what the hero does in the story, but why he does it. Often, primary school students do not fully understand the content of the work due to their lack of understanding of the actions of the hero participating in the story, sometimes due to their incorrect or superficial understanding. For this reason, it is an effective method for teachers to choose a story appropriate for the child's age and hold a discussion about the story.

In conclusion, the narrative genre in each grade of primary education requires a unique approach. From grades 1 to 4, students gradually learn to analyze thinking, enter the world of images, and think independently through stories. This shapes their attitude not only to literature, but also to life.

Thus, the narrative genre in primary education not only develops children's thinking and speech, but also creates the basis for their formation as complete people by instilling in them such noble qualities as kindness, honesty, and friendship.

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