

Retelling and statement in full or in close proximity to the text

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Abstract: This article analyzes the process of retelling and stating the text in a complete or Close way. The main purpose of this methodology is to represent the content of the text in a different form, while keeping it in full. Retelling and statement techniques shape the skills of in-depth analysis of a text, understanding its logical composition, and extracting key ideas. This process serves to develop students' communication skills, increase speech richness, and improve linguistic skills. The work provides recommendations on the importance and practical application of this method, as well as on the effective organization of the process. The methods of working with the text, the techniques used and the benefits of using them in the educational process are covered in detail. The work provides recommendations and sample texts on the practical application of this methodology.

Keywords: Retelling, statement, text analysis, main content, logical thinking, linguistic competence, educational process, methodology, speech development, work with the text, Free statement.

Introduction: Complete or close-to-text retelling and narration is one of the important learning methods in primary education. This approach develops students' abilities to understand texts, rephrase them, and logically express their thoughts. Working with meaningful and comprehensible texts in primary school helps form students' speech skills, fosters creative thinking, and strengthens communication abilities. However, various problems and difficulties may arise in the implementation of this process. Therefore, it is important to conduct an in-depth analysis of the topic.

Research and Identified Problems

Studies on the method of retelling and narration have revealed several issues:

1. Students' readiness level: Due to limited vocabulary, children face difficulties in understanding complex texts.
2. Low motivation: In some cases, the content of the text seems uninteresting to children, which reduces their engagement.
3. Weak analytical skills: Students tend to superficially grasp the text and struggle to identify the main ideas.

4. Incorrect teacher approach: The effectiveness of the process decreases when teachers choose inappropriate methods and styles.

5. Limited use of technical tools: A lack of interactive methods makes the process monotonous.

Studied Aspects

The study examined the following aspects:

- The role and significance of retelling and narration in primary education.
- Methods and approaches appropriate to students' age characteristics.
- Ways to overcome difficulties in retelling and narration.
- Pedagogical and psychological aspects of the process.

Research Objective

The goal of this article is to analyze the process of complete or close-to-text retelling and narration in primary grades, identify the emerging problems, and propose effective approaches to solve them.

Research Tasks

1. To study the theoretical foundations of the retelling

and narration process in primary education.

2. To identify methods that help develop students' speech and analytical skills.
3. To analyze the main problems in retelling and narration and suggest solutions.
4. To develop practical recommendations for teachers on organizing this process.

This article presents recommendations aimed at improving the effectiveness of the retelling and narration method to develop speech and creative abilities in primary school students.

Complete or close-to-text retelling and narration means rephrasing the given text or information without shortening it, while preserving its original meaning. In this approach:

1. Preserving the content: The ideas in the original text are conveyed, but with different wording or style.
2. Simplifying or elaborating the approach: If the text is complex, it can be simplified for better understanding; conversely, a short text may be expanded.
3. Avoiding additional information: No new facts or ideas are added—only the existing information is re-expressed in a different style.

In primary grades, complete or close-to-text retelling helps children develop skills in understanding, analyzing, and expressing a text in their own words. This method is highly effective in improving speech development and memory retention.

How is complete or close-to-text retelling organized in primary grades?

1. Reading the Text

The teacher or student reads a short and simple text aloud. The text should be brief, understandable, and age-appropriate for the child.

2. Identifying the Main Idea

Together with the students, the main content of the text is discussed. For example, questions such as "What is the text about?" or "Who or what is the main character?" are asked.

3. Checking Comprehension Through Q&A

Simple questions are asked based on the text: "What did the character do?", "Where did the event take place?" These questions help deepen understanding of the text.

4. Giving Instructions for Retelling

Students are given the task of retelling the text either in full or in parts. The teacher focuses on the following requirements:

Maintaining the content of the text.

Rephrasing using their own words.

Preserving the sequence of events.

5. Listening to Students' Speech

Students take turns retelling the text. The teacher corrects misunderstandings and teaches the correct structure.

Example:

Text: "A small bird lived in a cage in the kindergarten. One day, the cage opened and the bird flew out. It flew toward the forest and began living a free life."

Questions:

Where did the bird live?

What happened to the cage?

Where did the bird fly?

Student's retelling: "There was a little bird living in a cage at the kindergarten. After the cage opened, the bird flew out and went toward the forest. It started living freely there."

Benefits:

Develops children's ability to analyze texts.

Enriches speech and vocabulary.

Improves attentive listening and memory retention.

Enhances the ability to express thoughts independently.

Although complete or close-to-text retelling and narration is an effective method for developing students' speaking and writing skills in primary grades, there are also some drawbacks. These are outlined below:

1. Age-appropriate Difficulties

Since primary school students' vocabulary and cognitive skills are not yet fully developed, retelling complex and content-rich texts may be difficult for them. This can lead to reduced motivation.

2. Limiting Creativity

When tasks require a complete retelling, children have fewer opportunities to incorporate their own creative thoughts. As a result, they may merely repeat the text rather than develop creative thinking.

3. Distraction from the Main Idea

In fully retelling a text, students may focus too much on unnecessary details and struggle to grasp the main idea. This can hinder the development of analytical skills.

4. Incorrect Approach by the Teacher

Sometimes teachers organize the retelling and

narration process without considering the age and abilities of the students. Consequently, the process may become boring and students may lose interest in this method.

5. Applying the Same Method to All Students

Each student has unique abilities and needs. However, in retelling and narration activities, a uniform approach is often applied to all students. This can bore gifted students and decrease the self-confidence of those who struggle.

6. Risk of Surface-level Understanding

Methods based on memorizing or simply repeating the text may limit students' ability to deeply comprehend content and develop independent analytical thinking.

To overcome these drawbacks, teachers need to improve their approaches, take into account the individual needs of each student, and make the text-based activities more engaging and creative.

Using the Right Approach and Playful Methods

By employing appropriate strategies and engaging games, these activities can be made both interesting and effective. For example:

a) "Continue the Story" Game

The teacher reads or tells the beginning of a story, and students take turns continuing it.

Example:

Teacher: "One day, a little rabbit went into the forest and..."

Student: "...found an apple under a big tree."

b) Storytelling Based on Pictures

The teacher explains the text using illustrations and asks students to narrate the story based on the pictures. This method helps students recall the story more easily.

Example: A picture of a rabbit and a tree is shown, and students reconstruct the story based on it.

c) Role-Playing

Students are assigned roles of the characters in the text and act out short scenes. By performing their roles, children are better able to remember the story.

Narration (Bayon)

Narration is the written re-expression of a text read or spoken by the teacher. It is a vital tool for developing students' writing skills.

Types of Narration:

Complete narration: Fully retelling the entire text.

Brief narration: Writing only the main idea.

Free narration: Expanding the text with creative

additions.

Stages of Preparing for Narration Writing:

Listening to the Text: The teacher reads the text twice slowly and clearly.

Dividing the Text into Parts:

Together with students, the text is divided into sections:

Beginning: Who? Where?

Middle: What happened?

End: What was the result?

Creating an Outline:

A 2–3-part outline is developed based on the text.

Writing the Narration:

Students rewrite the text based on the outline.

Games to Prepare Students for Writing Narration:

"Word Chain": Each student adds a new word related to the text to continue the story.

"Complete the Text": Students are given a short text and asked to write the ending.

"Fix the Wrong Sequence": The text parts are given in a mixed-up order, and students rearrange them correctly.

Narration writing improves students' ability to understand and analyze texts. It also develops written language and creative thinking, enhances vocabulary, and strengthens grammar skills. Mastering narration writing prepares students for more advanced learning.

CONCLUSION

In primary school, complete or close-to-text retelling and narration play a crucial role in developing students' speech, understanding of texts, and the ability to express ideas in their own words. This method enhances creativity, logical thinking, and fosters a greater interest in reading. Therefore, it occupies an important place among the most effective teaching methods in primary education.

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