

## Re-Story-Understanding the Text

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### ABSTRACT

This article provides methodological advice on how to teach an elementary school student to retell, retell, and plan a text, as well as the types of retelling.

**KEYWORDS:** *text, retelling, narration, plan, planning, planning methods, plan items, title, text title, preparatory stage*

**How to cite this paper:** Abdurahmonova Dinora Yusupovna "Re-Story-Understanding the Text" Published in International Journal of Trend in Scientific Research and Development (ijtsrd), ISSN: 2456-6470, Volume-6 | Issue-1, December 2021, pp.1386-1389, URL: [www.ijtsrd.com/papers/ijtsrd48053.pdf](http://www.ijtsrd.com/papers/ijtsrd48053.pdf)



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The school's teaching system is structured in such a way that students gain most of their knowledge through retelling. It is a difficult process for a reader to retell a work. Students will not be able to tell if they have read the text once. Experience has shown that most prospective elementary school students do not have consistent speech. They can't always retell a text, even a familiar story. It's hard to create a story based on pictures. If the teacher asks them a question, they answer very briefly. It is important not to disturb the reader who is retelling the work, but to ensure that he or she is able to express himself or herself creatively and freely.

The school is currently working hard to improve students' speech. Starting in 1st grade, students are given the task of retelling the text. However, most first- and second-graders can easily retell texts and get good grades. There seems to be no problem with the retelling process. Elementary students have a strong memory. It is not difficult for them to memorize the given small texts almost by heart and then retell it. Although everyone is happy that the child has conveyed the content of the text well, over time the child does not know how to retell the text. Problems with students in this regard begin in grades 3-4. In textbooks for grades 3-4, larger works and

scientific stories are given. It is difficult for students to remember and retell such works. The more complex the text, the harder it is for the child to convey it concisely and clearly.

We want to save our children from future educational problems. We need to start teaching them how to properly prepare for retelling. The sooner we start, the faster the child will learn the iteration algorithm. And it will be easier for the child to understand and retell any text.

How many times do you have to read the text to memorize it?

The student can read the text several times but cannot remember exactly what is written there. We need to teach students meaningful repetition. Reads the text for the first time. Gets a general idea of the topic of the text. That is, what the text says, what the text is about: The reader reads it a second time. The second time he reads with a pencil in his hand, we underline 2-5 keywords in each paragraph. These words tell you what these passages are about. For example, in Grade 3 Reading, we will look at Ibn Sina's disciples. For example: Ibn Sina was in great pain, lay down on the bed, called his disciples to him, the doctors that Ibn Sina left behind, cleanliness, diet, physical training.

Let's underline these words. In addition, these words help us to understand what the text is about. The student reads the text for the third time. The third time you read this text, you will need to understand how the child is feeling. After reading it (at least 2 times), we can start preparing to retell the text.

How to encourage a child to plan a text. One of the steps in preparing for retelling is to create a text plan. Keep in mind that no child likes to plan a text. Why? First, it is difficult for the student because he or she has to come up with a short title for each section.

Second, you need to write down every item of the plan. The child does not like to read or write the text. Third, planning a text for a child seems like an absolutely unnecessary move. In short, memorizing a text is easier than spending time planning. But we know that this is a temporary situation. Therefore, planning the text is a very important step in preparing to retell the text. Only by relying on the plan can the child retell the text in a meaningful retelling. A plan is a meaningful tool for accurately conveying the sequence of actions in a text, the logical chains between events in a text, and the main idea of a text. But it is useless to explain this to the child. The teacher should be able to get the child interested in making a plan.

Here are some fun ways to plan your text.

**Method 1** The text outline is like a ladder. Step by step (the points of this plan), we constantly convey the content of the text from beginning to end. In this case, you should not jump on the stairs or break their sequence. Pull the ladder, the number of steps should correspond to the number of points on the plan. You can make a plan in the form of a pyramid from the desired number of rings. In the steps, the numbers of the text plan are written in the rings.

**Method 2** The names of the parts of the plan do not have to be written in words. Maybe they can be represented in pictures. For example, the scheme of the students of Ibn Sina may look like this.



Figure 1 provides information about the great encyclopedic scholar Abu Ali ibn Sina.

Figure 2 illustrates that Ibn Sina became seriously ill.

In Figure 3, Ibn Sina called his disciples to him and gave him advice.

**Method 3** How to manage plan points? It can be short sentences. "I'm leaving 5 great doctors in my place," so we can find out what the text is about based on this plan.

How many items should the plan include? It's best to plan ahead. Such a plan will help the child repeat the text clearly and consistently. Unfortunately, it will take a long time to develop such a plan. This activity will be more interesting if the teacher uses the above planning methods. In addition, the child's speech and thinking develop over time. It is now easier for the child to retell the text to such large and detailed plans. She learns to read the text with a pencil.

When analyzing a text at school, the teacher asks the children a variety of questions and assignments. Most of these questions, unfortunately, fall into the same category of boring questions. Such questions and assignments do not stimulate the child's thinking, imagination, or interest in what he is reading.

For example:

1. Tell me what happened in this story.
2. Name the character traits of the hero.
3. What is the main idea of the work?
4. How did the author describe it? Find and read.
5. How do you rate the hero?
6. Similar questions are asked.
7. Ways to teach retelling

As you know, retelling is the first step in shaping a monologue. That's why every student should be good at retelling. Various methods are used for this. These are:

1. The teacher retells the story with the student. The teacher should use this method extensively in the early stages of teaching retelling, especially when working with students who cannot tell a story. In the process of retelling, the teacher can inadvertently correct the students, encourage them

with gestures and glances, and at the end of the lesson, the student should be praised: "Live, now it will be easier to tell the story to other students. Just tell it out loud next time. "

2. Saying words and sentences. This method ensures the smoothness and consistency of retelling, without allowing long pauses. This method is often used when the reader forgets some parts of the text. If the student shakes while bowing, bows his head, makes excessive movements with his hands, it is not good to criticize him as a story, it is not good to criticize him as a story, but in such cases gestures, glances He should correct his mistakes and shortcomings, and after telling the story, he should say aloud to everyone: "When you tell a story, stay calm, do not bow your head, look at your friends, because they will listen to your story," because they will listen to your story. ku "should say. It is a good idea for the teacher to mark the student's shortcomings on a daily basis. Because it is used to warn the student once again before the next retelling lesson. By telling the teacher, it makes sense to mark the grammatical errors that the student made while retelling. Because it is used to warn the student once again before the next retelling lesson. The teacher corrects grammatical errors that the student makes when retelling. This method can be used in later stages of retelling.
3. Incentives. In retelling, the teacher encourages the student to smile, nod (confirm), and say short words ("Young," "Good," "Bless you"). Praises the student after retelling. It emphasizes a positive quality of retelling.
4. Retell the parts. This method does not lose the value of students' comprehension, as a work that is familiar to the students is chosen for retelling. Using the section retelling method, the process of organizing the lesson allows students to ask questions throughout the day.

Retelling in roles. This method helps to form the meaning (expressiveness) of the speech. The teacher's interpretation of the character of the participants has a great impact on the clarity of students' speech and the activation of their attention. Role-telling has been used since middle school. It is a good idea to use this method at the end of the session.

Elementary students can use the following techniques to avoid making mistakes in retelling a text and to repeat the text beautifully and consistently.

1. Start with an introduction. This will help you gather ideas and retell the story without any problems.

Examples of the introductory part:

"How does this story tell?"

"The protagonist of the story -" He lived "

"The story will happen"

"In the story, the author invites us to think."

2. Don't make long statements. Otherwise, there is a risk of losing the thread of the story. It is also difficult for elementary school students to hear long sentences.

Try to avoid unnecessary words.

3. Add heroic qualities to your story. They embellish our speech, and make it more expressive.
4. Add the last part back to the story. In it, you can reveal the main idea of the work (what the author wants to tell us), express your attitude to the events or the protagonist. This will add value to your retelling story. Adds
5. Use the connecting words between the paragraphs and parts of the story: moreover, and finally, as a result, thus, sooner, so on, and so on.
6. Replace frequently repeated words with synonyms. For example, the word bear can be replaced with synonyms: predator, fluffy animal,
7. Remove the dialogue from your story. Listening to them long is boring. It is best to keep a brief description of who the conversation took place between, what they talked about, and why they came.
8. Remove small elements from your story again. For example, let there be elements that do not affect the meaning of the story.
9. Use gestures to retell, change the timbre and tempo of the voice. An expressive story will help you keep the audience's attention from beginning to end.
10. In short, preparing to retell a text correctly should begin at an early age. The more we do this, the faster the child will learn the iteration algorithm. This will make it easier for the child to understand and retell any text. If the teacher is able to properly analyze the work of art and inculcate its content and ideas in the mind of the student with clear concepts, students will have no difficulty in retelling the work.

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