

## WORKING ON A STORY IN ELEMENTARY SCHOOL

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**Abstract:** This article is about a story in elementary school.

**Keywords:** story, children, reading, the benefits of reading.

The Federal State Educational Standard of Higher Education points to the need for the implementation of education, upbringing and development of younger schoolchildren in the context of personality-oriented learning, which provides for the organization of subject-subject pedagogical interaction in the classroom. Based on the requirements of the Federal State Educational Standard, the paper substantiates the need to refer to methodological methods of teaching a story within the framework of the subject "Reading" as one of the conditions for the implementation of a personality-oriented approach in education. Methodical methods of working on a story in the educational process of younger schoolchildren contribute to: the development of the speech of younger schoolchildren, as a guarantee of their successful assimilation of all subjects not only in the lower grades, but also in the future during the transition from one stage of education to another. In addition, according to this indicator, as a rule, the level of culture, intelligence and thinking of a person is determined.

The analysis of scientific sources allowed us to formulate the following conclusions: the story implies the presentation of the characteristic features of individual objects. In a story of this nature, there are invariably a lot of definitions, conditions, components of imagery and there is no "rigid program" in it, since the reflections of each new sentence do not result from the reflections of the preceding one. The importance of a descriptive story and its development in ontogenesis is great.

Thanks to him, situational coherent speech is formed, and the child begins to master the context. Primary school age students develop the ability to compose a descriptive story on the proposed topic relatively consistently and clearly. The speech development of primary school students is one of the main directions in the process of teaching the Russian language. The ultimate goal of the Russian language learning process is to teach children to express their thoughts coherently and freely.

Methodological techniques for working on the story of elementary school students are at the stage of formation, respectively, systematic work in this direction is necessary. One of the directions in primary school is the formation of students' skills to clearly and competently express their thoughts in written and oral form in the form of a description – these are complex skills that require a child to: the ability to disclose a topic; the ability to subordinate the description of the main idea; the ability to build a description in a certain compositional form; the ability to correctly express their thoughts; the ability to improve what is written.

The conditions for the formation of methodological techniques for younger schoolchildren in the process of creating a story are: the creation of a creative, friendly environment in the classroom; lessons, the main methodological means of which will be a system of methodological techniques aimed at the formation of skills to perceive and create a story. The content of the work on the formation of methodological techniques of students includes exercises of different type and content, involving work with the text, ready or being created: stylistic analysis of an exemplary text; modeling of a story; observation of the visual and expressive means of language; comparison of the author's tasks, content and linguistic means of texts on the same topic, but different styles of speech, one of which is an artistic description; comparison of the text with the tasks and conditions of communication, in relation to which it was created and identification of inconsistencies; comparison of the author's version of the text with deliberately "spoiled"; stylistic editing of the story (editing of the content, language tools); restoration of the text from these details of the content; construction of the text of one style based on the text of another style.

It is also important to use the following methods in the work: language analysis; modeling; observation, comparison, construction.

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