

**THE IMPORTANCE OF LIFE STORIES TO FOCUS STUDENTS' ATTENTION IN  
PRIMARY SCHOOL**

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**Abstract:** *This article deals with using a variety of life stories and multimedia tools to engage primary school students in their lessons.*

**Key words:** *Story, voice stories, listening skills, characters, sayings, attention.*

*Without a model, you can't teach well, you can't read well.*  
*(L. Kolumella.)*

A. Avloni, who is one of our scholars, advised "If life itself cannot teach a person, any teacher cannot teach them<sup>1</sup> which requires that they embody the moral skills and competencies that embody their qualities. Most of the scholars understand that upbringing means only raising a child. In our opinion, this upbringing is needed not only by children but also by adults.

Today's young men and women, as well as older ones, are known for their good manners. There is a lot of evidence for this. Therefore, as is the foundation of all, the education given in the beginning is the basis of human life for the rest of one's life. If we compare the education, we receive in our lives with the education we receive in this building, we can compare the education we receive in this building to the education we receive in the beginning. Just as a building is not a building without bricks, how well, strong and beautiful a building is, of course, does not depend on its details.

The story is a small-scale art, in which a certain event in the life of a person is summarized and the most important aspects of life are summarized.<sup>2</sup>

The story is one of the genres in which the direct content is suitable for primary school students. Younger students are more interested in the behavior, appearance and events of the protagonists. the introduction is made by linking it to an explanation of its plot<sup>3</sup>.

We know that today the need of our students to read stories is growing day by day. It should be noted that the role of storytelling is invaluable in increasing children's interest in books and later his interest in reading large-scale works will also increase. Even though 20-30% of our textbooks are storytelling, we can see that children's storytelling is growing.<sup>4</sup>

As we can see, through the above information, we can know the importance of the story genre and involve students in the stories and give them both spiritual and educational knowledge. we

<sup>1</sup>Abdulla Avloniy "Turkiy Guliston yoxud axloq" "Meros" -1993, 26- bet

<sup>2</sup>Sulton I. Adabiyot nazariyasi. – Toshkent: "O'qituvchi", 1980. 245-bet.

<sup>3</sup> Karima Qosimova. Ona tili o'qitish metodikasi. Toshkent. "NOSIR" nashriyoti. 2009. 113-bet.

<sup>4</sup>Hojiniso Xotam qizi Yaxshiliqova, Iroda To'lqin qizi Ibragimova. "Bolalar hikoyachiligining badiiy-estetik va ma'rifiy-tarbiyaviy o'ziga xosligi" nomli maqola. 2021.5-bet.

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will need to select stories that are relevant to the topics and deliver them to the readers. Because children are interested in everything, it is often observed that their attention is quickly divided and scattered everywhere. This, of course, can only be due to their interest in science, level of learning, potential. we cannot, that is, they are likely to divert their attention, both out of curiosity and out of love for the science.

In a child preparing for school, attention can be considered to have a relatively long-term conditionally stable appearance. The characteristics of attention are directly reflected in listening to the story and composing it personally.<sup>5</sup> Apparently, it is not only the child who is affected, but also the external environment. Even if the child is watching the lesson closely, a close friend or peer may interfere. Even if it is under the control of the teacher, the child's attention will not be distracted. It is also caused by the extracurricular environment, which means that various interactions, such as other teachers or students entering the classroom, can also have an impact. According to the data, a person's attention span is limited to 20 minutes, and if this time is exceeded, their attention will be diverted, whether they want to or not. If we, the future teachers, know this information and standardize the knowledge they give to children as much as possible and give it with rest, it will certainly have a positive effect on the quality of the lesson, and students will be tired. You can say that time is a crossroads here, but if we plan each lesson and put it into a pattern from the beginning, the children will adapt to it and help us a lot. The skills are developed in the children, and then we can go to them and give them the results we expect. We have come to the conclusion from this article that often in reading lessons, outside of the curriculum, of course, in connection with the lesson, in order to attract the attention of children, to attract them all, fragments from short life stories or we want to release them to the children through multimedia as well, first reading them expressively at home and choosing the appropriate music for it. Children pay attention to more unusual things and get excited about them, so it will be more useful to deliver stories to them with the help of more video and audio broadcasts than we tell, of course, we must have prepared everything in advance. We need to think about everything and organize it so that it doesn't take too long. We can do this as a break, and we can do it in a non-traditional way, not only in reading lessons, but also in other lessons, depending on the topic.

Importantly, with the help of the above methods and suggestions, we can draw children's attention to ourselves, bring them into the context of the topic, expand the world of imagination and strengthen the topic covered, in addition, we teach students At the same time, we teach them to retell stories they have heard, to think, to develop their oral skills, to develop their vocabulary. Therefore, future teachers should know and study not only their subject, but also various other wise sayings and life stories.

In addition to the curriculum and textbooks, children learn a lot of information and draw the necessary conclusions. And of course, that's how I want to organize my future lessons. We also tried these methods in a short practice with 3rd graders.

When the children's attention was not focused, when there was no noise, we read a story in a loud, expressive, expressive way, and as a result, the class became calm, and all the children's attention was focused on me, and then on the story. So, we decided that what we really needed to do was learn how to do it right. For example, in the teaching and consolidation of numerals in native language classes, we can create oral stories from students involving numbers, so that children who have heard their stories can hear them, form their imagination, and develop their own independence.

<sup>5</sup>Ontogenez psixologiyasi. Ergash G'oziyev. "NOSHIR" Toshkent.2010. 137-bet.

<b>2</b>	<b>ISSN 2349-7793 (online), Published by INTERNATIONAL JOURNAL OF RESEARCH IN COMMERCE, IT, ENGINEERING AND SOCIAL SCIENCES, under Volume: 16 Issue: 02 in February-2022</b> <a href="https://www.gejournal.net/index.php/IJRCEISS">https://www.gejournal.net/index.php/IJRCEISS</a>
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In order to get the students' attention before the beginning of the topic by telling the story in front of the math class, we can release audio stories to the audience.

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