

## Oral Teaching Methods in Primary Science Lessons

**Umarova Madinabonu Bahodir qizi**

Doctoral student at Bukhara State University

*m.b.umarova@buxdu.uz*

**Abstract.** *Natural science is a subject that provides schoolchildren with a general understanding of the whole of existence, and it is important to teach this subject to elementary school students using various interesting games and effective teaching methods. This article provides detailed information about oral teaching methods that support the teaching of natural science.*

**Key words:** *Conversation method, methodological methods, narrative method, didactic methods, natural phenomena.*

### INTRODUCTION

Primary school science lessons play an important role in the educational process in increasing students' interest in nature, introducing them to the environment, and consolidating their knowledge. Through these lessons, children gain knowledge about the basic laws of nature and its various aspects. Oral teaching methods are of particular importance in this process, as they ensure the active participation of students, develop communication skills, and help them understand knowledge more deeply.

Oral teaching methods, such as conversations, discussions, stories, and other interactive methods, allow children to express their thoughts, ask questions, and express their opinions freely. This article provides detailed information on the importance of oral teaching methods in primary school science lessons, their benefits for students, and their practical application. It also provides ideas on how to increase students' interest in nature through the effective use of these methods.

### METHODS AND ANALYSES

Oral teaching methods in primary school science lessons are important in consolidating students' knowledge, encouraging them to participate actively, and increasing their interest in nature. These methods are divided into several main areas:

**a)** *Conversations allow students to express their thoughts and opinions. The teacher encourages students to communicate with each other by asking questions and receiving answers from students during the lesson. This method also helps develop students' thinking skills. For example, through questions such as "Why do we need trees?", children try to understand the importance of nature.*

**b)** *Discussions allow students to exchange ideas on a topic. The teacher chooses a specific topic for discussion and invites students to express their opinions. Through this method, students have the opportunity to listen to each other's opinions, evaluate them, and discover new ideas. For example, "How can we protect nature?" By discussing the topic, children begin to think more deeply about environmental issues.*

**c)** *Stories and fairy tales are effective tools for attracting children's attention and developing their imagination. The teacher can increase students' interest in nature by telling stories about nature. For*

example, a story on the topic "How do birds live?" will teach children about the life of birds and their role in nature.

**d)** *Role-playing games encourage students to actively participate and allow them to apply knowledge about nature in practice. The teacher divides students into different roles and offers them to act out situations related to nature. Through this method, children develop their skills in cooperation, problem solving and creative thinking.*

**e)** *Question-and-answer sessions play an important role in consolidating students' knowledge. At the end of the lesson or after a specific topic is completed, the teacher asks students to ask questions.*

## DISCUSSION

Natural science is a scientific study of the biosphere. Natural scientists usually use observation instead of experiment. Natural science collects and systemsatizes information about the origin and lifestyle of life forms. It is a subfield of biology, is directly related to botany, zoology, and is in contact with such disciplines as paleontology, ecology, biochemistry, geology, and climatology.

Natural science, natural science - a system of sciences about nature, a set of natural sciences. Natural science, which is a reflection of nature in the human mind, is perfected with the development of society. The goal of natural science is to determine the essence of natural phenomena, to know the laws of nature and to reveal the possibilities of using them in practice. Natural science is mainly a fundamental science, which includes mechanics, physics, agriculture. sciences, ecology, and many other branches of knowledge, such as science, have arisen from these fundamental sciences.

It is important to distinguish between methods and methodological methods. Methodological method is one of the elements of the method, its component (*showing exhibits, film fragments, slides, using schematic drawings on the board, demonstrating experiments, performing various activities during practical work at the school experimental site, etc.*).<sup>1</sup>

Method and methodological methods are closely related and can pass into each other. For example, various experiences of students are considered a method, but demonstrating the experience while the teacher is telling a story is a methodological method. The teacher's demonstration of a slide during the story is a methodological method. Methods and methods are used in a complex way, they complement each other, and serve to correctly form the concepts of naturalism.

When using methods, the teacher provides knowledge to students mainly through words, if necessary, by showing visual aids appropriate to the content of the topic. At this time, the main source for students to acquire new knowledge is words (oral speech).

One of the main types of oral methods is a story. A story is a living word of the teacher. It is combined with reading books, demonstrating objects and phenomena, using technical means, reading fiction, etc.

The story is strictly narrated in the narrative. In natural science classes, such types of stories as telling or describing, characterizing, explaining, discussing are used.

**Narration** - it tells about a specific fact, event, process, action. The story is conducted on behalf of a witness (tourist, young naturalist, traveler, participant in discoveries).

**Description** - is used to consistently describe existing objects and phenomena (minerals, plants, fauna, climate characteristics of a natural zone).

**Characterization** - is a type of description, which consists in listing the signs and characteristics of an object or phenomenon (characteristics of mountains, rivers and natural zones).

**Explanation** - it reveals new concepts, terms, their meaning, reveals the connection of cause and effect, the logical nature of this or that thing (why there is a long night and a short day in the tundra, why day and night, seasons alternate). It is used in all lessons, it is combined with discussion.

---

<sup>1</sup> <https://bestpublication.org/index.php/ozf/article/view/3347>

**Discussion** - is based on narration, and is associated with the consistent development of rules and evidence that lead students to a conclusion. This type of story is used when there is a need to analyze the phenomenon being studied (for example, the influence of climate on the change of living beings, the properties of water, metal).<sup>2</sup>

The following didactic requirements are imposed on the story: the scientificity of the selected educational material, its logical consistency and substantiation; it must be clear, fluent and understandable for students: the teacher's speech must be descriptive.

In grades 1-2, the story should last 5-8 minutes, and in grades 3-4, it should last 10-12 minutes.

## RESULTS

In the process of storytelling, it is important to use the following didactic methods:

**I.** Announcing the topic of the lesson, creating a problem situation before presenting a new topic. It begins with the study of new material or conducting an experiment, as well as analyzing observations made in nature.

**II.** Informing the plan of the narrative. This method not only activates the process of mastering, but also teaches students to see the entire narrative system, thereby helping to develop the logical consistency of thinking, identify certain connections between the facts or phenomena of the environment being studied; for example, when presenting the topic "Desert Nature", the teacher can write the following plan on the board: 1) the geographical location of deserts on the map of natural zones; 2) features of the desert climate; 3) surface; 4) oases; 5) seasons in the desert.

**III.** Asking questions that activate students' attention throughout the narrative.

**IV.** Comparisons that activate students' cognitive activities (for example, comparing the flora and fauna of the field, desert, steppe, forests, etc.).

**V.** During the presentation of new material, studying the connection of previously studied topics with life, practice (for example, the topic "Skeleton" with the topic "Muscles", the nature of the native land with the nature of various zones).<sup>3</sup>

The conversation is characterized by the participation of students and teachers in solving the question. The purpose of the conversation is determined by the questions that need to be solved, mobilizing the knowledge of students. As a result of the conversation, students, under the guidance of the teacher, should draw appropriate conclusions and summarize the conclusion. The conversation should not be unfamiliar to students: it is not worth wasting time to "clarify" knowledge that students have not yet mastered and do not know. The conversation is of particular importance in lessons that conclude, summarize, and connect new knowledge with old ones.

The main purpose of the conversation is that, under the guidance of the teacher, correct ideas and concepts about natural objects and phenomena are formed in the minds of students. At the first stage of introducing nature, the conversation takes the form of the teacher asking questions and the students answering the questions. Then the conversation becomes richer and more extensive.

## CONCLUSION

Oral teaching methods in primary school science lessons are important in deepening students' knowledge, increasing their interest in nature, and ensuring their active participation. These methods include various methods such as conversations, discussions, stories, role-playing games, and question-and-answer sessions. Each method develops students' thinking skills, encourages a creative approach, and allows them to look deeper into issues related to nature. Oral teaching methods also develop students' communication skills and encourage them to express their thoughts freely. This process plays an important role not only in transferring knowledge, but also in forming social skills.

---

<sup>2</sup> <https://bestpublication.org/index.php/ozf/article/view/3347>

<sup>3</sup> <https://bestpublication.org/index.php/ozf/article/view/3347>

As a result, oral teaching methods in primary school science lessons provide an interesting and effective learning process not only for teachers, but also for students, which will be important in the future for preserving nature and forming environmental awareness.

## REFERENCES:

1. Nuriddinova M.I. Tabiatshunoslikni o'qitish metodikasi. T.: «Cho'lpon» - 2005 y.
2. Grigoryants, A.G. va b. «Tabiatshunoslik» 4-sinf uchun darslik. T.: «Cho'lpon» 2002 y.
3. G'ulomov P.N. Geografiya va tabiatdan foydalanish. Toshkent —O'qituvchi/1985 – yil.
4. Vatanparvarlik tuyg'usini shakllantirishda ta'lim - tarbiyaning o'zviyligi. Prof. E. Chorievning tahriri ostida. Toshkent 1996 – yil.
5. Hozirgi zamon tabiatshunosligi kontseptsiyalari. (O'quv qo'llanma). Prof. Dodoboev Yu. Tahrir ostida. Farg'ona-2000.
6. Umumiy o'rta ta\_limning davlat ta\_lim standarti va o'quv dasturi. Ta\_lim taraqqiyoti. 3- maxsus son. —Sharq Nashriyoti matbaa kontserni. 1999.
7. [www.ziyonet.uz](http://www.ziyonet.uz)
8. <https://bestpublication.org/index.php/ozf/article/view/3347>
9. M. Xamidova, «Expression de déopoétonymes dans des formes et des styles traditionnels», Ayniy Vorislari Xalqaro Elektron J., вып. 1, сс. 140–144, 2023.
10. M. Kh. Khamidova, «Artistic application of depoethonyms in French and Uzbek poetry», Sci. Rep. Bukhara State Univ., т. 4, вып. 3, сс. 210–213, 2020.
11. M. H. Khamidova, «Expression of Metonyms in Traditional Forms and Styles», Best J. Innov. Sci. Res. Dev., т. 2, вып. 5, 2023.
12. M. Xamidova, «French and Uzbek Makollarda Meteonimlar», Sci. Publ. Cent. Buxduuz, т. 32, 2023.
13. Narzullaeva, Dilfuza. "KONFERENSIYAFUNCTIONAL CHANGES OF THEOLINGUISTIC LEXEMES OF UZBEK AND FRENCH LANGUAGES." ILM-FAN TARAQQIYOTIDA ZAMONAVIY QARASHLAR: MUAMMO VA YECHIMLAR 20 (2025): 8-11.
14. Bafoevna, Narzullaeva Dilfuza, and Nuriddinova Zaynab Bakhridinovna. "THE CONCEPT AND HISTORICAL DEVELOPMENT OF LINGUISTIC MOTIVATION." Ethiopian International Journal of Multidisciplinary Research 12.01 (2025): 381-385.
15. Narzullayeva, Dilfuza. "Использование Речевых Жанров." Центр Научных Публикаций (Buxdu. Uz) 29.29 (2023).