

Developing Students' Narrative Writing Skills Through Picture Stories

J.J.Baynazarova

Assistant teacher of the Nukus State Pedagogical Institute named after Ajiniyaz, Uzbekistan

Received: 22 August 2025; **Accepted:** 18 September 2025; **Published:** 20 October 2025

Abstract: This article explores the methodology of developing students' narrative writing skills through the use of picture stories. It provides a practical analysis of how visual aids can enhance students' imagination, analytical thinking, and text construction abilities.

Keywords: Picture story, narrative text, speech, written speech, text, methodology, imagination.

Introduction: Today, one of the most important issues in education is developing students' thinking, imagination, and self-expression skills through the use of innovative teaching methods. The "speech development methodology," which is a branch of the methodology of teaching the native language in primary education, focuses on developing students' oral and written speech, teaching them to express their thoughts correctly, clearly, logically, and fluently. Speech is always connected to something. In other words, we use speech to describe or express something. Choosing the right words during the process of description is not easy. This can only be achieved when the speaker has a deep and comprehensive understanding of the object (a person, a situation, or an event) being described. This knowledge has two aspects:

1. Logical and conceptual – the author analyzes the object intellectually.
2. Artistic and imaginative – the author expresses ideas through vivid, imaginative depictions [1; 142].

In the formation and development of primary school students' connected speech, texts composed based on pictures play a significant role.

Essays based on pictures are frequently used in schools because they enrich children's linguistic creativity and imagination. Pictures influence children's perception and reveal aspects of life that they have not yet experienced firsthand. They also help students gain a

deeper understanding of familiar events and phenomena. There are three main types of picture-based essays:

1. Story-based essay using a series of pictures or a picture plan – students write a narrative by following a sequence of images.
2. Story-based essay using a single picture – students are encouraged to think, imagine, and create their own story based on one image.
3. Descriptive essay (picture description) – students describe what they see in the picture [2; 332].

In our research, the main goal is to develop students' narrative writing skills through the use of picture stories. At this point, it is appropriate to define the concept of a narrative text.

A narrative text is one of the smaller forms of literary expression. It is characterized by a sequence of events, actions of characters, and the presence of time and place elements. A narrative text typically has the following features: a clear beginning, development, and conclusion of the event; one or several central characters; a description of the characters' actions; the event takes place at a specific time and location; it conveys a particular idea, message, or moral lesson.

Using picture stories is an effective method for teaching primary school students how to construct a text, present events in sequence, understand and express the main idea. The themes of picture stories can vary widely. This provides students with an excellent

opportunity to develop their writing skills, as each new topic encourages them to imagine and create a different storyline. In the process of composing stories based on different themes, students: expand their vocabulary and learn to use new words and expressions in context; practice writing both simple and complex sentences; describe characters, events, weather, clothing, nature, emotions, and other situational details; learn to identify the main idea from the given picture and build a coherent text around it; express their ideas in written form clearly and logically. This method not only develops linguistic competence but also strengthens students' imagination, creative thinking, and narrative structuring skills.

The main importance of picture stories in developing written speech consists of the following points:

- by asking questions about the situation depicted in each picture, children begin to form their own thoughts independently;
- they learn the stages of text composition;
- they creatively approach the continuation of the event based on their imagination;
- through linguistic tasks, grammatical errors are analyzed, improving written literacy;
- they are motivated to write according to the event shown in the picture.

For example, let's consider the task of writing a narrative text based on a picture story consisting of 3-4 parts with the theme "The Child Rescued the Cat:

1st picture: The child sees a cat lying on the road.

2nd picture: The kitten suddenly moves onto the car lane, and the child runs after it.

3rd picture: The child rescues the kitten and takes it home.

Using these three pictures, the following questions are asked for analysis:

1. What is happening here?
2. How did the child act?
3. What can you say about the child's actions?

After this analysis, students can collaboratively create the following plan:

1. The child sees the kitten.
2. The kitten is in danger.
3. The child helps.
4. The kitten is saved.

Based on this plan, students are asked to write a narrative text consisting of 5-7 sentences. During assessment, the teacher should evaluate the text's structure, coherence, and lexical richness.

It is known that one of the main characteristics of a text is that it expresses a complete and coherent idea. After the text is conveyed, the listener should have no additional questions such as who, when, where, or how. Any text is a collection of ideas that contains logically connected thoughts. The boundaries of a text are determined by its creator (i.e., the writer or narrator) [3; 152]. Therefore, when students retell the events in a picture story in written form, they are expected to ensure the sequence of actions and events, clarity and coherence of ideas, logical consistency, as well as richness of language and clarity of expression.

When selecting picture stories, it is essential to ensure that they are appropriate for the student's age and the topic. A picture story serves not only as a tool but also as a pedagogical method in developing students' written speech. Through writing narrative texts based on picture stories, students freely express their thoughts, use descriptive means, enrich their vocabulary, learn to present written speech logically, coherently, and completely, develop analytical skills, and practice connected speech. The teacher's role and methodology are fundamental in shaping these skills in students.

CONCLUSION

In conclusion, engaging in creative activities plays a crucial role in personal development. A student learns to generate ideas from simple things, immerse themselves in the world of imagination, and freely express and write their thoughts. The earlier creative abilities are nurtured and continuously monitored through each student's progress, the more it fosters the student's self-confidence and interest in learning.

REFERENCES

1. Fundamentals of Speech Culture: Textbook. — Moscow: Higher School, 1980. — 335 pages.
2. Qosimova K., Matchonov S., G'ulomova X., Yo'ldosheva Sh., Sariyev Sh. Methodology of Teaching Native Language (Textbook for Primary Education Faculty Students). — Tashkent: NOSHIR, 2009. — 352 pages.
3. M.T. Irisqulov, Introduction to Linguistics. Scientific-methodological publication. — Textbook, 2009.
4. Matchonov Safo, Bakiyeva Hilola, Gulyamova Xolida, Yo'ldosheva Sharofat, Xolboyeva Gulnora. Methodology of Teaching Native Language in Primary Grades (Textbook for Primary Education Faculty Students). — Chirchiq, 2020.