

THE IMPORTANCE OF PIRLS STUDIES IN THE DEVELOPMENT OF CHILDREN IN THE ELEMENTARY GRADES

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Annotation: *the article shows, first of all, the importance of the reader's speech in the development of thinking. Analysis, ordering of works of art; evidence is provided through PIRLS studies.*

Keywords: *speech, contemplation, PIRLS, communication, fiction, fairy tale, poetry, literacy, functional reading, graphic reading.*

Аннотация: *в статье показано, прежде всего, значение читательской речи в развитии мышления. Анализ, упорядочивание произведений искусства; доказательства предоставляются с помощью исследований PIRLS.*

Ключевые слова: *речь, созерцание, ПИРЛС, коммуникация, художественная литература, сказка, поэзия, грамотность, функциональное чтение, графическое чтение.*

When working on a work of art and determining its stages, the teacher performs a huge task. Especially in elementary grades, the role of the teacher in the formation of the worldview of the student is incomparable. The reason is still the fact that in expressing their personal attitude to various events, a child 7-10 years old cannot be subjective, cannot fully understand the main idea of the work. It is in this situation that deep knowledge and skill are required from elementary school teachers. Herman Hessi, a famous writer of the last century, made such comments about the book's reading. "He cannot concretely imagine any unknown power that inspires a person, purifying the heart in the book, who just wants to relax, spend time and be educated.

Such a reader looks like a physician completely unaware of medicine, that is, he does not know which medicine is needed". Not knowing the analysis of a work of art is also one of the reasons for looking at it coldly, carelessly. The methodology for analyzing fiction in elementary grades includes several features associated with psychological jng and thinking in the perception of fiction by younger students. The role of the teacher's personality in working on a work of art and determining its main stage is benihoya. Because the delivery of a work of art as a work of art, the lighting of the peculiarities of the work, falls under the responsibility of the teacher.

It is no exaggeration to say that without teaching students to work on a work of art, the teacher Awakens the students ' ability to think, consciousness, thinking, affection for reading books. If the teacher looks at the process of analyzing works of art with carelessness, coldness, then in the reader there is a desire to read books not only the reader, both in his own children and in kindergarten children, the desire to make friends with the book becomes more and more distant. The child thinks before writing, concentrates his mind, and then proceeds to put it down on paper. A number of questions arise about fiction, fairy tales, stories, poems in order to state one's opinion, observe a permissible mistake or a question.

This process occurs verbally. Of course, at this time the teacher will come to the rescue. The work provides explanations about fairy tales, stories, poems. Readers get a template for themselves from the heroes of fiction. The same happens if the hero of the work is good, even his actions may seem like a while. If the analysis of a work of art is well explained, readers will learn to find easy answers to questions while setting their own goals. At this point, it should be noted that folk oral creativity also plays an important role in the upbringing of children. The most interesting and colorful genre in folk oral creativity is a fairy tale.

We know that the fairy tale is told to them by our grandparents, our fathers, from an early age, when they were children, not yet going out to schools and kindergartens. The fairy tale is also considered one of the examples of folk oral creativity that readers from such a small age as alla get to know. The fairy tale is considered one of the prose genres of folklore, and it does not have a special performer, that is, anyone who wants can say it. We all grew up listening to different fairy tales from an early age. At the same time, Hamid Olimjon found it necessary to remember the following verses:

In my childhood days,

In my sleepless nights.

I heard a lot of fairy tales,

My grandmother who would slaughter.

Not every mother can form her worldview, inner spiritual world, morality and spirituality without telling a fairy tale to her child. Another important feature of fairy tales is that it greatly helps children of small school age to love nature, preserve animals, form feelings of good and evil, affection. The tale of Zumrad and Qimmat is proof of our above points. We can make Zumrad an example of an example to readers of his intelligent, hardworking, gentle, beautiful senses. It is explained that Qimmat is rather rude, greedy, lazy feelings, which at the end of these feelings lead to bad consequences. At the end of the tale, when all things end in good, Zumrad is given a coffin with gifts for his good feelings. In the Times of fairy tales, good always lies. This is clearly visible in the process of analyzing works of art.

To do this, teachers are required to more broadly reveal the analysis of a work of art. Based on the decision of the Cabinet of ministers on December 8, 2018 on measures to organize international research in the field of assessing the quality of education in the public education system, it is possible to express independent thoughts of students in their speech by conducting PIRLS assignments to understand the text and determine the level of reading, to achieve great positive results in the emergence. In order to determine what the content of the text is focused on in the PIRLS assignments and understand its meaning as a whole, it is necessary to determine the general purpose of the main topic or what is the purpose of the copy from the text.

To do this, the reader himself is given tasks such as coming up with a title to the text, creating a thesis that has a general meaning of the text, explaining the order of instructions indicated in the text, determining what the main component of the graphic or tabular, determining the purpose of the card or image. During the completion of the task, the student thinks through the means of an internal speech process, concentrates scattered thoughts and brings his thoughts into a mold. This is also extremely important in the development of reader thinking and external speech.

The term literacy in PIRLS studies is applied to emphasize the skill of students to be able to apply the knowledge gained to everyday life. For example, functional reading (referring to service, employment) refers to the skill with which the reader receives information and evaluates it, the skill of finding a link (connection) in the text, interpreting, interpreting, drawing conclusions. In turn, these considerations suggest that PIRLS studies are exactly related to speech. This can significantly increase the level and speech ugliness of students' independent reporting competency with the use of tasks in a higher and more targeted manner. In general, a reader who

does not know how to speak beautifully, be literate, write correctly, articulate his opinion fluently and clearly, cannot master knowledge with success. Oral and written speech of a child with a clear, logical space is a sign of his mental development. Therefore, the development of speech is important in the general system of raising children and helps in the successful implementation of the educational process.

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