

## The Use of PIRLS Exercises in Explaining Fairy Tales in Elementary Grades

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**Annotation:** According to the content of the International Assessment System, through PIRLS research, states with different educational systems are touched upon the quality of reading of fourth-grade biters and the level of understanding of the text read. The choice of fourth-graders to these studies is notable in that it is in this year of study that students have a high level of learning, which contributes to their formation of the ability to acquire knowledge in further education and, thus, their free adaptation to the present. To this process, we covered the preparation of lower-class students by the example of one of the types of works of art teaching fairy tales in the PIRLS format.

**Keywords:** International Assessment, the idea of fairy tales, reading literacy, PIRLS research, textbook methodology, content of assignments.

Literature is the art of correct way of using words; therefore, without a thorough mastery of the native language, one cannot realize the beauty and power of literature. The main issue that needs to be implemented in the lessons of the native language and literary science is to grow in the student a sense of interest and attention to the word at a regular pace, to explain to them the importance of the word, the place it occupies in different texts. Interdisciplinary connections can be compared to the development of thinking. The study of subjects by correlating them grows the skill of living observation in the reader about the event-phenomenon being studied in one discipline or another. With this, the reader will have a clear idea of the event-phenomenon. While teaching the subjects of the native language, literature and Uzbek language in close connection with other disciplines, the teacher connects the new material with its place on this or that topic in the process of statement, reinforcement, as well as during repetition, generalization, and uses texts of various content that motivate the student to logical, analytical observation [1-2]. The use of such texts teaches the reader to think creatively, understand the text, and also serves to enrich their knowledge and worldview.

The development of the spirituality of the younger generation requires a close acquaintance with the rich history, national values, traditions of the Uzbek people and the literary and artistic heritage that reflects them, the absorption of national and universal values formed on the basis of national traditions, holidays. This also provides for the study of compact and beautiful examples of Uzbek literature, important images characteristic of the historical and cultural life of the people, the creative heritage of representatives of the Uzbek people who contributed to the world national culture. In this process, it is required to correctly pronounce and write the word and word forms being studied, to correctly formulate the word grammatically, to be able to adequately select words and correctly evaluate syntactically and methodically, to make sentences and use the capabilities of the literary language in determining the tone of speech. In language learning, at the initial and general middle stages of continuing education, linguistic, lingua-psychological, socio-psychological and paralinguistic and, importantly, colloquial-communicative, grammatical and

Universal tasks are defined, which are formed from Universal and specific methodological features.

Today, from the state, society and the education system of the time, there are individuals who are spiritually mature, striving for all-round perfection, have the ability to adapt to society in any society, and are able to start working.

These requirements are met by a teacher who is able to think independently, analyze his / her work and its results, and model the educational process [10 -13]. Adaptation of practical tasks to the content of texts intended for working with texts corresponding to the requirements of the International Assessment Program (PISA, PIRLS), aimed at the formation of logical thinking and practical skills of the student, is one of the main tasks before the teacher [3-45]. This provides for the formation of skills for understanding, analytical, critical thinking and reacting to the text. At the official meeting organized on January 25 on the participation of Uzbekistan in the PIRLS-2021 assessment system, the state inspectorate for quality control of Education under the Cabinet of Ministers of the Republic of Uzbekistan reached an agreement with the OECD Organization to participate in international assessment studies of PISA-2021.

PIRLS (Progress in International Reading Literacy Study) is an international assessment system that assesses the quality of levels of reading and understanding of text by students in Primary School in different countries. The study is carried out periodically - once every five years and so far five times: in 2001, 2006, 2011, 2016 and 2021 [9].

PIRLS provides the ability to make evidence-based decisions to improve reading education. States use PIRLS for purposes such as tracking trends in educational system-level achievement globally, tracking the impact of new or revised educational policies, setting weak points of education, and implementing educational reform, improving teaching and learning through research and analysis of PIRLS data, monitoring fairness, or conducting relevant work such as Student Assessment in additional classes, and learning to read and teach [6-3].

PIRLS provides trends and international comparisons of fourth grade students' reading achievement and students' competencies in relationship to goals and standards for reading education. Shares the two overarching purchases for reading that account for most of the reading done by young students both in and out of school: for literary experience and to require and use information. In addition, PIRLS associates four broad-based comprehensive processes within each of the two purchases for reading: focus on and return explicitly state information, make straightforward information, interpret and integrate ideas and information, and evaluate and critique content and textual elements.

In most states, children start studying at school from the age of 6. But education in England and New Zealand begins at the age of 5. Therefore, students from the 5th grade participate in the project, and not from the 4th grade. The age of students whose quality of reading and understanding of the text is checked is 10.5 years. Since in the countries of the East children begin to study from the age of 7, students from 10.7-10.9 years old from them take part in the study.

The PIRLS 2021 international study is set to include about 70 countries, with many other countries participating as benchmark participants as well as participating in previous cycles since 2001. With each evaluation cycle held, the renewal of the coverage area of PIRLS research allows participating countries to share their new ideas and the latest information about their training programs, standards, coverage areas and guidelines. This creates conditions for the coverage areas to be more educational-appropriate, increases the interdependence of each conducted assessment processes and serves to further improve the coverage areas, assignments and procedures. In the PIRLS 2021 international study, the coverage areas are updated using the guidelines outlined in the PIRLS 2021

Encyclopedia, the study research, and the peer-reviewed national research coordinators (NRC) obtained from selected countries. Among about 70 countries, 4th grade students in our country also participated for the first time in the PIRLS International Assessment Program in 2021. The results of the study will be published in December 2022.

In order to expand the range of speech fluency and thinking in primary school students, stories, poems, fairy tales, parables, proverbs and riddles are practically taught from the types of works of art. In addition, Popular Science articles are also taught on the topics being discussed. Works of art of different genres have their own characteristics in terms of construction, stylistic usages, and the impact on students also varies. Therefore, when teaching works of art of different genres, the teacher is required to choose the appropriate techniques for him or her.

### **Methodological conditions for teaching fairy tales**

One of the reasons why the genre of fairy tales in folk oral creativity is well received and read with interest by children is the impressionability, pungency, meaningfulness of the fairytale language and closeness to the folk language. In most fairy tales, the image of real life is combined with adventure elements.

The sharp plot of the fairy tale, the extraordinary wonderful situation in the development of the story fascinate the children, the brave, strong, resourceful, brave, nimble heroes in it, the ideological orientation of the fairy tale, in which the constant triumph of the power of goodness – good-attract the children. The form of storytelling adopted in a fairy tale is the repeated repetition of the same words and phrases over and over again, the melody, the expressiveness of the language, the liveliness of the means of expression, the great fun for children. Participants in the fairy tale will often be evil, stingy, greedy characters who are compassionate, generous, fair and their opposite [11-45].

The pedagogical value of the fairy tale lies in the fact that readers rejoice in the fact that correctness, honesty triumphs in it, the poor get rid of adversity, that is, good, good come true, and evil, evil are doomed. They want this to always happen in life too. For example, in the fairy tale "Honesty" in the textbook of the 3rd grade, the main idea is to help the poor, live a life by their own labor, and if the idea was put forward that this is even a whole folk desire, then in the fairy tale "The punishment of the cunning" in the textbook of the 4th grade, the idea both fairy tales end with the triumph of honesty. Such a victory is a victory of goodness.

When working on a fairy tale, it is important not only to teach children to read a fairy tale, but also to teach them to tell it. Telling a fairy tale cultivates oral speech, enriches children's speech with new words and phrases.

It is necessary to work on the proverbs presented in fairy tales, to convey the ideas put forward in them to the minds of children, to grow coherent speech by memorizing, to increase the impressionability of speech. For example, in the fairy tale "The Honest boy" in the 1st grade textbook, the story is told that the boy pleased the king with his truthfulness. And the conclusion corresponding to the idea of a fairy tale was expressed by the proverb "Speak correctly even if a sword comes to your head." When readers understand the content of this proverb, They can compose a fairy tale and give it as a story as above.

After reading the fairy tale and familiarizing themselves with its content, readers are asked to find out the meaning of words such as ro'parasida(opposite), sharbat (juice), xayrli ish (good deed), xivchin (stick), muhayyo (ready). The answers are filled in then summarized.

In the process of working with the text of a fairy tale, work on the artistic means used in it: revitalization, metaphors, exaggerations also plays an important role.

**The methodological conditions for studying a fairy tale are carried out as follows:**

1. Acquaintance with a fairy tale:
  - a) Preparing students for the perception of a fairy tale;
  - b) A teacher's expressive reading of a fairy tale, telling by heart ;
2. Conducting a brief conversation with the aim of determining to what extent the readers perceived the fairy tale;
3. Reading and analyzing a fairy tale in parts; some pictorial means in it, finding meaningful words, vocabulary work (explanation of the meaning of certain words);
4. Getting ready to tell a fairy tale (reading inside);
5. Telling a fairy tale;
6. Generalizing conversation (opening the idea of a fairy tale);
7. Re-reading a fairy tale with a specific task;
8. Checking and completing the task.

### **The technology of preparing assignments for fairy tales in reading textbooks and working on them**

Below we will consider the preparation of assignments for the fairy tales of Khudoyberdi Tokhtaboyev's "Motherland", Shukrullu Abdullayev's "coward deer", Donald Bisset's "Two waves" (in translation of Mirjalol Madvaliev) in order to give methodological recommendations for mastering the literary reading skills for PIRLS research and the goals and objectives of these tasks, the technology of working on them [7-10,33,46]. We also cite sample answers to assignments.

#### **Tasks**

**Task 1:** What was The King interested in?

**Answer:** The King loved flowers. In his garden there was a variety of all flowers in the world.

**Purpose:** this assignment provides readers with information about how, in fact, the plot of the fairy tale began during the introduction to the fairy tale. Having advanced this starting point, the reader will be able to carefully analyze the text.

**Task 2:** writing a brief content for each part of the fairy tale.

**Answer:** in the first and second part of the fairy tale, a conclusion is written, consisting of one or two sentences.

**Purpose:** by dividing the fairy tale into parts, students learn to correctly analyze each sentences, a competence for writing a statement is formed.

**Task 3:** Give a definition to the bird in the text.

**Answer:** this bird is one of the birds in the King's garden, as long as it can speak like humans. It turns out that she has a beautiful voice. He asked the tsar to see his homeland once and for all.

**Purpose:** by giving a description to the heroes of the work, they learn to compare and distinguish between negative and positive qualities in people.

**Task 4:** Do you think the reindeer did the right thing? Bring 3 proofs to your mind.

**Answer:**

1. No, because with the wearing of a mask, no one remains bogged down.
2. Without knowing exactly, it is better not to brag in advance.
3. So the reindeer had to plan differently.

**Objective:** the assignments that require proof, foundation, together with teaching students to speak clearly and reasonably, will teach them to live purposefully in the future.

**Task 5.** What other title can be put in the text? Base. Fairy tale name "two waves"

Option 1: "Brothers"

Basis: because in this text the brothers are informed about the waves.

Option 2: "consequence of anger"

**The basis:** because, in this text, a big wave falls into a difficult situation that I will knock down the rocks.

**Purpose:** this task helps students to form competence in working with information. The reader will reflect deeply on what he has read.

**Task 6:** Test.

1. What did the little wave eat?  
A) Ice Cream B) Fish D) Ship
2. Big full throne or little one?  
A) The Big One B) The Small One D) both

The international PIRLS study provides unique information materials about the best educational programs and the experience of developing the reading skills of young students. Participation in PIRLS allows Uzbekistan to independently objectively assess the level of reading skills among primary school students. In addition, the openness and integration of Uzbek education ensures the integration of the world's leading educational systems into the international community.

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