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**DEVELOPMENT OF SEMANTIC READING SKILLS IN THE PROCESS OF FORMATION OF STUDENTS' READING LITERACY**

**Abstract:** The article raises the question of the importance of reading skills and the formation of reading literacy. The ability to read for a modern person is the ability to understand, using written texts, to reflect, to draw conclusions. In this regard, the article considers two main types of reading, semantic and functional. The authors offer an overview of the methods used to form semantic reading.

**Key words:** reading, clip thinking, types of reading, semantic reading, functional reading, cloze procedure

**Аннотация:** В статье поднимается вопрос о важности навыка чтения и формирования читательской грамотности. Умение читать для современного человека – это способность понимать, используя письменные тексты, размышлять, делать выводы. В этой связи в статье рассматриваются два главных вида чтения, смысловое и функциональное. Авторы предлагают обзор методов, используемых для формирования смыслового чтения.

**Ключевые слова:** чтение, клиповое мышление, виды чтения, смысловое чтение, функциональное чтение, метод дополнения языкового знака

**Түйіндеме:** Мақалада оқу дағдылары мен оқу сауаттылығын қалыптастырудың маңыздылығы туралы мәселе көтеріледі. Қазіргі адам үшін оқи білу-жазбаша мәтіндерді қолдана отырып түсіну, ой елегінен өткізу, қорытынды жасау қабілеті. Осыған байланысты мақалада семантикалық және функционалды оқудың екі негізгі түрі қарастырылады. Авторлар семантикалық оқуды қалыптастыру үшін қолданылатын әдістерге шолу ұсынады.

**Түйін сөздер**: оқу, клиптік ойлау, оқу түрлері, семантикалық оқу, функционалды оқу, тілдік белгіні толықтыру әдісі

On the website of “Bilim Land” dated November 06, 2023, information is given that the annual study “PISA-based Test for Schools” has started in Kazakhstan. As indicated on the website, more than 54 thousand 15-year-old schoolchildren will take part in this study. The purpose of the study is to evaluate the key skills of functional literacy, including reading, mathematics, and natural sciences [1]. PISA (Program for International Student Assessment) is known as an international program for assessing students' educational achievements, implemented by the Organization for Economic Cooperation and Development OECD (Organization for Economic Cooperation and Development). PISA first began conducting its research in 2000.

It is important that the program does not aim to criticize or encourage the curriculum of any country, the results of testing allow us to identify the best teaching methods. Thus, choosing the right teaching methods is the key to the success of the entire educational process and leads to good results.

One of the assessment skills is the key skill of functional literacy, including reading literacy. The ability of everyone to read and understand the text or any educational material is one of the necessary conditions for successful learning. But not many students have a high level of proficiency in reading, meta-subject skills and its understanding. In the era of globalization, reading plays an integral role in the formation of the information society and the intermittently developing education system. It is a key tool for mastering information and educating people. Reading is one of the most important skill of preserving a cultured and educated society, its development will contribute to solving problems in society and achieving certain goals. L. Vygotsky noted that reading is a mental process, and the work of the visual mechanism is subordinated to the processes of understanding the text, which is a complex skill in establishing relationships between the meanings of words [2]. Reading and reading literacy is a conscious and responsible process in the pedagogical sphere, and should not be taught as a general discipline without putting meaning into it. In particular, reading is considered as a psychological system in which the cognitive subsystem is an important component. It combines semantic reading with a cognitive form of reading. attaches particular importance to phonetic-phonological, orthographic and morphological cognitive representations as important prerequisites for mastering meaningful reading. This suggests that context is the main condition for the successful formation of reading skills [3].

Reader literacy is especially important because the phenomenon of clip thinking is actively observed in the younger generation, which creates a problem in the assimilation of literary works in the classroom. It is characterized by its speed and surface, as a result of this, students and pupils form clip thinking, and their consciousness loses the ability to perceive information holistically, because of the built mosaic consciousness. The reason for this kind of intellectual regression is connected with the advent of technologies, gadgets, it brought addiction, which formed a cognitive ability focused on analyzing a large amount of unrelated information. For the first time, the phenomenon of “clip culture” was investigated where the main characteristics of this phenomena is short modular flashes of information, advertising scraps of news, unrelated to each other, which do not fit into our previous mental cells [4]. Thus, it can be noted that clip thinking is a product of clip culture, and it is one of the adaptive mechanisms of the brain that provides maximum adaptive capabilities of a person in relation to his environment [5]. New generations need a huge amount of time to perceive and process a large amount of information, many of them are not able to retell its content, because they are used to reading and assimilating no more than five or seven sentences that contain the main idea, in addition to accompanying illustrations and tables for. Therefore, it is necessary to train students to be able to comprehend and evaluate the material, correctly link and justify what they read, and most importantly, be able to extract the necessary information from the text. The competent reading helps not only to improve the perception of information, but also improves the command of speech, the student begins to formulate his thoughts correctly and consistently, expanding his vocabulary. The student is able to find the right solutions when discussing a topic, while having an active imagination. Thus, when reading, not only the understanding of the text develops, but also literacy, the general cultural component of a person, forming the qualities of a developed and social person. Therefore, the main task of the teacher and the goal over which it is necessary to pay more attention is to teach students the correct perception of the text, to improve their reading quality, in which an understanding of the informational, semantic and ideological sides of the work is achieved.

But before the reading skill is formed using certain methods, the text plays an initial role. Linguists interpret the very concept of text in different ways, but they distinguish common features of the text. These signs include the presence of a group of sentences, which is a text, their semantic and structural connectedness, the presence of thought and its development. Since the XXI century, reading instruction and skill development have already shifted toward more contemporary methods, the study of texts began to be accompanied by new and effective techniques and types of readings. The main types of reading include semantic and functional reading, which rely on traditional types. There are several definitions of the concept of semantic reading, which were given by researchers. Semantic reading is a meaningful system of acts of activity that make up the process of building personal meanings in the course of comprehending the value–semantic aspect of the work [6]. In simple words, semantic reading is a type of reading that aims to understand the content of a text by its meaning. The use of semantic reading is also aimed not only at meaningful reading, but also at enthusiastic reading. Thus, there are a number of skills that are formed during semantic reading. These skills include understanding the purpose of reading, extracting the necessary information from the read text, distinguishing texts by genre and style, as well as the ability to distinguish between basic and secondary information. In addition to understanding the meaning of the text, it is also important how acceptably and adequately language means are used in the text. The reading process consists of three phases, pre-reading, while reading and post-reading. They are necessary when reading, and they must also be taken into account in order to achieve the development of reading skills in students when learning a language. The first phase, pre-reading, introduces students to the text, providing background knowledge on the desired topic. The main purpose of this phase is to arouse interest in reading the text meaningfully, illustrations, viewing previously familiar material that may be related to this text. Modern reading strategies have been developed. Within the framework of pre-reading orientation activities, semantic reading techniques can be used to form professional knowledge [7]. These stages include creating a glossary, brainstorming, and building a semantic guess about the text. The second phase while reading involves the development of a specific reading strategy to uncover problematic passages of text when learning a language. Exercise strategies such as considering the syntax and structure of a sentence, guessing the meanings of words by context, and learning how to use a dictionary can help. The third and last phase, which is called post-reading, implies the creation of a new meaning for the text and the appropriation of new knowledge of the text as a result of reflection. This is a deep analysis of the text and its understanding, generating deep ramifications of the text. In addition to semantic reading, there is another kind of reading, functional. Functional reading is reading in order to find information for solving a specific task or performing a specific task. It uses scanning techniques and analytical reading in various combinations [8]. It is worth noting that functional reading is also a step-by-step process that primarily involves working with a certain text or material, selected facts, highlighting keywords in the process of search reading. Then the process may include the preparation of a summary or individual abstracts, if necessary, it can be supplemented with a diagram or table. Possession of the skill of functional reading develops creative and cognitive thinking, which develops thought processes, including problem solving, perception of material, as well as the development of imagination. A student who has a functional reading skill is able to use various types of reading, which consists of studying, viewing and introductory. There is also the ability to move from one system of reading and understanding the text to another, adequate for this purpose of reading and understanding and this type of texts.

In psycholinguistics, the science that studies the relationship of language, thinking and consciousness, it is worth considering the method of supplementing the language sign, which helps in the formation of reading skills, as well as the development of semantic reading skills. A distinctive feature of all methods is their complexity. The method itself is defined in science as a set of techniques and methods that have a system for studying reality in a real situation. An important feature of psycholinguistic research methods is their appeal to the semantic meaning of the word. This experimental method is the beginning of the study of the peculiarities of thinking and structuring of language [9]. Thus, experimental techniques are used to increase the effectiveness of psycholinguistic experiments. The methodology includes a specific tool of a particular method aimed at solving a specific research problem. The method of supplementing a language sign was proposed and developed by researcher W. Taylor, and contains a deliberate deformation of a text or a group of sentences, the task of the subject is to restore language units [10]. The optimal way was to skip every fifth or sixth word in a group of sentences, being replaced by a skip of the same length. It was the omission of the fifth word that made it possible to obtain the result of the process of understanding the text, if part of it is missing or in which difficulties arise for understanding. Then the subject or student must restore the gap by inserting the supposed missing words in the meaning. When observing the experiment, it was concluded that most of the meaning that is extracted from the information is not in the text or information itself, but in human memory. That is, background knowledge plays an important role, it determines the knowledge in the world that the bangs could acquire in the process of growing up and intellectual development. In some studies, the main conclusion was made that the degree of correctness of the restoration of the deformed text is an indicator of how well-read the subject is, and how much understanding of the material is available to him. The idea of this technique arose with the widespread use and introduction of technologies and innovations in the process of communication between people. Thus, this led to a large increase in language errors, which include missing letters, seals in the text or replacing letters in a word with others.

Reading is an essential skill in the life of mankind. The ability to read for a modern person is the ability to understand using written texts, as well as to be able to reflect on various pressing topics. Semantic reading is the primary skill in the formation of reading skills, as it is responsible for the perception of the text as a whole, understanding its meaning. Possession of semantic reading strategies helps to achieve goals and expand your knowledge by gradually planning the sequence of actions when reading. Semantic reading strategies include technologies aimed at developing students' critical thinking, which means the process of correlating external information with a person's knowledge. Functional reading is secondary because it is responsible for understanding when performing tasks, but also plays a necessary role in skill formation. Since in recent years there has been a decrease in students' interest in reading due to clip thinking, it has become necessary to actualize reading, arouse students' interest in it and the use of various modern techniques. In connection with globalization and the widespread use of the Internet, a method of supplementing the language sign has emerged. Thus, the data of psycholinguistic experiments using the supplement method allow us to draw conclusions regarding the peculiarities of perception and semantic analysis of the text by subjects with different levels of speech and cognitive development. In addition, their data can serve as a diagnostic tool for assessing the speech and non-speech behavior of the subjects. In the course of the research, we came to the conclusion that the educational process should include semantic reading tasks aimed at developing reading skills taking into account the observed changes in society, student orientations and using a variety of audio and video materials.

The choice of texts is an important task facing the teacher, since semantic reading differs from other types of reading in that the learner must understand and interpret the value semantic aspects of the text. Z. Klychnikova notes in her work, the level of understanding characterizes the depth of understanding of the text, that is, the degree of its penetration into its meaning [11].

Scientists and methodologists identify the main characteristics of semantic reading: perception, information retrieval, interpretation and reproduction. When choosing texts and composing assignments in English lessons, the teacher should take into account the characteristics.

Considering the foregoing, the work on the text occupies a central place in the coherent speech of students and the results obtained using the method have an impact on all spheres of human activity, this is due to the fact that human existence is permeated with human communications, which are based on the problem of understanding people each other. The analyzed examples allow us to consider the semantic reading skill in more detail and more effectively, its optimal methods and strategies, as well as to identify patterns in the formation of reading skills in general.

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