

Zertteushi

ғылыми басылымы • scientific publication

№1(167), қаңтар-наурыз, 2025 жыл

2006 жылдың мамырынан шығады • Издаётся с мая 2006 года

**«Педагогикалық ғылымдар», «Өнер және гуманитарлық ғылымдар»,
«Әлеуметтік ғылымдар, журналистика және ақпарат», «Бизнес, басқару және
құқық» және «Қызмет көрсету» бағыттары бойынша қоғамдық және
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өзекті мәселелері бойынша ғылыми еңбектер жарияланады.**

**«Zertteushi» ғылыми басылымы
Қазақстан Республикасы Оқу-ағарту министрлігінің
«Зерттеу қызметін (үздік педагогикалық тәжірибені) жариялау үшін
ұсынылатын басылымдар тізбесіне» енгізілген.**

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Ләзиза Мырзантайқызы ӘЛІБАЙ, ғылым магистрі**

Қазақстан Республикасы Мәдениет және ақпарат министрлігі Ақпарат комитетінің
мерзімді баспасөз басылымын, ақпарат агенттігін және желілік басылымды есепке
қою туралы 03.09.2024 ж. № KZ88VPY00100295 куәлігі берілген.

Меншік иесі және баспагер:

«Zertteushi» Халықаралық ғылыми-білім беру орталығы» мекемесі.
23.12.2024 ж. Түркия Республикасы, Анкара қаласындағы Башкент университетімен
білім беру саласындағы ынтымақтастық туралы қазақ, түрік, ағылшын және орыс
тілдерінде келісім жасалып, қол қойылып, бекітілген.

Желілік басылымның тілі: қазақ, түрік, орыс және ағылшын тілдері

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№1(167), қаңтар-наурыз, 2025 ж.

Zertteushi

bilimsel yayını • scientific publication

No: 1(167), Ocak-Mart 2025

Mayıs 2006'dan itibaren yayımlanmaktadır • Published since May 2006

"Pedagojik Bilimler", "Sanat ve Beşeri Bilimler", "Sosyal Bilimler, Gazetecilik ve İletişim", "İşletme, Yönetim ve Hukuk" ve "Hizmetler" alanlarında, toplum ve beşeri bilimler sahasında temel ve uygulamalı araştırmaların güncel sorunlarıyla ilgili bilimsel çalışmalar yayımlanmaktadır.

«Zertteushi» Bilimsel Yayını

Kazakhstan Cumhuriyeti Eğitim ve Öğretim Bakanlığı'nın

“Araştırma hizmetlerinin (öğretim deneyimlerinin) yayımlanması için önerilen yayınlar listesine” dahil edilmiştir.

Baş Editör

Myrzantay ZHAKYP, filoloji bilimleri doktoru (PhD), profesör

Sorumlu Sekreter

Laziza ALIBAY, bilim yüksek lisans

Kazakhstan Cumhuriyeti Kültür ve Bilgi Bakanlığı, Bilgi Komitesi, süreli yayınlar, haber ajansı ve çevrimiçi yayınlar için 03.09.2024 tarihli № KZ88VPY00100295 numaralı kayıt belgesini vermiştir.

Mülk Sahibi ve Yayıncı:

“Zertteushi” Uluslararası Bilimsel-Eğitim Merkezi.

23.12.2024 tarihinde, Türkiye Cumhuriyeti, Ankara'daki Başkent Üniversitesi ile eğitim alanındaki iş birliği konusunda Kazakça, Türkçe, İngilizce ve Rusça dillerinde anlaşma yapılmış, imzalanmış ve onaylanmıştır.

Çevrimiçi Yayının Dilleri: Kazakça, Türkçe, Rusça ve İngilizce

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© "Zertteushi" Uluslararası Bilimsel-Eğitim Merkezi,

No: 1(167), Ocak-Mart 2025.

Zertteushi

научное издание • scientific publication

№№1-4(165-166), январь-декабрь, 2024 год

2006 жылдың мамырынан шығады • Издаётся с мая 2006 года

Публикуются научные работы по актуальным проблемам фундаментальных и прикладных исследований в области общественных и гуманитарных наук по направлениям: «Педагогические науки», «Искусство и гуманитарные науки», «Социальные науки, журналистика и информация», «Бизнес, управление и право» и «Услуги».

Научное издание «Zertteushi» включен в перечень изданий, рекомендуемых Министерством просвещения Республики Казахстан для публикации исследовательской деятельности (лучшей педагогической практики).

Главный редактор

Мырзантай Қожабайұлы ЖАҚЫП, к.филол.н. (PhD), профессор

Ответственный секретарь

Ләзиза Мырзантайқызы ӘЛІБАЙ, магистр наук

Комитетом информации Министерства культуры и информации Республики Казахстан выдано свидетельство о постановке на учет периодического печатного издания, информационного агентства и сетевого издания
№ KZ88VPY00100295 от 03.09.2024 г.

Собственник и издатель:

Учреждение «Международный научно-образовательный центр «Zertteushi». 23.12.2024 подписано и утверждено Соглашение о сотрудничестве в области образования с университетом Башкент, г. Анкара, Турецкая Республика, на казахском, турецком, английском и русском языках.

Язык: казахский, турецкий, русский, и английский языки

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© Учреждение «Международный научно-образовательный центр «Zertteushi»,
№1(167), январь-март, 2025 г.

Zertteushi

ғылыми басылымы • scientific publication

№1(167), January-March, 2025

2006 жылдың мамырынан шығады • Published since May 2006

Scientific papers on current issues in fundamental and applied research in the field of social and humanitarian sciences will be published in the areas of 'Pedagogical Sciences,' 'Arts and Humanities,' 'Social Sciences, Journalism, and Information,' 'Business, Management, and Law,' and 'Service Studies.

The scientific publication "Zertteushi" is included in the list of publications recommended by the Ministry of Education of the Republic of Kazakhstan for the publication of research activities (best pedagogical practices).

Editor in chief

Myrzantay ZHAKYP, PhD, Associate Professor

Executive Secretary

Laziza ALIBAY, Master of Science

The Information Committee of the Ministry of Culture and Information of the Republic of Kazakhstan issued a certificate of registration of a periodical printed publication, information agency and online publication No. KZ88VPY00100295 dated 03.09.2024.

Owner and publisher:

Institution "International Scientific and Educational Center "Zertteushi".

On December 23, 2024, a Cooperation Agreement in the field of education was made, signed, and approved with Bashkent University in Ankara, Republic of Turkey, in Kazakh, Turkish, English, and Russian languages.

**Language of the online publication:
Kazakh, Turkish, Russian, and English**

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010010, Kazakhstan, Astana, Almaty district, street Kenen Azirbaev, house №6, Apart. 91.

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© Institution "International Scientific and Educational Center "Zertteushi",
№1(167), January-March, 2024.

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INTERACTIVE APPROACHES TO DEVELOPING SEMANTIC READING SKILLS IN ENGLISH

Abstract. In the modern world, the challenge of effective reading has become more pronounced as individuals must navigate a vast amount of information across diverse platforms, such as digital media, academic texts, and professional documents. This growing complexity underscores the critical need for strong reading skills to discern, interpret, and utilize information efficiently. This review aims to explore the criteria, stages, and influences involved in cultivating semantic reading skill. The article utilizes a range of research methodologies, such as literature review, observation, and direct interpretation of texts. The practical significance of this research is found in its potential application within English language classrooms, facilitating the introduction of innovative tools, strategies, and methodologies.

Key words: *reading, semantic reading, text, comprehension, education.*

Introduction

Given the current informatization and digitalization of society, where information holds a predominant value, students' engagement with texts establishes the fundamental basis for their subsequent harmonious personal adaptation. Additionally, the issue of literacy and text comprehension has a global dimension, necessitating the implementation of supplementary efforts within educational activities. L. Vygotsky observed that reading is a cognitive process in which the visual mechanism is subordinate to the processes of understanding the text. This skill involves the complex task of establishing relationships between the meanings of words [1]. The aim is to develop the ability to extract pertinent information from the text and reflect on the given topic, enhancing reading literacy. Mastery of this skill enables students to achieve their objectives, broaden their knowledge and opportunities and actively participate in the social life of society [2]. The importance of studying the issue of developing semantic reading skills stems from the fact that these skills form the foundation of modern learning approaches, both within educational institutions and beyond. Back in the 30s of the last century, Western researchers explained the need to study the formation of reading skills in this way: “For the first three years of school, children learn to read, and all subsequent years they read to learn” [3]. Without adequately developed semantic reading skills, students struggle to extract meaning from texts, which negatively impacts their self-study results and may lead to issues with memory and speech. This makes it particularly difficult for them to interpret texts inferentially. To

read effectively, they require substantial practice in managing unfamiliar vocabulary, processing complex syntax automatically, and using prior knowledge to infer meaning and reach intended conclusions. It is hypothesized that students could greatly benefit from adjusting their reading strategies [4].

The challenge of developing semantic reading skills, coupled with the lack of objective approaches to its resolution and its widespread nature, can hinder students' ability to effectively engage with physical texts and online information. The cultivation of semantic reading skills in foreign language education, especially within an artificial language environment, requires meticulous attention and a thorough methodology due to its acknowledgment as an extended process.

Research focused on defining and classifying reading skills, particularly semantic reading skills, is discussed within the context of reading literacy. This, in turn, is referenced in international PISA studies, which have been conducted in various countries, including Kazakhstan [5]. This approach aims to enhance understanding of the causes and consequences of insufficient skills. Kazakhstan took part in the PISA testing initially in 2009, which showed a significant gap between the national education system and world standards. The primary emphasis of the assessment was on reading literacy, which requires students not only the ability to read texts but also to analyze them and link information from various sources. The average score was 390 out of 1,000 possible, and only 0.4% of students successfully completed the most difficult tasks [6].

Upon elucidating these concepts, it can be noted that, to depend on reading as the primary mode of educational activity at the university level, students must possess the skill of semantic reading, which is essential for effectively engaging with texts and completing related tasks. We believe that this research will enhance English teaching practices by broadening the resources available to seasoned educators.

Materials and methods

The study employs various research methods, including information gathering, analysis and synthesis of scientific literature on the topic, examination of foreign researchers' studies, direct interpretation of terminology, as well as observation and analysis of experimental data. The experimental research was conducted during the third quarter of the 2023–2024 academic year. on the basis of the Al-Farabi Kazakh National University. Students of the 1st year of Bachelor's degree, specialty Foreign language: two foreign languages participated. These students in this group are monolinguals from Turkmenistan who do not have a common intermediary language, which complicates the task, and they possess only an elementary level of English. Thus, it is only possible to use the communicative method, that is, the full use of the English language. The main objective of the methodology is to cultivate communicative competence. This entails assisting students in becoming proficient at navigating a new language environment and quickly formulating appropriate responses to various language situations, thereby understanding how language functions in different contexts [7].

The group consists of 5 people, 4 female and 1 male. During the experimental work, the work was determined and carried out in three steps: the first stage, the preparatory phase, which is focused on establishing the actual state of the object under study and stating the initial parameters. Thus, at this stage, monitoring is conducted to assess students' reading interests, attitudes toward reading, and information perception. The second stage, the developmental phase, aims to foster students' interest in reading in a

foreign language through various forms, tools, and methodologies. Also, an integral goal is to form the skill of semantic reading during the process of acquiring a foreign language in an artificial language environment. The third stage of the experimental work involves summarizing the results of the experiment. In January of 2024, we conducted an introductory lesson, during which the text was given to students, in order to determine the level of English and comprehension skills in this language. During the experimental phase, the book “English File” and supplementary educational materials featuring methods for teaching semantic reading were employed. The advantage of additional reading material is that they are employed in educational processes to improve learning and consideration of a particular topic, as well as the availability of tasks for teaching students a level-based strategy for working with text. Participants were instructed to read the text in the handout and perform a series of related activities in order to gauge their degree of semantic reading development throughout the experimental stage. Students assessed the test results based on the scores they received on the tasks they completed (zero points for an error and one point for a correct answer)

Results and Discussion

The semantic aspect of reading pertains to the reader's ability to understand the meaning of words, the content of each sentence, the connections between sentences, and the significance of text segments (such as paragraphs and chapters). In Western literature, reading comprehension is the process of creating meaning as a result of combining the content and message of a text with the reader's existing knowledge in the process of interacting with the text [8].

In the development of semantic reading skills, the text holds a pivotal role in the learning process. The preliminary science-based concept for modernizing the content and methods of foreign language instruction includes a list of interdisciplinary outcomes for teaching a foreign language. Among them, the following stands out:

- Utilizing diverse reading and listening strategies tailored to the communicative task to extract, critically assess, interpret, and comment on information;
- Employing techniques for identifying, processing, and retaining information from texts;
- Producing original written and spoken responses based on the acquired information;
- Examining, comparing, and organizing linguistic and textual data to address educational and communicative objectives.

In this regard, students experiencing difficulties in learning a foreign language face the problem of successfully completing control tasks. At the initial stage of developing foreign language proficiency, an intermediary language may be utilized if the teacher is proficient in the student's native language. In foreign language teaching methodology, the intermediary language refers to the language used during the foreign language instruction process. As a rule, widely spoken languages, in particular English, are used as an intermediary language [9]. Turning to an intermediary language at the first stage of learning is quite justified, since translation, stimulating the mental activity of students, gives them the opportunity to consciously assimilate the language being studied and also consciously correct mistakes [10].

The resolution to this issue lies in the selection, application, and refinement of a comprehensive system of strategies and methods for reading foreign texts, which could

assist students in enhancing their competencies and tackling the task more effectively. The reading process involves developing the following skills:

- Recognizing the central theme of the text;
- Identifying causal relationships between facts and events in the text;
- Understanding the information presented in the text;
- Assessing the information obtained;
- Articulating one's opinion and perspective on the text while segmenting it into

relatively independent semantic units.

It is evident from this that reading is a conscious process, and teaching reading literacy should promote critical and analytical thinking in addition to teaching literal recognition of information from texts. Developing the foundations of reading literacy is part of a teacher's methodological system for planning developmental-type learning activities. [11].

The concept of proficient reading encompasses elements such as the text itself, the aspect (including task types and intended methods for task resolution), and the situation (the context in which the specific text was created) [12].

Types of semantic reading include:

- introductory reading, which focuses on identifying key information or grasping the main idea of a text or book;
- search reading (scanning, skimming), which involves finding specific information (units of information), a specific fact;
- critical reading, which aims to extract comprehensive and precise information, followed by an in-depth interpretation of the text's content.

Mastering reading involves the ability to set a specific reading goal, focusing attention on the information that is currently relevant. Reflexive reading, characterized by thoughtful, deliberate, and interpretive engagement, allows readers to anticipate the text's content based on its title and prior experience, grasp the main idea, make predictions as they read, and analyze changes in their emotional state during the reading process [13].

To teach semantic reading, the following methods and techniques are employed:

- Developing the ability to analyze tasks;
- Identifying keywords within tasks and reading instructions effectively;
- Responding to posed questions, both in written and oral forms;
- Determining the sequence of events within the text;
- Drawing simple conclusions after reading;
- Comparing visual material with textual information;
- Supporting or disputing statements based on the text;
- Locating necessary information in various sources, such as reference books, encyclopedias, dictionaries etc.

As L. Jones observes, the materials used for creating tasks that enhance reading literacy should be derived from real-life contexts. [14].

Therefore, several criteria should be considered when selecting texts for study: the relevance of the text for students, the presence of unknown data or information that may be of interest, the use of specific terms (including geographical names), the presence of illustrations, that may complicate the understanding of the text. We will consider one of the components of reading literacy - reading interests and their formation during classes. Experimental work was conducted to test our hypothesis.

Table 1. Test results

Number of correctly completed tasks	Level	Number of Students
18-12	High	0
6-12	Medium	2
0-5	Low	3

After the entrance test, work was offered on additional material, offers strategies and tasks that will help form and develop meaningful reading skills. For example, in the textbook “English File Elementary 4th Edition” in “Unit 4” contains text and tasks for reading comprehension. Before reading the text, students engage in tasks that involve predicting its meaning, allowing them to anticipate the vocabulary that will be used. These tasks include predicting the content during and after reading. Additional material was distributed on a passable topic, which included 3 stages: pre-reading, while reading, post reading. First, they must predict the topic by the title, the second stage is held aloud, first the students read, then the teacher. It is important to note that reading aloud is regarded as the foundation of a literacy program. To set an example for the students, the instructor reads the material aloud twice [15].

Table 2. Types of interactions between educational process participants in relation to the development of semantic reading skill

The stages of reading in the lesson	Ways of assimilating types of tasks, exercises	Types of interaction between subjects of the educational process	
		Student activities	Teacher activities
Pre-reading	1. Tasks for viewing the title and subtitle, as well as any visual elements such as images, graphs or diagrams in the text. 2. Tasks involve anticipating the content of the given text.	- align the knowledge with the text; - view essential points; - establish the purpose of reading; - utilize prior knowledge related to the topic.	- raise students' awareness and interest of the topic; - provide pre-teaching vocabulary; - use visual aids to set the context; - reproduce terms, specific facts, methods and procedures, basic concepts; rules and principles define a concept.
While-reading	1. The task of searching for general information (skimming); 2. The task of searching for specific information (scanning)	- use bottom-up processes to analyze words, phrases, and sentences; - guess the meaning of unfamiliar words; - use their own inferring and judging	- help students develop the skills of extracting information from what they read; - remind of the importance of vocabulary for

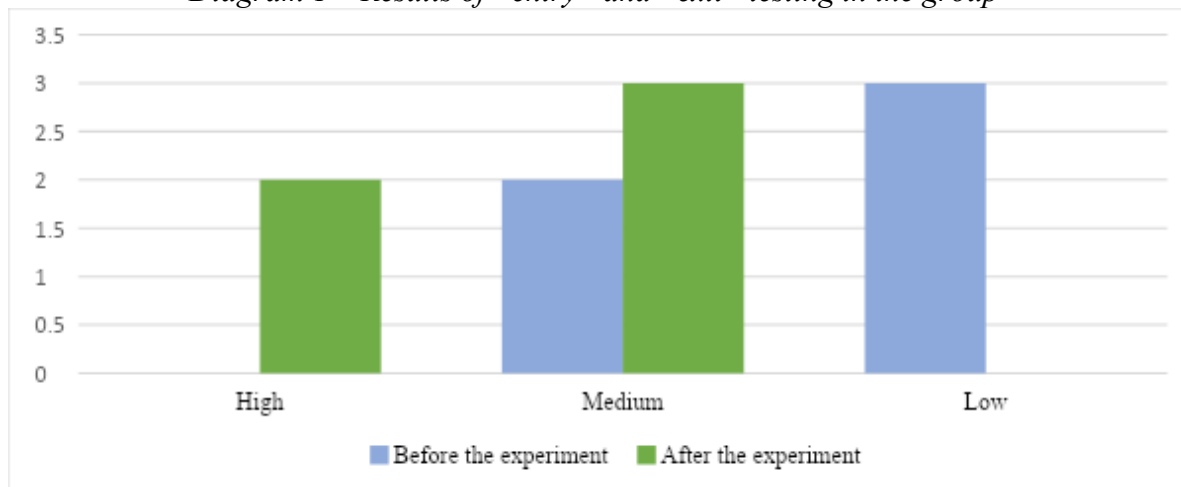
		abilities	contextual clues for meaning, develop their linguistic and sociolinguistic knowledge
Post-reading	1. Tasks for enhancing the ability to read with complete comprehension (Close procedure, true/false statements, sentence rearrangement etc.)	<ul style="list-style-type: none"> - identify the main idea of a paragraph or reading passage; - interpret descriptions (outlining and summarizing); - complete tasks. 	<ul style="list-style-type: none"> - assist students in applying their acquired knowledge to similar texts; - help integrate with the foreign culture; - help integrate their reading skills with the other language skills

Difficulties arose in exercises where it was necessary to answer open-ended questions, as well as adding language units to the text without prompting words. Efforts to assist students in overcoming these difficulties led to the realization that the issues were due to inadequate comprehension of English while reading and insufficient vocabulary. Specifically, while they could grasp the general content of the text, they found it difficult to forecast the text's topic, find precise information, and recognize the primary point. This challenge was exacerbated by the absence of an intermediary language. The role of an intermediary language, often the learner's first language, is crucial in the early stages of language acquisition. At an elementary level, especially in the initial stages of learning, the intermediary language serves as a bridge to understanding and processing new information. It aids in grasping complex concepts, identifying main ideas, and locating specific information in the target language. Without this linguistic support, learners may struggle to decode text, predict content, and fully comprehend the material. The absence of an intermediary language can result in confusion and frustration, as learners are left to navigate the nuances of a new language without a familiar framework. Upon concluding the experimental work, we once again presented students with a set of text assignments from supplementary material. The results of these tasks yielded the following outcomes.

Table 3. Test results

Number of correctly completed tasks	Level	Number of Students
18-12	High	2
6-12	Medium	3
0-5	Low	0

The results showed that in a group of students, after applying methods and tasks for the formation of semantic reading, progress can be noticed compared to the first introductory lesson. The skill of reading literacy in a foreign language has improved, alongside the enhancement of foreign language proficiency.

Diagram 1 – Results of “entry” and “exit” testing in the group

It is logical to assume that a high level of literacy in reading, understanding its meaning and interpretation is impossible without sufficient motivation and systematic training. Engaging with text is essential for developing proficient reading skills, broadly defined as the ability to comprehend texts of various contents, compose and reflect on them and apply what is read to different life situations. The significance of acquiring reading literacy is in the development of critical thinking, which is an essential skill in professional work. The main objective of teaching reading is to cultivate the skill of extracting information from a text during the reading process, allowing for the application of a foreign language across diverse fields of knowledge [9]. Thus, a foreign language, in this case, English, should foster speech activity and the ability to interpret texts through consistent practice. Proficient comprehenders are active readers who interact with the text as they read and assess their understanding both throughout and after the reading process. Therefore, activities that promote active engagement in constructing meaning during reading are likely to enhance their ability to monitor comprehension [16].

Conclusion

The experimental work conducted demonstrated significant progress in the development of semantic reading skills in students learning a foreign language. By employing a three-stage experimental process, we observed a clear distinction between the initial and final stages of students' reading comprehension and proficiency in English. At the preparatory stage, students exhibited challenges in grasping the main ideas, identifying specific information, and predicting content in the absence of an intermediary language. This limitation pointed to gaps in both vocabulary and comprehension skills, which hindered students' ability to engage deeply with the text.

The new approach, which integrated pre-reading, while-reading, and post-reading tasks, proved to be an effective method for improving semantic reading. Specifically, the introduction of prediction activities prior to reading, reading aloud exercises, and targeted strategies for working with text were pivotal in helping students anticipate vocabulary, connect ideas, and enhance overall comprehension. The use of supplementary materials, particularly enabled a structured, level-based progression of tasks that facilitated reading skill development. In comparison to traditional approaches, where students struggled with text interpretation and often relied heavily on the teacher or intermediary language, the

new method empowered students to engage with texts more independently. The emphasis on prediction, context clues, and guided comprehension tasks provided a framework for students to process information more effectively. By the end of the experimental work, students showed marked improvement in their ability to read and comprehend foreign language texts, demonstrating enhanced literacy and a deeper understanding of the content. This suggests that the new approach is more effective than traditional methods in fostering meaningful reading skills in a foreign language learning environment.

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Түйіндеме. Қазіргі заманда оқылым мәселесінің өзектілігі күннен күнге артуда, өйткені адамдар сандық медиа, академиялық мәтіндер және кәсіби құжаттар сияқты әртүрлі платформаларда көптеген ақпаратты қарауы керек. Бұл ақпаратты тану, түсіну және тиімді пайдалану үшін оқу дағдыларын дамыту қажеттілігін көрсетеді. Бұл шолудың мақсаты – семантикалық оқылым дағдыларын дамытуға әсер ететін өлшемдерді, кезеңдерді және факторларды зерттеу. Мақалада әдебиетке шолу, шетелдік ғалымдардың зерттеулерін талдау, мәтіндерді бақылау және тікелей түсіндіру сияқты бірқатар зерттеу әдістері қолданылды. Бұл зерттеудің практикалық маңыздылығы оны ағылшын тілі сабақтарында қолдану әлеуетінде, бұл инновациялық құралдар, стратегиялар мен әдістерді енгізуге ықпал етеді.

Кілт сөздер: оқу, семантикалық оқу, мәтін, түсіну, білім.

Аннотация. В современном мире проблема эффективного чтения становится все более актуальной, поскольку люди должны ориентироваться в огромном количестве информации на различных платформах, таких как цифровые медиа, академические тексты и профессиональные документы. Эта возрастающая сложность подчеркивает насущную потребность в развитии навыков чтения для правильного распознавания, понимания и эффективного использования информации. Цель данного обзора - изучить критерии, этапы и факторы, влияющие на развитие навыков смыслового чтения. В статье используется целый ряд исследовательских методик, таких как обзор литературы, анализ работ зарубежных ученых, наблюдение и прямая интерпретация текстов. Практическая значимость этого исследования заключается в его потенциальном применении на занятиях по английскому языку, что способствует внедрению инновационных инструментов, стратегий и методик.

Ключевые слова: чтение, смысловое чтение, текст, понимание, образование.

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