ОПТИМИЗАЦИЯ МОДЕЛИ ЯЗЫКОВОЙ ПОДГОТОВКИ БУДУЩИХ ПРОФЕССИОНАЛОВ В МУЛЬТИКУЛЬТУРНОЙ И МУЛЬТИЛИНГВАЛЬНОЙ СРЕДЕ КАЗАХСТАНА

КАЗАХСКИЙ НАЦИОНАЛЬНЫЙ УНИВЕРСИТЕТ ИМЕНИ АЛЬ-ФАРАБИ

АМЕРИКАНСКИЕ СОВЕТЫ ПО МЕЖДУНАРОДНОМУ ОБРАЗОВАНИЮ

ОПТИМИЗАЦИЯ МОДЕЛИ ЯЗЫКОВОЙ ПОДГОТОВКИ БУДУЩИХ ПРОФЕССИОНАЛОВ В МУЛЬТИКУЛЬТУРНОЙ И МУЛЬТИЛИНГВАЛЬНОЙ СРЕДЕ КАЗАХСТАНА

Сборник материалов международной конференции,
посвященной 90-летию КазНУ имени аль-Фараби
и 10-летию программы «Флагман» в КазНУ

Алматы – Вашингтон
Қазақ университеті

2025

УДК 80.81(069)
ББК 81.2
 О 62

О 62   **Оптимизация** модели языковой подготовки будущих профессионалов в мульти-культурной и мультилингвальной среде Казахстана. Сборник материалов международной конференции, посвященной 90-летию КазНУ имени аль-Фараби и 10-летию программы «Флагман» в КазНУ (2-3 мая 2024 г.). Ред. Э. Сулейменова, С. Сагатова. – Алматы-Вашингтон: Қазақ университеті, 2025. – 151 стр.

Издание представляет собой сборник материалов международной конференции, посвященной 90-летию КазНУ имени аль-Фараби и 10-летию программы «Флагман» в КазНУ.

Конференция проходила 2-3 мая 2024 года в Казахском национальном университете имени аль-Фараби. В сборник вошли приветствия, выступления студентов программы «Флагман», доклады, прозвучавшие на двух пленарных заседаниях, доклады и выступления двух секций конференции.

СОДЕРЖАНИЕ

READING LITERACY AND THE FORMATION
OF SEMANTIC READING SKILLS IN THE CONTEXT
OF BILINGUAL EDUCATION

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Abstract: This article raises the question of the importance of reading literacy and the formation of semantic reading skills in the context of bilingual education. The ability to read is the ability to understand, use written texts and draw conclusions. The formation of reading skills is of particular importance in an artificial language environment, in this regard, reading contributes to the development of other important skills of mastering a foreign language: speech attention, functional use of vocabulary and grammatical rules, information extraction, etc. The article analyzes teaching methods and strategies that can be used to improve semantic reading skills at the initial level of learning a foreign language. This article presents the results of the first stage of the study, which includes a literature review and definition of the theoretical and methodological basis of the study, selection and diagnosis of educational materials, as well as preliminary results of the pilot experiment.

Keywords: reading, artificial language, clip thinking, bilingual education, semantic reading

With the rapid advancement of digital technologies and the overwhelming abundance of information in our society, the ability to work with texts has become increasingly crucial for individual adaptability. Addressing literacy and text analysis has become a pressing issue, necessitating enhanced efforts within education. Reading literacy, encompassing the capacity to comprehend and analyze various texts, is vital for extracting pertinent information and engaging in discussions on presented ideas. Cultivating such skills empowers students to attain their objectives, broaden their knowledge, and actively participate in societal affairs. Currently, there is a focus on research aimed at delineating and categorizing reading skills, particularly within the realm of comprehension. This subject is also explored within the framework of international initiatives like the Program for International Student Assessment (PISA), which assesses educational landscapes, including that of Kazakhstan. The aim of PISA is to create a new framework for discussion and cooperation in the political sphere on education issues. PISA provides information to set standards and evaluate educational systems, as well as to understand what factors contribute to the development of skills, and how they affect different countries. This should lead to a better understanding of the causes and consequences of a lack of necessary skills. Teaching reading skills and reading literacy should be a meaningful and responsible process in the field of pedagogy, and not just a superficial study. Reading is considered as a complex psychological system where the cognitive aspect plays an important role. This approach combines semantic reading with cognitive aspects, paying special attention to phonetic, phonological, spelling and morphological aspects as important foundations for meaningful reading. This suggests that context is the main condition for the successful formation of reading skills [1]. The rising prevalence of "clip thinking" among youth underscores the growing significance of reading literacy, particularly in the context of comprehending literary works. Clip thinking, marked by its rapidity and shallowness, poses challenges to students' absorption of information in its entirety. Studies and assessments indicate that a significant proportion of schoolchildren in Kazakhstan demonstrate lower levels of reading literacy. This indicates that many students lack the ability to analyze and comprehend written material effectively, placing them within the category of "functionally illiterate" as per OECD standards. [2]. The "Clip culture" itself is characterized by short information flashes and unrelated advertising snippets of news. New generations need a lot of time to perceive and process a large amount of information, but they often cannot relate and justify what they read. Teaching students the ability to comprehend and evaluate the material, extract the necessary information from the text and correctly link it becomes extremely important. Competent reading not only improves the perception of information, but also develops

speech and communication skills. Students can analyze topics and formulate their thoughts consistently, while developing their imagination and critical thinking. Teaching the correct perception of the text and improving the quality of reading help to form a developed and socially adapted personality. Learning the skill of semantic reading in a foreign language environment or when using an artificial language requires special attention and a carefully developed methodology due to its long-term nature. When learning a second foreign language such as English due to its popularity, teachers can use students' existing knowledge of the first language to teach various aspects and structures of the second language more effectively. Numerous studies show that bilingual and multilingual education includes complex problems affecting all aspects of language (phonetics, vocabulary, grammar) and having a significant impact on students' ability to produce and understand speech in a second foreign language.

Interest in the exploration of artificial bilingualism emerged during the latter part of the 20th century. In 1938, V.A. Avrorin first introduced the term "bilingualism", which he defined as the ability to speak two languages fluently [3]. The problem of natural and artificial bilingualism was developed in the works of V. Wildomts, Yu.D. Desheriev (1966), V.A. Vinogradov (1972), Yu.A. Zhluktenko (1974), A.E. Karlinsky, G.M. Vishnevskaya, V.V. Alimov, E.K. Chernichkina, G. Nickel, H. Denker and others.

Natural bilingualism is a form where a person's second language becomes his native language, unlike the situation when he learned it artificially. It is most often found in families and small groups where two languages are used in everyday life. People with natural bilingualism can switch between languages automatically.

Artificial bilingualism describes a situation where a second language is learned through formal learning rather than natural interaction with native speakers. In it, the second language is acquired naturally, and not by the method of learning characteristic of artificial bilingualism [4]. Also, the difference between natural (EB) and artificial bilingualism (IB) was analyzed in sufficient detail by A.E. Karlinsky [5]. Educational bilingualism (in English literature one can find the terms: classroom / learned / school bilingualism) refers to the ability to use two languages and their associated cultural contexts interchangeably for cognitive tasks, communication with teachers and peers in the classroom, and addressing communication challenges both inside and outside the educational setting, which can range from academic to recreational in nature [6].

When teaching a second foreign language, it is important to take into account the difficulties that students face when reading texts. Teachers and textbook compilers are constantly thinking about how to cope with these difficulties. It often seems that the problem lies only in unfamiliar grammar and vocabulary, but in fact there are other factors, such as the content of the text and its structure, that can create difficulties.

Reading encompasses a multifaceted array of psychophysiological processes through which individuals extract information from written texts. This intricate process involves the utilization of visual, motor, and auditory skills to recognize written symbols (letters) and convert them into words, meanings, and concepts. Reading proficiency comprises both semantic and technical aspects. The semantic facet involves grasping the content, coherence between sentences, and the overarching meaning of the text. Meanwhile, the technical facet encompasses elements like reading method, speed, accuracy, and expressiveness. These aspects are interconnected, with technical skills serving the purpose of enhancing semantic comprehension. Each component influences the reading process, which is a sophisticated interplay of visual, motor, and auditory faculties to decode written symbols into language and meaning. In the 21st century, novel and efficacious approaches to reading and learning, such as semantic reading, have emerged alongside traditional methods. Various definitions of semantic reading proposed by researchers contribute to a deeper understanding of this cognitive process. 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 a work [7]. In simple words, semantic reading is a type of reading that aims to understand the content of a text according to its meaning. According to, Hiebert, Scott and Wilkinson (1985), reading comprehension; is the act of inference from written text based on complex process of the various source of information

related to each other [8]. Reading comprehension is having infer and configure spontaneously with reading [9].

Semantic reading goes beyond mere comprehension of text; it aims to cultivate an engaging reading experience. This approach fosters various skills, including identifying the purpose of reading, extracting essential information, discerning genres and writing styles, and distinguishing between primary and supplementary details. Furthermore, it emphasizes evaluating the appropriateness of linguistic devices employed within the text. The reading process comprises three key phases: pre-reading, while-reading, and post-reading, each of which plays a pivotal role in nurturing students' language acquisition and reading abilities. The pre-reading phase serves to familiarize students with the text by providing background information, stimulating interest through illustrations and relevant pre-existing knowledge.

Modern reading strategies have been developed. As part of the activity on pre-text orientation, semantic reading techniques can be used to form professional knowledge [10]. These steps include creating a glossary, brainstorming, and building a semantic guess about the text. The second phase during reading involves the development of a specific reading strategy to uncover problematic passages of text when learning a language. Exercise strategies such as examining the syntax and structure of a sentence, guessing the meanings of words from context, and learning how to use a dictionary can help. The third and final phase, which is called post-reading, involves the creation of 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, giving rise to deep ramifications of the text.

In the methodology of teaching foreign language texts, diverse techniques are employed to enhance reading comprehension and language proficiency. One such method is the "multiple choice" approach, where students select the correct answer based on their comprehension of the text. Another technique, known as the cloze procedure, involves deducing missing parts of a text based on contextual clues. "Logical rearrangement" or "sequence restoration" entails organizing material in a logical order or according to a predetermined plan, aiding in a deeper understanding of text structure. Prior to honing reading skills through various methods, the text itself plays a pivotal role. Understanding the text requires consideration of several indicators pertaining to its creation, content, and structure, which can be extralinguistic or intralinguistic.

Extralinguistic indicators follow from the purpose of the text: the components and structure of the text are associated with social activities within which the text performs its function. The intralinguistic features of the text include a sequence of sentences related to each other in the meaning, formed in order to designate a certain segment of reality. [11].

According to T. Serova, the text is the center of communication and, therefore, becomes the main unit of educational material. The methodologist identifies the following features of the text:
- coherence;
- coherence or integrity;
- continuity;
- completeness;
- the presence of a pragmatic attitude;
- informativeness [12].

After analyzing the works of domestic and foreign methodologists, the following criteria for selecting text material for teaching reading can be identified:
- the correspondence of the subject of the texts to the age interests of the students;
- the intercultural orientation of the country-specific information presented in the text;
- educational and cognitive value of the text;
- semantic completeness and evidence of the structure of the text;
- representation in the corpus of educational texts of all compositional types of text (narrative, descriptive, argumentative, explanatory, informational and prescriptive);
- authenticity of the text material of various genres of journalistic style.

On the basis of this, a pilot experiment was conducted during the third quarter of the 2023-2024 academic year at the Al-Farabi Kazakh National University, the purpose of the experiment was to

evaluate the reading literacy of students, followed by the formation of an effective strategy for the formation of semantic reading skills. The experimental work took place in three stages. The first stage is preparatory, within the framework of which an ascertaining experiment was conducted to determine the current state of the object under study and its initial parameters. At this stage, the students' reading interests and their attitude to reading and perception of information were monitored. The second stage is formative, aimed at developing interest in reading in a foreign language using various methods and means. In addition, the goal was to develop semantic reading skills when learning a foreign language in an artificial language environment. The third stage is summarizing the results of the experiment. During this experiment, the difficulty in perceiving information in a foreign language was revealed, thereby complicating the semantic understanding of the text. In accordance with this, methods for the formation of semantic reading skills were used. Thus, it is necessary to select such texts for study that will allow you to get the desired high result in fewer hours devoted to working with them, which will ultimately be expressed in the formation of foreign language communicative competence.

Considering the foregoing, learning to read in a foreign language requires taking into account the psycholinguistic features of text perception, since visual perception is the initial moment of reading. Reading, as a type of speech activity, can be characterized as a perceptual-mental mnemic activity, where the analytical-synthetic process is determined by the purpose of the reader. Working with text plays a key role in developing students' coherent speech skills. The analysis of examples allows you to better understand the semantic reading skill, its effective methods and strategies, as well as identify patterns in the overall development of reading skills. It is important to take these aspects into account when developing methods of teaching reading in a foreign language in order to maximize the effectiveness of the learning and development process for students. The results obtained using various methods have an impact on various aspects of human activity, since communication is an integral part of our life based on mutual understanding.

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