

## THE STAGES OF READING DEVELOPMENT

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For a novice reader, understanding arises as a result of the analysis and synthesis of syllables into words, while for an experienced reader, the semantic side is ahead of the technical one, as evidenced by the appearance of semantic guesses in the reading process. The purpose of semantic reading is to realize the content of the text as accurately and fully as possible, to capture all the details and practically comprehend the extracted information. This is a concerned reading and penetration into the meaning with the assistance of text analysis. When a person reads really thoughtfully, then his imagination is sure to work, he can actively interact with his internal images. A person himself establishes the relationship between himself, the text and the surrounding world. When a baby masters semantic reading, then he develops verbal speech and, as the following necessary stage of development, written speech.

Semantic reading cannot exist without cognitive activity. Indeed, in order for reading to be semantic, students necessity to accurately and fully realize the content of the text, make up their own system of images, comprehend information, i.e. carry out cognitive activities.

There are many ways to organize cognitive action that contribute to the development of semantic reading skills, such as: problem-search method, discussion, discussion, modeling, drawing.

One of the ways to expand reading literacy is a strategic approach to teaching meaningful reading. Semantic reading is a type of reading that's aimed at understanding the semantic content of the text by the reader. In the scientific literature, "semantic reading strategies" are understood as various combinations of techniques that students to perceive graphically designed textual information and process it into personal-semantic attitudes in accordance with the communicative-cognitive task. The essence of semantic reading strategies is that the strategy is related to choice, functions automatically at the unconscious level and is formed in the course of the development of cognitive

activity. Learning a reading strategy includes acquiring the skills to:

distinguishing types of message content - facts, opinions, judgments, assessments;

recognition of the hierarchy of meanings within the text - the main idea, theme and its components;

own understanding - the process of reflective perception of the cultural meaning of information.

Semantic reading strategies comprise technologies aimed at developing students' critical thinking. Critical thinking means the process of correlating external information with the information available to a person, making decisions about what can be accepted, what needs to be supplemented, and what should be rejected. At the same time, situations occur when one has to exact one's own beliefs or even abandon them if they contradict new knowledge.

The methodological foundations of critical thinking comprise three stages that should be present in the lesson in the process of cognition: challenge (motivation), comprehension (implementation), reflection (reflection). Consistent implementation of the basic three-phase model in the classroom helps to make better the efficiency of the pedagogical process.

Technologies for the development of critical thinking, as well as strategies for the development of semantic reading, are aimed at forming a thoughtful reader who analyzes, compares, contrasts and evaluates familiar and new information.

Teaching screen reading requires both a theoretical rethinking of the concept of reading and the creation of new teaching methods (new technologies).

When screen reading increases the importance of viewing, look for types of reading, as well as the role of information ion during repeated reading.

The very structure of the electronic text can be represented as a hypertext. In hypertext, the direction of reading isn't necessarily linear, as in printed text. Screen reading revolutionizes a wide field of communication, putting the image on a par with writing, and the screen with a page of written text.

From this we conclude: the school needs to learn children to work not only with printed, but also with electronic and audio publications. All this is connected with such a concept as functional literacy - the skill of a person to the skills of reading and writing in the conditions of obtaining information the text and in order to convey such information. This is different elementary literacy as the skill of a person to read, understand, make up ordinary brief texts and carry out ordinary arithmetic. The key concepts of learning action are "motivation" and "action". The first stage in the organization of educational activities is the creation of conditions for motivating students to activities. Motives are expressed through the cognitive interest of students. The motive implies a special ive orientation of the individual to learning activities. The criteria for cognitive interest are: active involvement in learning activities, focus on this activity, students having questions that they ask each other and the instructor or on the basis of which they formulate an information request. Learning actions are understood as specific ways of transforming educational material in the process of performing educational tasks.

The learning action is an integral element of activity, transforming not only the form of information, but also translating it into an internal plane, causing a modify in the learner himself, his understanding of processes and phenomena, the meaning of the material being studied. The action is performed on the basis of operations correlated with specific conditions and means. An action is a set of operations subordinate to a goal. The task of the instructor is to highlight the appropriate learning activities and conditions for their development by students and define the means of activity. In exemplary programs, the subject goals and planned learning outcomes are concretized to the level of learning activities that students should master in learning activities to master the subject content. The instrumental basis of educational action is universal educational actions that are of a supra-subject nature. These comprise the actions of goal setting, look for and ion of the required information, modeling, research, design, interaction, self-control, and others.

Universal learning activities - a set of learner actions and related learning skills that ensure his skill to independently assimilate new information and skills, including the organization of this process. Universal educational actions reveal the internal fundamental connections of objects and phenomena, give the truth in all concreteness and objectivity, form the basis of the scientific worldview and practical activity, and have the property of wide transfer.

Universal educational actions act as the basis for achieving educational results, since they contribute to the development of theoretical thinking: generalization, analysis, synthesis, evaluation, reflection, and others. Objective actions are a special type of practical action that exists within science and serves it. Subject actions are directly related to the purpose of educational activity, have a certain subject content. In objective actions, an attitude to reality is manifested. Objective actions allow practical

activities - in this case, reading itself. The content of education is considered as a unity of knowledge, action and development of students.

International studies show a close relationship between the quality of reading in an electronic environment and the quality of reading a text presented on paper. That is, if students show a high or low level of literacy when reading on paper, then they show similar results when reading in an electronic environment.

The fundamental core of the content of common education is:

a system of scientific information permeated with worldview ideas. The main elements of scientific information of a methodological, spine and worldview nature, intended for mandatory study, are: keytheories, ideas, concepts, facts, methods

universal learning activities, the formation of which is aimed at the educational process.

The concretization, differentiation and individualization of the invariant content of education is provided in the shell, which is a variable part, represented by additional, auxiliary, alternative educational material and special subject actions.

Reading is the most necessary means of socialization of students. We're currently seeing the dominance of population culture through all channels and media. The environment doesn't always form the child's necessity to think, experience. Radio and television shows have practically disappeared, there is number such cultural environment in which the child would've the opportunity to immerse himself in the world of high-quality literature. Leisure reading has a decisive influence on the quality of reading, according to experts. Students who read every day for pleasure score significantly higher in reading literacy than their non-reading peers.

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