



**ОБРАЗОВАНИЕ И
ФИЛОЛОГИЧЕСКАЯ НАУКА
XXI ВЕКА
ГЛАЗАМИ МОЛОДЫХ УЧЕНЫХ**

**Сборник
международной
научно-практической
конференции
АСТАНА - УФА – 2023**

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международной
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конференции
для студентов, магистрантов,
докторантов и молодых ученых**

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В сборнике представлены тексты докладов участников одноименной международной научно-практической конференции, проведенной кафедрой иностранной филологии ЕНУ им. Гумилева совместно с кафедрой германского языкознания и зарубежной литературы БГПУ им. Акмуллы.

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TEACHING READING SKILLS TO ENGLISH AS A SECOND-LANGUAGE

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Түйіндеме: Жұмыста шетел тілін оқытуда оқылым дағдысының теориясы, оқу сауаттылығы, оқу шапшаңдығы, сөздік шетел ғалымдары еңбектері бойынша талданып, негізгі тұжырымдар жасалынады.

Оқыту стратегияларын білім алушының кодтау процесіне әсер етуге арналған оқушының әрекеті мен ойлары ретінде анықтауға болады. Осылайша, кез келген белгілі бір оқыту стратегиясының мақсаты білім алушының жаңа білімді қалай таңдайтынына, алатынына, ұйымдастыратынына немесе біріктіретініне әсер ету болуы мүмкін. Жақсы оқыту білім алушыларды оқуға, есте сақтауға, ойлауға және өзін-өзі ынталандыруға үйретуді қамтиды.

Мұғалімдер сыныпқа екі түрлі мақсатпен кіреді: білім алушыларға «нені» оқуға үйрету және оларға «қалай» оқу керектігін үйрету. Сыныптағы оқытудың көптеген заманауи тәсілдері білім алушының тиісті оқу ортасын құрудағы, бақылаудағы рөлін атап көрсетеді. Оқыту стратегиялары бойынша зерттеулер осы оқыту стратегияларын үйретуге болатыны туралы күшті дәлелдер бере отырып, қолданбалар алынатын пайдалы дерекқор жасайды.

Түйін сөздер: оқу сауаттылығы, стратегиялар, теория, тәжірибе, шапшаңдық, сөздік.

Аннотация: В работе анализируется теория навыков чтения при обучении иностранному языку, грамотность чтения, беглость чтения, словарный запас на основе работ зарубежных ученых и делаются основные выводы.

Стратегии обучения можно определить как поведение и мысли, которыми занимается учащийся и которые предназначены для воздействия на процесс кодирования учащегося. Таким образом, цель любой конкретной стратегии обучения может состоять в том, чтобы повлиять на то, как учащийся выбирает, приобретает, организует или интегрирует новые знания. Хорошее преподавание включает в себя обучение студентов тому, как учиться, запоминать, думать и мотивировать себя.

Учителя входят в класс с двумя совершенно разными целями: научить студентов, «что» изучать, и научить студентов, «как» учиться. Многие современные подходы к обучению в классе подчеркивают роль учащегося в создании, мониторинге и контроле подходящей среды обучения. Исследования стратегий обучения, предоставляя убедительные доказательства того, что этим стратегиям обучения можно научить, создают полезную базу данных, из которой могут и будут получены приложения.

Ключевые слова: грамотность чтения, стратегии, теория, практика, беглость, словарный запас.

Abstract: The work analyzes the theory of reading skills in teaching a foreign language, reading literacy, reading fluency, vocabulary based on the work of foreign scientists and draws the main conclusions.

Learning strategies can be defined as the behaviors and thoughts engaged in by the learner that are intended to influence the learner's coding process. Thus, the goal of any particular learning strategy may be to influence how the learner selects, acquires, organizes, or integrates new knowledge. Good teaching includes teaching students how to learn, remember, think, and motivate themselves.

Teachers enter the classroom with two distinct goals: to teach students "what" to learn and to teach students "how" to learn. Many contemporary approaches to classroom learning emphasize the learner's role in creating, monitoring, and controlling an appropriate learning environment. Learning strategies research is creating a useful body of knowledge by providing strong evidence that these learning strategies can be taught.

Keywords: reading literacy, strategies, theory, practice, fluency, vocabulary.

Success in learning a second language depends on effective reading. Reading is, after all, the basis of education in all areas of language learning, including using textbooks in language classes, writing, reviewing, expanding vocabulary, learning grammar, editing, and using computer-assisted language learning tools. Hence, teaching reading is a crucial part of every second-language curriculum. For reading training to be effective, it is crucial to comprehend a few key facts about reading, literacy, and teaching techniques.

What is reading?

Reading involves both conscious and unconscious thought. Many techniques are used by the reader to piece together the meaning that the author is believed to have intended. The reader accomplishes this by contrasting the text's material with their past knowledge and experiences.

There is a vast amount of prior knowledge and experience that a reader brings to a text, including preconceptions about how spoken and written language are used. Everything about a person's prior understanding, expertise, and values are

categorized or schematized. In a sophisticated brain network, each category, or schema, is interconnected with numerous other schemata. The reader can piece together a version of the text's meaning as he or she picks up on certain concepts or details in a book and compares them to prior knowledge.

An information-processing analogy has been used by text comprehension researchers to better understand how readers think, remember, and learn from what they read. Two components of this "human information processing system" interact continually as a person reads. Concept-driven or "top-down" reading is when the reader focuses mainly on what they already know. On the other hand, a data-driven or "bottom-up" mode is used when the reader largely relies on textual features and information to understand. (Kintsch and van Dijk 1978; Rumelhart and Ortony 1977; Winograd 1977; Rumelhart 1980).

In other words, the reader is continuously picking up specific passages from the book and contrasting them with what they already know.

The illustration below demonstrates how the reader uses both top-down and bottom-up thinking strategies continuously and simultaneously while they read.

Since reading and literacy have different meanings according to studies, it is crucial to define their relationship. In actuality, there are many different cultural interpretations of what literacy is and how it is used, and reading and writing are learned and used within specific cultural settings.

What is literacy?

Literacy is a set of attitudes and ideas about how to use spoken and written language that are formed during a person's socialization into a particular cultural setting.

Culture and language are inextricably linked. Each language and culture promotes a certain way of viewing the world, and language knowledge and thought processes are socially produced within a cultural context. In other words, every culture encourages the growth of various world schemata. Due to this, readers from two distinct cultural backgrounds can interpret the same text using quite different models. They each have various schemata (bases of knowledge), expectations for how information should be presented in texts, and methods for constructing meaning.

Teachers cannot therefore presume that children who are proficient readers in their mother tongue will automatically be successful readers in English. English reading demands a certain set of thinking abilities and attitudes that are developed through spoken and written English usage. Teaching second-language learners and other students with limited English proficiency to read in standard English involves assisting them in developing the literate habits and methods of thinking about text that are used by English native speakers. In actuality, mastering secondary literacy—alternative cultural interpretations, cultural perspectives on language and discourse, and culture-specific formal and content schemata—is necessary for learning to read and comprehend a second language. It's crucial to understand that

developing strong reading skills in a second language literally changes the learner's cognitive structures and value systems.

Teaching Reading: Applying Theory and Research to Practice

We might therefore conclude that second-language students need to learn to "think in English" in order to read effectively in English. The foundation of reading education should be teaching ESL and EFL students new methods to communicate about and think about texts. The following findings and suggestions from educational scholars should be considered by teachers when teaching reading.

Researchers in cognitive psychology have found that pupils acquire new tactics or thought processes most successfully when they are cognizant of what they are doing. (Brown, Armbruster, and Baker, 1986). Once students are aware of the procedures, they may keep track of their comprehension and use the proper techniques as necessary to understand a material. (Brown, 1978).

Interacting with and talking about texts in particular ways is essential (Casanova 1988). Heath (1984), Vygotsky (1962), and others found that students develop literate skills when teachers encourage them to talk about written language, when teachers model comprehension strategies for them, and when students have opportunities to talk to each other about how they make sense of a text (Hoffman and Heath, 1986).

However, studies have demonstrated that literacy is not a neutral technology but rather a cultural artifact that reflects the values and worldviews of the civilization from which it originates. (Street, 1984; Cook-Gumperz, 1986). One's native language literacy (or primary Discourse, as Gee terms it) is acquired from birth by being socialized into the native language and the local culture's ways of using language. Literate behaviors grow out of the spoken and written language practices of a local culture. And according to Gee, learning a new literacy or secondary language requires one to work as an apprentice to a "native" person. (Schiefelin and Ochs, 1986; Gee, 1996).

Also, studies show that for pupils to read well, they need to read more quickly and fluently. (Eskey, 1986; Anderson, 2005). Improved comprehension results from reading more quickly because it encourages reading in mental units rather than one word at a time.

Krashen (1985) posited that the best way to improve reading is to read. In recent years, research and practice have validated that idea (Day and Bamford, 1998). The benefits of extensive reading include fluency, vocabulary acquisition, awareness of grammar, models for writing, and an immersion in the culture of the second or foreign language.

Improved comprehension results from reading more quickly because it encourages reading in mental units rather than one word at a time. Thanks to recent work by Nation (2001), Coxhead (2000), Cobb, and others, word frequency lists are now available that will allow teachers to focus on the words that will be the most useful for their students. Nation's approach combines direct instruction, extensive reading, and multiple exposures to the same words by any means necessary to promote learning.

So, pupils should follow the following guidelines in order to read proficiently in English:

1. Create a reading process schema that incorporates the notion that reading is more than just translating; reading is thinking.
2. Discuss what they read and describe how they interpret a text.
3. Read widely for enjoyment in English and talk about what they've read with someone who may serve as an example of the kind of literate behavior that is appropriate in an English-language setting.
4. Read more quickly to break the habit of reading each word.
5. Acquire the ability to adjust reading speed to match reading objectives.
6. Effectively use top-down processes by developing the ability to relate what they are reading to what they already know.
7. Acquire the reading and cognitive strategies that proficient English readers use naturally to strengthen bottom-up and top-down processing capabilities.
8. Improve bottom-up processing by mastering the most practical vocabulary and context-sensitive meaning inference techniques.
9. Get familiar with the foundational 2,000 words, which make up about 80% of all English literature.
10. Develop unique comprehension abilities in reading that they can use strategically.

When putting everything together, it is obvious that children will learn to read in English most effectively in a class that routinely consists of the following elements:

Substantial quantities of leisure reading with the opportunity to discuss their books with others who can serve as role models for the literary abilities needed in English-language environments.

Focused, interactive lessons on specific reading skills, with opportunities for students to explain their thinking, and direct instruction on applying the skills strategically to a variety of texts.

Training and practice in fluency development (skimming, scanning, pre-viewing) and reading rate improvement.

Activities for building vocabulary that include extensive reading, repeated exposure to and use of the target words, and direct training in high-frequency words.

Extensive reading

A highly customized strategy for reading development is extensive reading. Students read at their own pace and choose the books they want to read. The instructor should assist students in choosing literature that will provide "comprehensible input" (Krashen). The quantity of books read and the students' enjoyment of their books are prioritized. No formal assessments of a student's considerable reading are ever given. Nonetheless, they are required to discuss the books they read in structured activities, such as small-group discussions, book conferences with the teacher, and oral reports to the class.

Day and Bamford (1998) have documented the benefits of extensive reading, which include:

Development of a positive attitude toward reading in a second language.

Motivation to read more.

Increased reading fluency.

Gains in vocabulary and grammar knowledge.

Improvements in writing in the second language.

According to Day and Bamford, extensive reading can be included in a second-language curriculum “as a separate course; as part of an existing reading course; as a non-credit addition to an existing course; and as an extracurricular activity (p. 41, 1998).”

Reading skills

Reading abilities are the mental strategies a reader employs to comprehend a book. The majority of reading skills are used subconsciously and automatically by fluent readers. Fluent readers make use of these abilities deliberately and strategically to understand difficult texts.

Based on the way the language is structured and the reading habits of its original speakers, each language has a unique set of reading skills that must be mastered. Teachers of ESL and EFL students should therefore teach them the abilities that will enable them to comprehend in English. An approach to teaching reading skills should take this into consideration since, as Brown and others have noted, learning a new thinking process is best completed when the learner is consciously aware of the process. In reality, pupils learn more when they discuss their thought processes.

Many educators think that the best way to teach reading comprehension is to first have students read a book, then demonstrate to them how to apply a range of skills to the text to improve comprehension. However, it is more beneficial for pupils to concentrate on one reading skill at a time and discuss how they have used that skill in other text excerpts. Students will eventually be able to use the skill without even realizing it, allowing them to recall it and use it strategically anytime they encounter a difficult text.

Reading skills

1. Automatic decoding. Being able to recognize a word at a glance.
2. Foreshadowing and forecasting. Have a quick glance at the text to anticipate what will happen.
3. Defining the goal. knowing the purpose of reading a text.
4. Genre recognition. Understanding the text's genre will help you anticipate its structure and content.
5. Interrogation. asking inquiries to the author in one's head.
6. Scan. scanning a text quickly for a certain phrase or phrase.
7. Understanding concepts. discovering the topic of the text.
8. Dividing ideas into major themes and specifics. dividing general and specialized terms and concepts into categories based on their relationships.

9. Locating topic sentences. Identifying the general statement in a paragraph.

10. Outlining the main point (or thesis) of a sentence, paragraph, or passage.

Understanding the author's point of view on the subject.

An approach to teaching reading skills:

1. Focus on one skill at a time.

2. Explain the purpose of working on this skill, and convince the students of its importance in reading effectively.

3. Work on an example of using the skill with the whole class. Explain your thinking aloud as you do the exercise.

4. Assign students to work in pairs on an exercise where they practice using the same skill. Require them to explain their thinking to each other as they work.

5. Discuss the students' answers with the whole class. Ask them to explain how they got their answers. Encourage polite disagreement, and require explanations of any differences in their answers.

6. In the same class, and also in the next few classes, assign individuals to work on more exercises that focus on the same skill with increasing complexity. Instruct students to work in pairs whenever feasible.

7. Ask individual students to complete an exercise using the skill to check their own ability and confidence in using it.

8. In future lessons, lead the students to apply the skill, as well as previously mastered skills, to a variety of texts.

Reading Fluency

Reading fluency can be defined as reading fast with good comprehension and adjusting the reading rate to suit the purpose of reading. It is important to note that reading fluency does not refer to oral reading, however, because it is possible for someone to read a passage aloud fluently and not comprehend it at all. Fluency in silent reading promotes improved comprehension by allowing the student to read for ideas rather than for individual words.

Studies have indicated that training in reading fluency should constitute about 25 percent of instructional time (Anderson 2005). In addition to improving reading comprehension, fluency will help students in academic settings who are unable to keep up with their reading assignments, often a cause of failing a course or dropping out of college. Taking too much time on the first reading of an assignment means there is not enough time for reflecting on and reviewing the reading materials. Reading slowly during a test often means not being able to finish it. Fluency training should include the following:

Practice with timed reading passages followed by comprehension questions.

Lessons in such skills as scanning and skimming that help students learn how to move their eyes quickly and purposefully over a text.

Opportunities for large quantities of extensive reading.

Vocabulary development

Vocabulary knowledge influences reading comprehension and vice versa. Students' vocabulary grows stronger as they read more. And the more vocabulary

they have, the better they will be able to read. However, the question for teachers and students of second languages was always, "Which words should the students learn?"

Teachers now have a good source for the most important words to teach first, thanks to corpus linguistics research. According to Nation, approximately 2,000 high-frequency words account for 80 percent of all English texts. Students who master those 2,000 words will be well on their way to understanding English texts. Coxhead (2000) has published a list of 570 high-frequency words (the Academic Word List) for students in academic settings, which students should also learn.

According to Nation (2001), direct teaching of vocabulary should constitute about 25 percent of a vocabulary program. Instruction should be planned so that the students encounter a new word at least seven or more times in meaningful contexts. To motivate students, it is important to explain the usefulness of mastering the high-frequency words and how that will improve reading comprehension.

In addition to direct instruction, teachers can do a lot to help students build their vocabulary. They can instruct students on how to:

Effectively study and learn words.

Choose new words for them to learn.

Make use of a dictionary.

Maintain a vocabulary notebook, complete with sentences, syllable breakdowns and definitions.

Create and utilize word study cards.

They should go over their word study cards alone, with a partner, and in class.

Conclusion

Extensive reading, comprehension skills, reading fluency, and vocabulary building-these four components clearly overlap, as they should, because they are all integral parts of the development of effective second-language reading.

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К ВОПРОСУ О МОТИВАЦИИ ОБУЧАЮЩИХСЯ СТАРШИХ КЛАССОВ В ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация: Актуальность работы обусловлена необходимостью поиска путей повышения мотивации и преодоления трудностей в изучении английского языка. Сложность формирования и поддержания мотивации к изучению английского языка у