

UDC 371.3

SRSTI 16.31.51

<https://doi.org/10.48371/PHILS.2023.71.4.023>

FORMATION OF READING LITERACY IN ENGLISH LESSONS

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Abstract. In today's world, English is becoming not just a means of communication, but also a necessary tool for learning and working. More and more often people are faced with the need to use English in everyday life, in particular, reading is used in: communication in social networks, working with documents, information search, cooperation with foreign partners, and travel. In addition, the English language expands the opportunities of the student, broadens the horizons, and forms the worldview and personal experience. Therefore, studying the process of reading formation is a relevant issue at this time. The purpose of this review article is to study the methodology, requirements, process, and factors of reading literacy formation in English classes. The object of the article is the success of literate reading formation. The results and conclusions of the article can be further used in other research on the tasks of students' reading literacy formation. The following research methods are used in the article: analysis and generalization of the scientific literature, researches of foreign scientists, observation, direct interpretation of the word, questionnaire survey. The practical significance of the research consists in the possibility of using the materials of the article, at the English language classes when introducing new tools, technologies, and methodologies, as well as at the seminars on the theory and methodology of teaching a foreign language in the secondary and higher pedagogical institutions.

Keywords: literacy, reading, personality, formation, English, learning, tasks, methods

Basic provisions

Literacy is a human right and the basis for lifelong learning. It empowers individuals, families and communities and improves their quality of life. Through its “multiplier effect”, literacy contributes to eradicating poverty, reducing child mortality, curbing population growth, achieving gender equality and promoting sustainable development, peace and democracy.

In today's rapidly changing, knowledge-based society, where social and political participation occurs both physically and virtually, acquiring basic literacy skills, improving them and applying them throughout life is paramount.

Since its founding in 1946, UNESCO has played an important role in the overall literacy effort.

UNESCO's current policy is to promote literacy and create an enabling environment, which is an integral part of lifelong learning. The organization is also committed to ensuring that literacy continues to be a priority both nationally and internationally. In an effort to realize the vision of universal literacy, the Organization works with countries and partners through literacy programmes, outreach and its knowledge base.

Introduction

Reliance on the natural curiosity of students, taking into account their existing abilities and skills necessary for solving various tasks allows us to make the learning process personally-oriented and increase the learning motivation of students. Such development of the learner's personality sets special requirements for the elementary education level. Reading and working with information occupies a special place among the meta-disciplinary universal learning activities. Successful learning at school is impossible without the formation of students' reading literacy. Having disclosed the concept of «reading literacy», we can conclude that in order to rely on reading as the main type of learning activity at school, school graduates should have special reading skills, which are necessary for full-fledged work with texts.

Materials and methods

The following research methods are used in the article: analysis and generalization of the scientific literature, researches of foreign scientists, observation, direct interpretation of the word, questionnaire survey

Research in the field of definition and classification of literacy in Kazakh science is most often mentioned in the context of international studies PISA and PIRLS, and a few publications on improving literacy among the population are aimed at discussing state programs for the development of education and national plans for the advancement of functional literacy among schoolchildren.

The concept of *literacy* is still not widely popular in domestic science and is most often defined as a “strong ability to apply the laws and rules of the native language in written and oral speech” [2]. The definition of *functional literacy* is interpreted in Western literature as the knowledge and skills of reading and writing that contribute to effective interaction within one society [3], supplemented by Kazakh researchers as an “ability to follow the requirements of the globalizing world” [4].

Reading literacy, which is an integral part of functional literacy, is actively studied in conjunction with writing as part of the development of critical thinking by members of the Kazakhstan Reading Association [5]. In addition to developing critical thinking through writing and reading, the members of the association are engaged in finding solutions to the problems of reading, information literacy and the phenomenon of information culture of the individual.

Within the framework of *urban literacy*, J.S.Smagulova studies communication between adults and children in an urbanized, linguistically and culturally Russified Kazakh family [6]. The concept of literacy in the city combines research on a wide range of issues of self-identification of urban children, youth and adults with the help of literacy practices in real and virtual life.

As a new acmeological context for the study of reading, we can mention the works of T.M.Darischeva, I.M.Kolenko, in which the reader represents the unity of the individual, personality and subject of activity [7].

Methodologically fundamental was the thesis about reading literacy as an active, purposeful and constructive process of using reading in different situations and with different goals. This approach to the study of reader literacy was the basis for PISA research programs, and was also used in foreign works (V.A. Ermolenko,

N.N. Smetannikova, G.A. Zuckerman, I. Baptiste, N. Cadbury, A. Cree and et al, W.S. Gray, M.L. Howe, S. Jenkins, J.K. Klinger and et al, W. Kist, V. Kinloch, M.D. Lekic, K. Goodman, L. Houser, I. Bokova, D. Landis, K. Mchombu, L.A. Jones, A.G. Larson, J. McGrane, K. Sanders, S. Schwart, P. Davis, N. Wilson, F.M. Reynaldo, R.L. Venezky) and Kazakhstani (T.M. Darisheva, G.E. Kalieva, Zh. Zh. Kuzembekova, S. Murseitova, A. Irgebayeva, N. Orazykhanova, J.S. Smagulova, A. Aldaberdikyzy, etc.) scientists.

Results and discussion

The English language curriculum at different grade levels duplicates the skills and abilities without which it is impossible to cope with vital tasks today:

- to read and comprehend meaningfully and produce texts of different types (informational and applied texts, literary texts);

- be able to extract information from different sources;

- be able to find and critically appraise information from the media and the Internet;

- be able to implement different reading strategies when working with a text.

Thus, in the direction of the formation of reading literacy, a special place in the learning process takes the text. The main method for improving reading literacy skills is text analysis. In today's conditions there are many methods and techniques of working with the text, for example: the method of discussions, debates can be introduced in the practice of work. In adolescence the proposed method is the most interesting, because it contributes to the formation of skills, observing the norms and rules of the English language.

Modern approaches to learning emphasize the importance that as a result of learning the student changes that are determined not only by the acquired theoretical experience, not only the knowledge that he learned in the learning process, but also the nature of his activities, attitudes toward it, the level of cognitive interests, readiness for practical self-learning and self-education. Levels of reading literacy are related to the qualitative characteristics of the reading independence of high school graduates. The formation of reading literacy is guided by the leading linguodidactic principles of English language instruction:

1. The communicative principle:

- the use of rule-instruction to teach vocabulary and grammar;

- use of communication situations that are close and meaningful for students.

2. Principle of complexity:

- interconnected teaching of different types of speech activities and forms of speech (oral and written);

- acquisition of separate aspects of language through work with the text.

Based on these principles, training should be built in the logic of the functional-communicative approach, which ensures the formation of not only reading literacy, but in general language knowledge, skills and abilities. Building the foundations of reading literacy is part of a teacher's methodological system for organizing developmental-type learning activities. It is clear from this that reading is a conscious process, and in addition to teaching literal recognition of information from

texts, teaching reading literacy should foster critical and analytical thinking. Thus, according to J. Oakhill, the concept of literate reading has three components:

- texts (set and format of reading material);
- aspects (the type of tasks and the implied ways of solving these tasks);
- situations (contexts for the sake of which certain texts are created) [8].

Modern reading is associated not only with printed texts, but also with electronic formats, that is, the type of task text is visually varied (for example, it may look like a page on the Internet or a newspaper clipping, the text may refer to some graph or chart, etc.), and the context of the situation set forth in the text may concern personal or social life as well as the work or educational field. Such situational categories overlap, and the purpose of the text may be to address a problem affecting any area of life.

The communicative-activist approach, which implies such an organization of the educational process, in which active communication of students with the teacher and among themselves, educational cooperation of all participants of the lesson is put forward, becomes relevant in the sphere of formation of reading literacy in English lessons. Here it is important for a teacher to organize the learning process in such a way that to teach students to learn to read literacy independently:

1. To retrieve necessary information from reading.
2. Analyze it and use it to solve not only educational but also life tasks [9].

This is how the organization of the learning process in English lessons helps to develop reading literacy, namely to build skills for the free development and practical application of one's knowledge in the context of environmental influences. It is important for the teacher to choose the right materials and tasks that promote effective learning and the formation of reading literacy, which should be understandable and interesting to students (to increase motivation). Such materials can be linguo-cultural stories, small books, letters, adapted texts, and assignments can be mini-projects, problem tasks, etc.

As L.A. Jones notes, the material for composing tasks that promote reading literacy should be taken from real life [10]. When working with texts, attention should be paid to the understanding of the text in English, which contributes to the comprehension of information and correct reading. When selecting texts it is recommended to take into account several criteria:

- relevance, significance and importance of the text for the students;
- consideration of age peculiarities;
- presence of unknown facts, information that arouses interest;
- the use of special concepts, terms, names (including geographical), dates, numbers;
- the presence of illustrations, tables, diagrams and charts that can make it difficult to understand the text.

For the students' personal and cognitive development and to achieve the socially desirable result of becoming different types of reading in all English lessons, the following methods and ways of work are used:

- analysis of academic tasks, instructions, development of the skills of reading into the task, highlighting key words, understanding and accepting the meaning of

the task and «translating» each task into a self-instruction, into an algorithm of actions;

- performance of written assignments (answering questions; expressing own point of view; giving arguments for and against the statements made; explaining different situations using the text; proving one's point of view based on the text read;
- reading out and summarizing information from tables, graphs, charts, brochures, advertisements [11].

Work on the formation of reading literacy is carried out through literary reading lessons, as well as through extracurricular activities. We will consider one of the components of reading literacy - reading interests and their formation in extracurricular activities. To test our hypothesis, experimental work was organized. Experimental work was carried out during the I-II quarters of 2022-2023 school year on the basis of L.N.Tolstoy school in Almaty region. Seventh grade students participated in the research. The first “A” group consists of 25 people, 13 girls, 12 boys. The second “B” has the same number of pupils - 25, including 10 girls and 15 boys. The experimental group will be the class with the lowest reading literacy development index, in our case it is the “A” group, hence the “B” group will be the control one. According to the experimental work three stages were defined:

The first, preparatory, stage is the ascertaining experiment, where questionnaires are prepared for primary school students, and observation is organized to identify students' reading interests and attitudes toward reading books. The second stage is the formative stage. The goal - to develop students' reading interests, using various forms and means of organization of extracurricular activities to develop reading interests as a component of reading literacy. The third stage of experimental work is summarizing. At this stage the final result of the experiment is determined.

In September 2022 we conducted a questionnaire survey of students to determine their reading literacy and students' attitudes toward reading books. We monitored the activities of students and teachers in the control and experimental classes outside of school hours. Experimental work will use “Enjoy Reading” book with illustrations, exercises from the textbook to form literate reading, and some teaching techniques. The advantage of this reading book is the presence of tasks to teach students text labeling techniques, such as making a plan for the text, underlining the main information, making a mental map of the text, writing out and systematizing key phrases. To determine the level of development of reading literacy at the experimental stage we offered the students in the experimental and control groups to do a set of tasks for the text from the textbook “Enjoy Reading”. We got the following results after completing the tasks.

Table 1. Test results

Number of correctly completed tasks	Level	“A” group	“B” group
5 to 6	High	3	7
3 to 4	Medium	15	13
0 to 2	Low	7	5

After the placement test, we worked through the textbook, adding more activities to help us build meaningful reading skills. For example, «Module 3» in the textbook also offers a large number of reading comprehension activities. Pages 40-44 suggest reading an essay about the lives of teenagers, and pages 48-53 suggest reading a dialogue from «Le Petit Prince»: after a play in the school theater. Note that this assignment also offers work on reading-aloud technique and tasks for predicting content, during reading, and after reading. We especially note that the textbook suggests making a plan for this text. In addition, we suggested that students independently compose questions to the text.

So much emphasis should be placed on reading aloud, which is considered the foundation of the literacy program. Not only students read aloud, but also teachers read aloud, accompanying the reading with a demonstration of the text on the screen. This occurs during supplemental reading lessons. The teacher reads the text aloud twice, acting as an example for the students [12]. They encourage students to anticipate further developments, summarize the information, use context, visual cues, and ask questions, sometimes even questioning the author's position in the text. In the end, students must answer any open-ended question related to the book or passage they have read. For example, identify what they liked most about the book. Teachers also teach students reading strategies and how to use key words in these lessons. In addition, some schools provide up to half an hour of free self-reading during the school day, without restricting students' reading choices [13]. Thus, in support of reading literacy, schools also create reading groups and conduct regular reading drama projects. These recesses for reading for pleasure help to increase speed and vocabulary. Below is a table with the main forms of work with text in shaping students' reading literacy.

Table 2. Forms of interaction between subjects of the educational process in the context of the formation of reading literacy

Stage of the lesson	Ways of assimilating types of tasks, exercises	Forms of interaction between subjects of the educational process		
		Student activities		Teacher activities
		Methods and forms of training	Basic techniques	
Familiarization with new material, comprehension of it	1. Tasks of an entertaining nature. 2. Tasks for the development of cognitive skills, error detection, typical exercises	- verbal method. - visual method. - video method. - audio method.	Presentation of new material in the process of explanation, conversation. Work with terms, use of visual aids	Reproduces terms, specific facts, methods and procedures, basic concepts, rules and principles define a concept, memorize

Repetition and consolidation of material	1. Standard tasks	- reproductive method. - practical method	Analysis, making structural-logical diagrams, completing tables	Explains facts, rules, principles, and transforms material, formulates, describes, repeats
Stage of application of knowledge and skills	1. Tasks to form skills or abilities in different types of activity	- practical method	Solving practical problems	Applies laws, theories in specific practical situations. Uses concepts and principles in new situations

Difficulties have arisen in exercises where it was necessary not only to read words and sentences, but also to match word forms (for example, tasks to substitute missing letters), and to translate words. In turn, attempts to help students eliminate these difficulties have led to the understanding that the problems are caused by insufficiently formed reading skills in the native Kazakh language. It turned out that when reading in the native language students are not able to cope with a number of activities listed by P. Davis in the second, third and fourth stages of forming the skill of literate reading [14]. In particular, understanding the general content of the text, they are not able to highlight the main idea, find the given information, predict the content. It is also important that such psychophysiological processes as selective attention, working memory and translation of grapheme into phoneme «do not work» in the process of reading. At the end of the experimental work, we again offered the students a set of tasks for the text from the book. We got the following results based on the results of the tasks.

Table 3. Test results

Number of correctly completed tasks	Level		7 «A»	7 «B»
5 to 6	High		11	6
3 to 4	Medium		12	15
0 to 2	Low		2	4

The results showed that in the "A" group, where the tasks on the formation of literacy skills were offered, the number of students who demonstrated a higher level compared to the first test increased, while in the "B" group there was not such a significant change. In addition to highlighting the main idea, the «Enjoy Reading» textbook tasks, the students of "A" group also mentioned making up a mind-map,

«Fishbone», completing a table, and underlining the main information while reading.

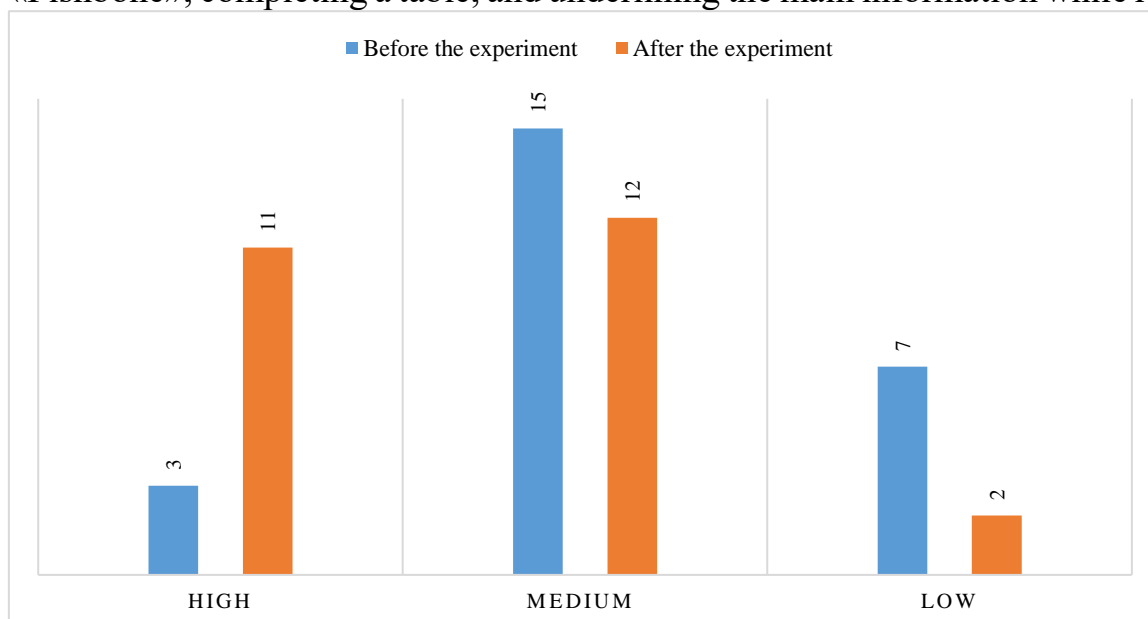


Figure 1 – Results of “entry” and “exit” testing in the “A” group

Thus, the main features of the textbook and the reading book of the course “reading literacy” for the 7th grade in the context of learning to read include the authenticity of the language materials, compliance with the structure of the teaching material of the modules with the structure of the psychological activity of students in the process of cognitive activity:

- motivation, goal setting, goal attainment activities, self-control, self-assessment, self-correction;
- personal orientation of the content of textual materials;
- a system of work on the formation of general learning abilities and skills, generalized methods of learning, cognitive, communicative, and practical activity;
- availability of a competently and logically structured system of exercises for the formation of reading literacy.

This complicates the process of mastering reading in English. For example, both students know the English alphabet by heart, but learned it as a poem, do not understand that the letter denotes some sound. In turn, as in all activities related to learning important control, in the framework of the formation of reading literacy can be divided into two types:

- checking of reading comprehension;
- checking the correctness of the text reading in the process;
- checking for comprehension of the assignment to the text [15].

To analyze the results R. Johnston gave the following levels of formation of reading literacy.

Table 4. Levels of reading skill formation

1	2	3	4
Elementary reading level	Reading aloud literacy level	Reading to yourself literacy level	Literate reading level

Characteristics				
1. Error-free differentiation of alphabetic characters.	1. Understanding the overall content of the text.	1. Understanding the overall content.	1. Understanding the overall connection of information.	1. Understanding the connection of information.
2. Error-free reading of words.	2. Ability to identify the main idea of the text.	2. Ability to identify the main idea.	2. Reflection on the content of the text.	2. Reflection on the content of the text.
3. Comprehension of the meaning of words.	3. Understanding the connectedness and sequence of events.	3. Understanding the connectedness and sequence of events.	3. Reflection on the form of the text.	3. Reflection on the form of the text.
4. Understanding the meaning of a sentence.	4. Ability to find the given information.	4. Ability to find the given information.	4. Comprehending and analyzing the text.	4. Comprehending and analyzing the text.
	5. Ability to predict content.	5. Ability to predict content.		

Logically, a high reading literacy rate is impossible without sufficient motivation. The importance of acquiring a high level of literacy is instilled from childhood and positioned as the foundation for learning. However, the culture of learning to read in English in schools in Kazakhstan rests on three pillars:

- teachers and parents working together;
- time devoted to reading (often independent reading, i.e., reading for pleasure);
- accessibility of reading material.

Reading proficiency is directly related to how much one reads, so the goal of the literacy program being implemented is not to increase test scores, but to instill a positive attitude toward reading, to inspire students to read more, helping to improve not only reading skills, but also writing and speaking skills necessary for success in everyday life. Thus, working with text is indeed essential in the development of literate reading, understood broadly as the ability to comprehend texts of different content, to form and reflect on them, and to use what they read in different life situations. English can and should develop students' speech activity by means of working with texts.

Conclusion

In conclusion, let us note that reading foreign-language texts is one of the main sources of information, enriching lexical and grammatical vocabulary, expanding students' horizons. In turn, the acquired knowledge, skills and abilities (which have traditionally been considered the purpose of learning) in English lessons become a means of forming students' reading literacy.

So we've been working on the tutorial, adding more exercises to help us develop meaningful reading skills. Difficulties arose in exercises where it was necessary not only to read words and sentences, but also to match word forms, translate words. In turn, attempts to help students eliminate these difficulties led to the understanding that the problems are caused by insufficiently developed reading skills in their native Kazakh language.

As in all activities related to learning, we realized that control and motivation of students are crucial in the formation of reading literacy.

In addition, it is necessary to rely on Bloom's theory, according to which the list of cognitive processes is hierarchically organized, starting from the simplest, recollection of knowledge, to the most complex, consisting in the development of judgments about the value and significance of this or that idea from the read text.

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АҒЫЛШЫН ТІЛІ САБАҚТАРЫНДА ОҚУ САУАТТЫЛЫҒЫН ҚАЛЫПТАСТЫРУ

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Аңдатпа. Қазіргі әлемде ағылшын тілі тек қарым-қатынас құралы ғана емес, сонымен қатар оқу мен жұмыс үшін қажетті құралға айналды. Уақыт өте сайын адамдар күнделікті өмірде ағылшын тілін қолдану қажеттілігіне тап болады, атап айтқанда: әлеуметтік желілерде сөйлесу, құжаттармен жұмыс істеу, ақпарат іздеу, шетелдік серіктестермен ынтымақтастық, саяхат. Сонымен қатар, ағылшын тілі студенттің мүмкіндіктерін кеңейтеді, дүниетанымы мен жеке тәжірибесін қалыптастырады. Сондықтан оқу сауаттылығын қалыптастыру процесін зерттеу қазіргі уақытта өзекті мәселе болып табылады. Бұл мақаланың мақсаты ағылшын тілі сабақтарында оқу сауаттылығын қалыптастыру әдістемесін, талаптарын, процесі мен факторларын зерттеу. Мақаланың нысаны оқу сауаттылығын қалыптастырудың сәттілігі болып табылады. Мақаланың нәтижелері мен қорытындылары оқушылардың оқу сауаттылығын қалыптастыру міндеттеріне арналған басқа зерттеулерде одан әрі қолданыла алады. Мақалада келесі зерттеу әдістері қолданылады: ғылыми әдебиеттерді талдау және жалпылау, шетелдік ғалымдардың зерттеулері, бақылау, сөзді тікелей түсіндіру, сауалнама. Зерттеудің практикалық маңыздылығы, технологиялар мен әдістемелерді енгізу кезінде ағылшын тілі сабақтарында, сондай-ақ орта және жоғары педагогикалық мекемелерде шет тілін оқытудың теориясы мен әдістемесі бойынша семинарларда мақала материалдарын пайдалану мүмкіндігі болып табылады.

Тірек сөздер: сауаттылық, оқу, тұлға, қалыптасу, ағылшын тілі, оқыту, міндеттер, әдістер

ФОРМИРОВАНИЕ ГРАМОТНОСТИ ЧТЕНИЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация. В современном мире английский язык становится не просто средством общения, но и необходимым инструментом для обучения и работы. Все чаще люди сталкиваются с необходимостью использования английского языка в повседневной жизни, в частности с использованием такого навыка как чтение (общение в социальных сетях, работа с документами, поиск информации, сотрудничество с иностранными партнерами, путешествия и мн.др.). Вместе с тем, английский язык расширяет возможности студента, кругозор, формирует мировоззрение и личный опыт. Поэтому изучение процесса формирования чтения является актуальным вопросом в настоящее время. Целью данной статьи является изучение методологии, требований, процесса и факторов формирования читательской грамотности на уроках английского языка. Объектом статьи является успешность формирования читательской грамотности. Результаты и выводы статьи могут быть в дальнейшем использованы в исследованиях, посвященных задачам формирования читательской грамотности учащихся. В статье использованы следующие методы исследования: анализ и обобщение научной литературы, исследования зарубежных ученых, наблюдение, прямая интерпретация слова, анкетный опрос. Практическая значимость исследования заключается в возможности использования материалов статьи на занятиях по английскому языку при внедрении новых инструментов, технологий и методик, а также на семинарах по теории и методике преподавания иностранного языка в средних и высших педагогических учреждениях.

Ключевые слова: грамотность, чтение, личность, формирование, английский язык, обучение, задачи, методы

Статья поступила 23.02.2023