

## FORMATION OF STUDENTS' READING COMPETENCE IN ENGLISH LESSONS

©*Mashirapova A.*, Kyrgyz-Uzbek International University  
named after B.Sydykov, Osh, Kyrgyzstan [ainagulademi@gmail.com](mailto:ainagulademi@gmail.com)

©*Ergasheva A.*, Kyrgyz-Uzbek International University  
named after B.Sydykov, Osh, Kyrgyzstan

©*Suiunbai kыzy T.*, Kyrgyz-Uzbek International University  
named after B.Sydykov, Osh, Kyrgyzstan

©*Ismoilov D.*, Kyrgyz-Uzbek International University  
named after B.Sydykov, Osh, Kyrgyzstan

## ФОРМИРОВАНИЕ ЧИТАТЕЛЬСКОЙ КОМПЕТЕНЦИИ У УЧАЩИХСЯ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

©*Маширапова А. А.*, Киргизско-Узбекский международный университет  
им. Б. Сыдыкова, г. Ош, Кыргызстан, [ainagulademi@gmail.com](mailto:ainagulademi@gmail.com)

©*Эргашева А. М.*, Киргизско-Узбекский международный университет  
им. Б. Сыдыкова, г. Ош, Кыргызстан

©*Суйунбай кызы Т.*, Киргизско-Узбекский международный университет  
им. Б. Сыдыкова, г. Ош, Кыргызстан

©*Исмоилов Д. И.*, Киргизско-Узбекский международный университет  
им. Б. Сыдыкова, г. Ош, Кыргызстан

*Abstract.* The relevance of the problem of the formation of reader's competence increases for successful socialization and implementation in the modern information world, students must learn to navigate the flow of information, and for this to be able to: independently read works, express value judgments about what they read, independently choose sources of information, work with various types of books (dictionaries, reference books), periodicals (magazines, newspapers), Internet sources, perceive and transmit information from various types of texts, determine (predict) the content of the text by elements, use information from the text for productive activities. In this regard, this article is devoted to the theoretical aspects of the formation of reading competence among students in English lessons. The task of the modern education system is not only the development of specific subject knowledge and skills within individual disciplines, but also a set of universal educational activities. Universal learning activities are both the result of the educational process and the conditions for the assimilation of knowledge, skills and competencies. One of these universal learning activities is reading. Mastering reading at different stages of learning contributes to the development of both intellectual and emotional and moral spheres of personality. This problem is relevant recently, thanks to computers and various "gadgets", the status of reading and the attitude towards it have changed a lot. The formation of students' reading competence in general, and within the framework of the subject "English" in particular, is one of the priorities and integral components of the educational process in an educational organization.

*Аннотация.* Актуальность проблемы формирования читательской компетентности возрастает для успешной социализации и реализации в современном информационном мире учащиеся должны научиться ориентироваться в потоке информации, а для этого уметь: самостоятельно читать произведения, высказывать оценочные суждения о прочитанном, самостоятельно выбирать источники информации, работать с различными типами книг

(словари, справочники), периодическими изданиями (журналы, газеты), интернет-источниками, воспринимать и передавать информацию из различных типов текстов, определять (прогнозировать) содержание текста по элементам, использовать информацию из текста для продуктивной деятельности. В связи с этим данная статья посвящена теоретическим аспектам формирования читательской компетенции у учащихся на уроках английского языка. Задачей современной системы образования является не только развитие конкретных предметных знаний и умений в рамках отдельных дисциплин, но и комплекса универсальных учебных действий. Универсальные учебные действия являются как результатом образовательного процесса, так и условиями для усвоения знаний, умений и компетенций. Одним из таких универсальных учебных действий является чтение. Овладение чтением на разных этапах обучения способствует развитию как интеллектуальной, так и эмоционально-нравственной сфер личности. Эта проблема актуальна в последнее время, благодаря компьютерам и различным "гаджетам" статус чтения и отношение к нему сильно изменились. Формирование читательской компетенции учащихся в целом, и в рамках предмета "Английский язык" в частности, является одним из приоритетных и неотъемлемых компонентов образовательного процесса в образовательной организации.

*Keywords:* competence, education system, youth, training, reading literacy, reading competence.

*Ключевые слова:* компетентность, система образования, молодежь, обучение, читательская грамотность, читательская компетенция.

Currently, a foreign language is increasingly becoming a means of life support for society. The role of a foreign language is increasing due to the development of international scientific, economic, social and cultural ties. Learning a foreign language and foreign language literacy allow you to transfer and spread your culture and master another one.

Today, the pedagogical conditions should be created that turn the readiness of students to read for learning into a reading skill that ensures self-learning of schoolchildren outside of school. However, it is no secret that in their practice teachers often face numerous difficulties of students when working with the text, namely: students do not know the meanings of many words; do not know how to read diagrams; do not know how to title the text; do not understand the meaning of what is written; it is not possible to highlight keywords; it is not possible to formulate a question; they do not they know how to update their knowledge and skills; they cannot transfer knowledge and skills from one area to another.

One of the negative aspects of globalization is that "mass culture" has appeared, "mass culture" slows down, slows down the development of national culture. The youth of Kyrgyzstan through mass culture: e-mail, TV shows, movies, Internet, mobile phone, computer games, DVDs, karaoke, etc. their "heroes" can be found in action movies, "Westernization" has overwhelmed us. As a result, the reading interest of secondary school students has decreased, literary and aesthetic taste is weakening. [1, p. 90].

Globalization has not only affected national values, but also reduced the reader's interest of people. Zh. Kadenova in her scientific articles tells about the love of young people for reading on the example of the poet K. Tashbayev, when there was no concept of a social network, the Internet. When we were in school, we continued to read books that got into the library without choosing them. There were very few recently published books. [2, p. 194].

Reader literacy is a person's ability to understand and use written texts, reflect on them and engage in reading in order to achieve their goals, expand their knowledge and capabilities, and participate in social life [3, p. 90].

Separating the concepts of "competence" and "competence", we combine the latter with the content of reading activity, and the former with the quality of personality. According to I.A. Zimnaya, competencies are some internal, potential, psychological neoplasms that are revealed in human competencies as actual activity manifestations. In this regard, it can be concluded that competence refers to the personality of the student, stands out in the process of his reading activity, manifests itself in knowledge, skills and abilities in a specific area [4, p. 99].

During the training, the reader's competence is formed, characterized by:

1. the ability to creatively read, understand and comprehend a work of art based on one's attitude to it;
2. the ability to enter into dialogues "reader - hero" and "reader-author";
3. assimilation of the ability to understand the peculiarities of the presentation of thoughts in a literary work [4, p. 105].

Key competencies are formed with the participation of the reader's competence. For this reason, let's consider the classification of key competencies developed by A.V. Khutorsky:

1. Value-semantic competencies. These are competencies related to: the student's value orientations in the field of worldview; his ability to navigate the world around him, to see and understand it; to be able to set goals and semantic attitudes for his actions and deeds; to make decisions to realize his role and purpose. The designated competencies provide a mechanism for student self-determination in situations of educational and other activities. The personal educational trajectory of the student and the structure of his life activity as a whole depend on them.

2. General cultural competencies. They include the possession of knowledge and experience in matters of universal and national culture, spiritual and moral foundations of human life and humanity, cultural foundations of family, social, social traditions and phenomena, household and cultural leisure sphere. The same applies to the student's experience of mastering the scientific picture of the world.

3. Educational and cognitive competencies. They include a set of student competencies in the field of independent cognitive activity, which contains elements of logical, general educational, methodological activities correlated with real cognizable objects. These include knowledge and skills of goal-setting, analysis, planning, organization and self-assessment of educational and cognitive activity, reflection.

4. Communicative competencies include knowledge of native and foreign languages, necessary sign systems, ways of communicating with surrounding and remote people and events, communication skills in a group, mastering various social roles in a team. The student must learn to introduce himself, write a letter, a questionnaire, an application, ask questions, conduct a discussion, etc.

5. Personal competencies. Mastering the methods of physical, spiritual and intellectual self-development, emotional self-support and self-regulation. The real object in the field of these competencies is the student himself. He gets the skill of mastering the ways of activity in his own interests and capabilities, which is expressed in his continuous self-knowledge, the development of personal qualities necessary for a modern person, the formation of psychological literacy, culture of thinking and behavior [5, p. 211].

All of these competencies contribute to the formation of the reader's competence, and at the same time, the reader's competence itself forms all of these competencies. The reader's competence

has a positive effect on the unification of value-semantic competencies with personal competencies, because the student masters value-semantic competencies not as abstract categories, but precisely with the aim of applying them in the formation of his worldview, in "the formation of his psychological literacy, culture of thinking and behavior."

Thus, it can be said that the reader's competence forms and correlates the values and moral attitudes of the student with the help of his reading experience, including the opinion of the authors of the works read. In other words, the reader's experience compensates for the lack of personal. After all, from books you can take the ideal image of kindness, love, loyalty, devotion, an example of friendship and other behaviors that are worth looking up to.

A child who reads a lot of fairy tales and folk works will have a better formed speech, a clear mind, and this is written in the articles of Zh. Kadenova [6, p. 31].

Based on all of the above, it can be concluded that thanks to reading, a child forms a base of value-semantic orientations necessary for the formation of a comprehensively developed personality and intuitive knowledge of life [7, p. 360].

At foreign language lessons, students learn to master different types of speech activity (writing, reading, listening), perceive someone else's speech both orally and in writing, learn to process perceived information and create their own statements based on it. Thus, the reader's competence is key in the formation of communicative competence.

The main purpose of teaching a foreign language in secondary school is to develop the personality of a student who is able and willing to participate in intercultural communication and independently improve in the mastered activities. In order to participate in a direct and indirect dialogue of cultures, it is necessary to gradually get acquainted through the studied language with the history and modern life of the country whose language is being studied, its traditions and culture. Currently, learning a foreign language is becoming increasingly inseparable from simultaneously familiarizing students with the culture of the country of the language being studied.

The most important means of introducing students to the culture of the country of the studied language are the texts of works of art. [8, p. 62] They differ significantly from informational texts about the culture, traditions /etc./ of the country of the language being studied. Informational texts are usually very neutral, compressed, and therefore some part of the information contained in them is poorly perceived by students or is forgotten very quickly. Texts from fiction, with their emotional coloring, make the reader a witness of the described events related to history or traditions, introduce the specific side of the culture of another people and therefore are the most significant means of assimilation of linguistic and cultural information. It is the reading of specially selected works of art that contributes to a more solid assimilation of cultural information. Literary material can be presented in accordance with the problem-thematic feature of the selection of text material of the corresponding content. At the same time, attention should be paid to the following criteria: regional significance; compliance with age characteristics; compliance with the students' speech experience; compliance with the life experience of students; compliance with the interests of students; accessibility in terms of language facilities.

I. L. Bim believes that the content of teaching should include elements of the linguistic culture of the peoples speaking the language being studied, and country-specific information, in relation to communication situations, about the need to saturate the subject content of speech with country-specific material with a focus on the dialogue of cultures [9, p. 241].

Thus, here, in the linguocultural aspect, knowledge is accepted, or rather, knowledge of the elements of linguistic culture, including in relation to communication situations, this may include: 1. the study of the laws of everyday life; 2. the study of cultural patterns of behavior.

Each culture offers a certain set of samples related to such areas of everyday life as work, household, shopping, etc. It is very important to introduce students to the models of everyday life of people, namely, what the inhabitants of this country do in normal conditions. Thus, when studying a foreign language, in order to acquaint students with the culture of the country of the language being studied, it is necessary not only to use information about the nature, social thinking, methods and methods of activity of the people whose language is being studied, which is usually presented in the form of textbook texts. Equally important is the implementation of joint search activity of students on the material reflecting the foreign language culture, which is partially represented in these methodological recommendations intended for teachers of a foreign language.

Thus, working with a foreign language text is really of great importance in the formation of reader competence, understood in a broad sense as the ability to comprehend texts of various contents, forms and reflection on them, as well as to use what has been read in different life situations. A foreign language can and should develop the speech activity of students by means of working with text.

#### References:

1. Kadenova, Zh. T. (2017). Pedagogicheskie funktsii narodnoi traditsionnoi kul'tury v global'nom mire. *Aktual'nye problemy gumanitarnykh i estestvennykh nauk*, (2-5), 26-29. (in Russian).
2. Kadenova, Zh. T., & Akyn, K. (2014). Tashbaevdin chygarmachylyk izdenyysynyn bashaty. *Bulletin of Osh State University*, (4-2), 194-200. (in Kyrgyz).
3. Gal'skova, N. D., & Gez, N. I. (2018). Teoriya obucheniya inostrannym yazykam: lingvodidaktika i metodika. Moscow. (in Russian).
4. Zimnyaya, I. A. (2019). Klyuchevye kompetentsii – novaya paradigma rezul'tata obrazovaniya. *Vysshee obrazovanie segodnya*, (2), 12-25. (in Russian).
5. Azimov, E. G., & Shchukin, A. N. (2019). Novyi slovar' metodicheskikh terminov i ponyatii (teoriya i praktika obucheniya yazykam). Moscow. (in Russian).
6. Kadenova, Zh. T. (2016). Vospitanie patriota svoego naroda cherez epos "Manas" i rol' narodnoi pedagogiki v stanovlenii lichnosti. *Vestnik Oshskogo gosudarstvennogo universiteta*, (4), 31-37. (in Russian).
7. Doskarina, G. M., & Sabitova, A. S. (2021). Issledovanie v deistvii: Sposoby i priemy povysheniya urovnya chitatel'skoi gramotnosti uchashchikhsya. *Molodoi uchenyi*, (10), 85-99. (in Russian).
8. Kadenova, Zh. T. (2017). Vliyanie Koshoya v formirovanii Manasa kak patriota. *Vestnik Kirgizskogo gosudarstvennogo universiteta imeni I. Arabaeva*, (4), 62-65. (in Russian).
9. Feklistov, G. E. (2020). Problemy izucheniya angliiskogo yazyka v shkole. Moscow. (in Russian).

#### Список литературы:

1. Каденова Ж. Т. Педагогические функции народной традиционной культуры в глобальном мире // Актуальные проблемы гуманитарных и естественных наук. 2017. №2-5. С. 26-29.
2. Каденова Ж. Т., Акын К. Ташбаевдин чыгармачылык изденүүсүнүн башаты // Bulletin of Osh State University. 2014. №4-2. Р. 194-200.
3. Гальскова Н. Д., Гез Н. И. Теория обучения иностранным языкам: лингводидактика и методика. М.: Академия, 2018. 336 с.

4. Зимняя И. А. Ключевые компетенции – новая парадигма результата образования // Высшее образование сегодня. 2019. №2. С. 12-25.
5. Азимов Э. Г., Шукин А. Н. Новый словарь методических терминов и понятий (теория и практика обучения языкам). М.: ИКАР, 2019. 174 с.
6. Каденова Ж. Т. Воспитание патриота своего народа через эпос "Манас" и роль народной педагогики в становлении личности // Вестник Ошского государственного университета. 2016. №4. С. 31-37.
7. Доскарина Г. М., Сабитова А. С. Исследование в действии: Способы и приёмы повышения уровня читательской грамотности учащихся // Молодой ученый. 2021. №10. С. 85-99.
8. Каденова Ж. Т. Влияние Кошоя в формировании Манаса как патриота // Вестник Киргизского государственного университета имени И. Арабаева. 2017. №4. С. 62-65.
9. Феклистов Г. Е. Проблемы изучения английского языка в школе. М.: РАО, 2020. 301 с.

*Работа поступила  
в редакцию 10.04.2023 г.*

*Принята к публикации  
17.04.2023 г.*

---

*Ссылка для цитирования:*

Mashirapova A., Ergasheva A., Suiunbai kyzy T., Ismoilov D. Formation of Students' Reading Competence in English Lessons // Бюллетень науки и практики. 2023. Т. 9. №5. С. 566-571. <https://doi.org/10.33619/2414-2948/90/76>

*Cite as (APA):*

Mashirapova, A., Ergasheva, A., Suiunbai kyzy, T. & Ismoilov, D. (2023). Formation of Students' Reading Competence in English Lessons. *Bulletin of Science and Practice*, 9(5), 566-571. <https://doi.org/10.33619/2414-2948/90/76>