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MPHTI 001. 895

<https://doi.org/10.51889/2020-4.1728-7804.13>

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## STRATEGIES TO DEVELOP STUDENTS' READING COMPREHENSION SKILLS

### Abstract

The article considers the problems of developing students' reading comprehension skills in learning a foreign language. Reading is the most important skill in English language in comparison with other language skills in acquiring language. If students are good at reading, they will be good at other language skills (writing, speaking, and listening). For this reason teachers of English language should focus on this skill and know strategies to develop this skill, how to work on it, how to improve learners' reading skills and how to organize the process of acquiring the language at the lessons while working with the text. The main stages of working at reading text and activities to develop learners' reading comprehension are suggested in the article.

**Keywords:** language skills, reading comprehension, stages of reading, reading strategies, improve reading skills, activities

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## ОҚУШЫЛАРДЫҢ ОҚУДЫ ДАМУЫ СТРАТЕГИЯСЫ ТҮСІНУ ДАҒДЫЛАРЫ

### Аңдатпа

Мақалада студенттердің шет тілін үйрену кезінде оқуды түсіну дағдыларын дамыту мәселелері қарастырылады. оқу-бұл ағылшын тілін меңгерудегі басқа тілдік дағдылармен салыстырғанда ағылшын тіліндегі ең маңызды дағды. Егер оқушылар жақсы оқи алатын болса, олар басқа тілдік дағдыларды да жақсы меңгереді (жазу, сөйлеу және тыңдау). Осы себепті, ағылшын тілі мұғалімдері осы дағдыға назар аударып, осы дағдыларды дамыту стратегияларын, онымен қалай жұмыс істеу керектігін, оқушылардың оқу дағдыларын қалай жақсартуға болатындығын және мәтінмен жұмыс жасау кезінде сабақтарда тілді меңгеру процесін қалай ұйымдастыруға болатындығын білуі керек. Мақалада мәтінді оқу кезіндегі жұмыстың негізгі кезеңдері және оқушылардың оқығанын түсінуді дамыту шаралары ұсынылады.

**Түйін сөздер:** тілдік дағдылар, оқуды түсіну, оқу кезеңдері, оқу стратегиялары, оқу дағдыларын жетілдіру

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## ПОНИМАНИЕ СТРАТЕГИЙ СТУДЕНТОВ ДЛЯ ИЗУЧЕНИЯ СТРАТЕГИЙ РАЗВИТИЯ

### Аннотация

В статье рассматриваются проблемы развития у студентов навыков понимания прочитанного при изучении иностранного языка, чтение является наиболее важным навыком в английском языке по сравнению с другими языковыми навыками при овладении языком. Если учащиеся хорошо умеют читать, они будут хорошо владеть и другими языковыми навыками (писать, говорить и слушать). По этой причине учителя английского языка должны сосредоточиться на этом навыке и знать стратегии развития этого навыка, как работать над ним, как улучшить навыки чтения учащихся и как организовать процесс овладения языком на уроках при работе с текстом. В статье предлагаются основные этапы работы при чтении текста и мероприятия по развитию понимания прочитанного учащимися.

**Ключевые слова:** языковые навыки, понимание прочитанного, этапы чтения, стратегии чтения, совершенствование навыков чтения, деятельность

**Introduction.** Reading is a complex process of language activity. As it is closely connected with the comprehension of what is read, reading is a complicated intellectual work. It requires the ability on the part of the reader to carry out a number of mental operations: analysis, synthesis, induction, deduction, comparison. Reading as a process is connected with the work of visual, kinesthetic, aural analyzers, and thinking. The visual analyzer is at work when the reader sees a text. While seeing the text he "sounds" it silently, therefore the kinesthetic analyzer is involved. When he sounds the text he hears what he pronounces in his inner speech so it shows that the aural analyzer is not passive, it also works and, finally, due to the work of all the analyzers the reader can understand thoughts. In learning to read one of the aims is to minimize the activities of kinesthetic and aural analyzers so that the reader can associate what he sees with the thought expressed in reading material, since inner speech hinders the process of reading making it very slow. Thus the speed of reading depends on the reader's ability to establish a direct connection between what he sees and what it means.

**Research Materials and Methods.** Some teachers complain that most students are not able to understand what they read. Reasons why students don't understand reading text:

- Students hate to read, they only read the required textbook in order to be able to set for the achievement routine exams
- For most of the learners, reading is an extremely difficult task that requires integrated body of skills, which also does not get easier with the passage of time and the accumulation of experience.

Reading strategies

We distinguish but do not separate the technique of reading and the comprehension of the texts read. The technical and the comprehensive aspects of reading are inseparably bound together and the pupils must begin to acquire a mastery of both aspects concurrently from the 5th class. Striving to teach the children the technique of reading independently of the comprehension of what they read, to teach them rules for reading enabling them to read correctly words which they do not understand, is not only a waste of time, but also a sure means of infusing in them a dislike for the foreign language. It is well known, reading and spelling in English present considerable difficulties owing to the fact that in English orthography, historical spellings of words whose pronunciation has changed, such as take, book, night, laugh, heart, bird, are very frequent.

Finding effective methods of teaching to read English is therefore of special importance. The students must master the technique of reading for the most part in the 5th and 6th classes, though consolidation and improvement of habits of reading will continue throughout the course of instruction in the foreign language.

To have mastered the technique of reading English means to be able correctly, fluently and expressively to read aloud texts in that language.

This is obviously impossible without understanding the texts. But even if the teacher has previously familiarized orally the students with the syntactic structures and with the pronunciation and meanings of the sense units used in a text to be read, the task of teaching them to read that text demands the use of special methods by the teacher. Teachers play important role in improving reading skills of their students. They can follow some stages and strategies when teaching reading text.

Reading strategies are defined as the mental operations involved when readers approach a text effectively and make sense of what they read.

**Research result.** The stages and strategies of reading that teachers should promote for their students could be the following:

- **pre-reading;**
- **while reading;**
- **post-reading stages.**

They are very important when teaching any reading text. Each of these stages has its own characteristics, although they are related to one another. That is, the pre-reading stage leads to the while-reading stage and finally to the post-reading one. These stages help the student understand and comprehend the text. Here we suggest short descriptions of these stages:

#### **1. Pre-reading stage:**

Teachers in order to enable their students to understand a reading text, without looking up every single word, should employ the pre-reading stage, as it is important in building confidence and creating security within the learners before they approach a reading text. This stage also helps make the next stages of reading more easily adaptable for the reader.

This stage includes some activities like:

- activate prior knowledge; - set a purpose/focus; - identify author's purpose/audience; - review (formulate hypothesis about the context, use titles, illustrations, headings); - make predictions; - get an idea of texts' organization/ genre; - vocabulary review; - mind mapping; - brainstorm.

#### **2. While - reading stages:**

The reading activities of while-reading stage help encourage students' critical thinking and increase comprehension and easy retention. Activities for this stage could be the following:

- read silently; - re-read; - read aloud; - check predictions; - clarify/verify comprehension; - monitor/adjust comprehension; - analyze; - guess; - find answers; - word associations and grouping; - use context clues: semantic, syntactic, picture; - use phonetic cues: sound patterns, affixes, word roots, word chunk, word division; - dictionary use.

#### **3. Post - reading strategies:**

Check the students' comprehension and retention of the information of a text that they have already tackled, teachers should employ the last stage-the post-reading stage. This stage includes some activities for example:

- summarize/ paraphrase; - reflect on what has been learned; - find relationships/mapping; - associate new information with old; - seek feedback; - interpret text; - make connections; - confirm predictions; - journals; - reading logs; - note-taking.

Here we would like to give some recommendations

**a) for all teachers to:**

- Read more and take courses about how to teach reading in a best way.
- Know the three main stages of reading and the strategies of each stage. Then try to apply what they know about them:

**b) for all Students to:**

- Take care of reading and try to improve their skills in reading.
- Do not depend on their teachers all time but they should try to read and read to become good readers.

When teachers apply these stages carefully, students learn how to use them in different texts they read without teacher. Also, encourage student to read different kinds of materials.

**Conclusion.** Reading develops students' intelligence. It helps develop their memory, will, imagination. Students become accustomed to working with books, which in its turn facilitate unaided practice in further reading. The content of texts, their ideological and political spirit influences students. We must develop in students such qualities as honesty, devotion to and love for our people and the working people of other countries, the texts our students are to read must meet these requirements. Reading ability is, therefore, not only of great practical, but educational, and social importance, too.

Reading is not only an aim in itself; it is also a means of learning a foreign language. When reading a text the student reviews sounds and letters, vocabulary and grammar, memorizes the spelling of words, the meaning of words and word combinations, he also reviews grammar and, in this way, he perfects his command of the target language. The more the student reads, the better his retention of the linguistic material is. If the teacher instructs his students in good reading and they can read with sufficient fluency and complete comprehension he helps them acquire speaking and writing skills as well. Reading is, therefore, both an aim to be attained and a means to achieve that aim

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**M HTH P17.07.41**

<https://doi.org/10.51889/2020-4.1728-7804.14>

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## **INTERFERENCE OF LANGUAGES IN KAZAKHSTAN**

### *Abstract*

The article examines the issues of Korean-Russian-Kazakh trilingualism since 1937 from the moment of the forced resettlement of Koreans from the Far East to Kazakhstan and Central Asia. The study examined the functioning of the Korean language for 80 years, Korean living in Kazakhstan. The factors that determined the interaction of the three languages are primarily the daily communication of Koreans with Kazakhs, Russians and other peoples of Kazakhstan. The political factor also plays an important role, since the majority of the non-Kazakh population was resettled to Kazakhstan as a result of state policy. The geographical factor, compactness of settlement, linguistic contacts of Koreans and Kazakhs with other peoples,