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Development method of students' reading abilities through the study of literary reading

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Abstract

The study aims to investigate the development method of students' reading abilities through the study of literary reading via comparative qualitative research methods. As a result, rural and urban schools participating in the experiment are able to develop the reading abilities of high school students on a regular basis, using creative tasks taking into account the age characteristics of students, the volume of literary knowledge provided to them. In conclusion, one of the most important tasks of literary education in school is to develop students' literacy skills in teaching epic poetry.

Keywords: Reading abilities, Literature, Teaching methods.

Método de desarrollo de las habilidades de lectura de los estudiantes a través del estudio de la lectura literaria

Resumen

El objetivo del estudio es investigar el método de desarrollo de las habilidades de lectura de los estudiantes a través del estudio de la lectura literaria a través de métodos comparativos de investigación cualitativa. Como resultado, las escuelas rurales y urbanas que participan en el experimento pueden desarrollar las habilidades de lectura de los estudiantes de secundaria de manera regular, utilizando tareas creativas teniendo en cuenta las características de edad de los estudiantes, el volumen de conocimiento literario que se les proporciona. En conclusión, una de las tareas más importantes de la educación literaria en la escuela es desarrollar las habilidades de alfabetización de los estudiantes para enseñar poesía épica.

Palabras clave: Habilidades de lectura, Literatura, Métodos de enseñanza.

1. INTRODUCTION

One of the leading criteria of the academic discipline in a comprehensive school is upbringing, the moral significance of the content of its education, Kazakh literature based on the study of a work of art, acts as a means of shaping the worldview, attitude to life, and self-actualization of students.

It provides scientific and theoretical justification and methodical system of abilities of readers of pupils at studying of epic literature at

lessons of the Kazakh literature in the senior classes of comprehensive schools.

The main purpose of this article was to solve the following tasks:

- Scientific definition of philosophical, pedagogical, psychological bases of high school students' reading abilities development in the study of prose works;
- To conduct a scientific examination of the reading skills development methodology in high school students and to prepare a modern structure;
- Systematization of optimal methods and techniques of teaching epic poetry in the lessons of Kazakh literature on the formation of high school students' reading skills.

The main goal of education is the formation of a full-fledged, mature, modern person with developed, advanced knowledge of the young generation, the formation of the inner spiritual world of the young generation. This problem is related to the quality of teaching literature at school and she has many responsibilities in teaching the subject.

Teaching literature requires the teacher to take full responsibility and training. Conducting classes and regularly improving the methodology will improve the knowledge and interest of students. The basic requirement of modern education is students' training, the development of his or her own freedom, the exercise of self-determination. The development of the student's critical thinking contributes to his/her cognitive activity, interest in the lesson.

2. METODOLOGY

The role of Kazakh literature in the education and development of students is huge. Not only the content of compulsory literary education but also the ability to read additional literary works with independent reading will show the full potential of students' progressive education. The teacher must choose methods that will lead to the search for the student. In systematic quality learning, students will be able to explore creativity and learn to write, comment, critical articles and so on (SOLEIMANI ET AL. 2018).

The main tool for the development of readers' ability to study epic literature in high school students is educational literature. The first attempt of a student to master a work of art begins with the recognition of its genre features. Since most of the works presented in the 10th-grade are poetic compositions, the poetic works of the 10th-grade students are leaders in the development of their literary abilities.

Reading the first genre of the genre, the student primarily pays attention to figurative words in his composition, such as creative language. Because the word picture is like the image of a live video artist in the eyes of a student. Z. Kabdолоv says:

... whenever and wherever the word comes from the picture, it is like a fairy-tale miracle mirror, and the surface of the truth is different from the moonlight and its rays. This is what the image looks like (KABDOLOV, 1983: 56).

Thanks to the knowledge and skills acquired in the literature, the student's outlook is formed, his social skills are developed and his thinking is developed. The combination of thoughts and words, language and culture in the reasonable life of a person has played an important role in enhancing the subjectivity of literature and achieving personal interests of the state with public interests, and therefore literature is the leading discipline in the educational system. In this discipline, a new world-wide educational course based on knowledge depends on the subject-structured discipline of the subject, the rational use of advanced technologies used in teaching, and the skills of the teacher (ZHUMAZHANOVA, 2011: LEE, 2019).

3. RESULTS AND DISCUSSION

National education plays the important role in ensuring the welfare of the people, in economic development, in the consolidation of independence of the Republic of Kazakhstan and recognition of the

authority by other countries of our perspective. The main objectives of national education are to teach youth to mental purity and fidelity to their country and teach the people the completely realizing and acquiring of the national values. National education and national heritage go together, shoulder to shoulder in the direction of the prosperity of modern society.

Instability of economic and political situation at the present stage, world crisis, the decrease in national values, the lack at people desire to work, to strive to knowledge and work, the irresponsible relation to family creation and other problems demand the new view on the education of youth (ALIYEVA ET AL., 2016: 345).

Reading literature is an acquaintance with the content of the book, an understanding of the author of the book. Reading is the ability to master someone else's graphic design. The student's interest in reading books also depends on his creative abilities. Some children have a high degree of interest in the book and this may not be the case. The student who follows the rules and requirements of the book gradually develops the reading culture, and his abilities also increase. However, any person, especially teenagers, does not know how to read properly, is not familiar with the elements of reading culture. The concept of <culture of reading> presents different definitions. N. E. Dobrynina explains the culture of reading:

The pre-phase is associated with the sphere of proof of its transformation into a source of publication and information, as an activity that follows from three conclusions: the phase in

which it is directly with the text, their understanding (perception, understanding) and post-phase, determined by the results of training (understanding of the topic, improving the reader's interest, mutual communication about the read work, the use) of accepted information in various spheres of life (DOBRYNINA, 2000: 12).

Kazakh State tradition has existed since ancient times. It is well known that the formation of the Kazakh nation is since XI century. So how did a whole nation appear out of a clear blue sky? For this reason, I think we should consider this process is not like the birth of a nation, but as the appearance of the name, i.e. the name of the united nations. Our people came to the stage of history by the name called Kazakh at this period. And the tribes and ethnic groups, which were part of the Kazakh people, lived and existed until this (NURIYEV ET AL., 2018).

Our duty is to develop generosity, mercy and humanity, and he must first develop this in art, literally, through the learner's vocabulary. Therefore, it is necessary to use interactive methods using the most innovative technologies in teaching epic poetry in grades 10-11.

Today, the name of the educational methodology is called learning technology. Modern educational technologies are widely used today in accordance with modern requirements. In the end, it is necessary to consider the new methods used in modern education as a modern approach to traditional methods. Innovative teachers combine traditional approaches with new technologies and creatively organize the lesson effectively and efficiently, the main form of teaching

lessons. This was made possible through the use of different methods by the teacher. Below are the following types of lessons in the overall process of training: introductory lesson; a Lesson on the explanation of new learning material; Guidance lessons; synthetic lessons; Reading lesson analysis of the text; the lessons explore some of the additional material; the last lessons depending on the specific characteristics of each object, the types of lessons differ.

There are three types of classroom teaching of literature at school:

1. Lessons of reading works of art: sensual acceptance of literary works, in-depth analysis of literary texts, summing up the results of the study of a work of art.
2. Lessons on the theory and history of literature: the formation of literary and theoretical concepts, scientific, literary criticism - the study of works, work with historical and literary materials, generalization, repetition (ALPEISSO ET AL, 2018).
3. Formation of speech skills, language development lessons: the study of creative works, oral answers, writing skills, learning to compose works, learning to compose works.

In these types of lessons, we see that the word teach has been translated as learn. This determines the student's learning outcomes.

Every teacher is obliged to increase the motivation and interest of students in learning. To do this, teachers use different methods and techniques, and the interest of students in this subject increases and allows them to engage in their own. In this class, teachers followed the General methods of literacy.

Studying literary works at the University, the development of literacy of students is directly related to the lessons of Kazakh literature. Traditional or non-traditional teaching methods combine the relevance of the topic, so teaching methods in the classroom should be guided by the most effective technological approaches (NURAKHMETOV, 2005).

Rational use of pedagogical technologies in the content of Kazakh literary education contributes to the effective assimilation of the subject. The use of the most effective models of advanced technologies in the disclosure of the aesthetic and cognitive value of literary works is considered as a work of art as a national treasure, cultural heritage and historical and artistic heritage. First of all, it is necessary to reveal the essence of the concept of technology.

According to NURIYEV ET AL. (2018):

Technology is a project implemented by the methodological system and a set of didactic directions in practice, methods and techniques used in accordance with the pedagogical conditions are part of it (NURIYEV ET AL., 2018: 15).

Pedagogical technologies used in the modern educational process are based on goodwill, development and personal relationships. And we believe that didactic foundations of these technologies are: problem-based learning for a specific purpose, taking into account abilities and capabilities of students, differentiated management of the learning process and democratic organization of the learning process.

Types and innovative teaching techniques: brainstorming, case study and design method, SWOT analysis, idea matrix, method of vehicle, Ikebana, family tree, method of serving and so on. The main form of school education is a lesson, and the form of organization of higher education includes lectures, seminars, laboratory classes. In addition, training is carried out in the form of games, discussions, round tables, conferences, etc. For example, lectures: problem, software, interdisciplinary, consultative lectures, etc. (KLARIN, 2002).

We conducted experimental work related to the development of students' reading abilities to the scientific article. The effectiveness of the psychological, methodical nature concerning the development of high school students' reading abilities through epic works is carried out in accordance with the scientific and methodological principles of the experimental research organization. In general, for students, there is no formed standard model of experimental work on the development of the artwork, place, type, form, timing, signs of the complexity of the

experiment are determined directly depending on the scientific and theoretical problems, topics that should be tested. In this regard, experimental work is planned to develop the reading abilities of high school students, depending on the scientific content of the topic. The aim of the experiment was to determine the degree of literary knowledge of high school students on the eve of the experiment and to determine the genre interest of students in literary works.

Possible forms of work with the art text for the purpose of development of reading abilities of pupils of the tenth and eleventh grades are also defined.

In order to achieve this goal-one urban and one rural school-students were included as a pilot base. Since the high, medium or low level of education of children of the city and the village has a direct impact on the degree of cultural development of the region where the school is located.

In urban conditions, school students have high access to the Internet, large libraries, museums and other cultural sites, scientific and educational environment, allowing to combine their aesthetic taste. And the possibilities of students of rural schools in this matter are limited compared to contemporaries studying in urban areas. This can lead to different degrees of education. Therefore, the experiment equally covered urban and rural schools to achieve more accuracy in the issue under study.

The reference model of the secondary school program was used as a standard reference model for determining the literacy level of senior pupils in urban and rural schools.

The experiment was attended by 24 students of rural schools, 28 students of the city.

As a result of the questionnaire survey, a number of changes in the literacy level of students have been made. In terms of software development, the level of education of two pupils was relatively the same. School-leaved students (86 and 82 percent), authors' concept in composition, character, image, literary-theoretical meanings of pupils of rural schools (89 and 85 percent), in terms of content, composition, language skills, percent). However, general difference in the degree of school program for pupils of urban and rural schools did not change from 3-5%. This little difference can be clearly seen from the peculiarities of the literacy of rural schoolchildren and urban pupils.

Among the types of experiments on the development of works of art, students were selected types of determining (ascertaining) and forming experiments.

We conducted a survey in the form of psychological tests in experimental and control groups for the development of reading abilities of high school students in our research work. Defining the experiment was focused on the diagnosis of the level of reading the

development of students. The purpose of the experiment was to conduct diagnostic studies of the level of reader development of students in grades 10-11.

In the study of the reading abilities of high school students, it is important, first of all, to find out how the experimental state of high school students subjected to research, general interest in the work of art is anticipated.

The results of the study showed that 19% of 10th-grade students are interested in fantastic works, 18% - in historical works, 63% - in novels written on modern subjects.

In comparison with the index of 10th-grade students, there is a high reading level, the analysis of the epic works of 11th-grade students. If desired, 19% of tenth graders, and eleventh graders, this figure is reduced to 9 percent. We believe that a key role in this is played by mental phenomena associated with their age characteristics, along with the aesthetic tastes of students.

And works on modern subjects have a pronounced desire of 63% of students in 10th-grade, 39% of students in 11th-grade. The reason for the difference between the percentages is that the preference of 10th-grade students was more turn to historical works. In grade 10 to 49% more than twice. They understand that these students do not come out of the old free imagination, who am I?, Where am I going?, What

are we?, What is the history of my people? due to the fact that the answers to these questions have already begun to look for, points out that for these reasons they preferred historical works.

The 11th-grade students' demand for adventure detective works was similar to 10th-grade students. On the contemporary subjects, students of the 10th-grade made 39 percent, and 11th-grade students in 49 percent. Thus, the difference between 10th and 11th-grade students is 10 percent. On the contrary, passion for historical compositions declined from 49 percent of 10th-grade to 43 percent in 11th-grade students. The students of the 11th-grade paced before a bigger life, the staggering mood in the choice of profession, felt that their sense of responsibility in the future was even deeper, and the search for a response slowed down their desire for compositions on historical subjects and increased their interest in contemporary works. In this regard, it is important to determine the extent to which the literacy skills of the senior pupils in the classroom and out-of-class are studied, as a result of studying the art.

We have also examined the structure of artistic compositions taught by senior students in program lessons, the authors' perception of creativity in the works.

The result of this research is that some of the 9th-grade pupils understand only 33% of the artistic work, and some 42% of those who are able to recognize some artistic pieces, and 25% who perceive

literary works in the concept of authorship. Subjects of the literary work of the 10th-grade were 27 percent, 43 percent of the compositional composition and artistic part of the composition, and 30 percent of the artistic creativity, with the sense of author's concept.

Among the students of the 11th-grade were 24% who understand the work of art at the event level, 44% who own part of the recognition of the plot and composition structure of the work of art, artistic details, 32% who are able to perceive the literary work as the author's attitude, figurative word.

The analysis of the obtained percentages showed that high school students own works of art, in the General understanding of their conceptual stages. The most specific indicators were determined as a result of determining (ascertaining) and forming experiments.

Methods of development of reading abilities of high school students to the development of epic works of art in accordance with the genre characteristics, methods of reader motivation formation, development of students' interest in reading were considered issues related to this study. The scientific and methodical principles of education of readers' abilities at the lessons of literature and extracurricular work in the field of pedagogical psychology, teaching methods are studied.

Samples of creative tasks related to the development of cognitive, regulatory and communicative abilities of high school students, which deepen and expand reading abilities, were presented. An effective combination of literature lessons and extracurricular activities in the classroom is the basis for the development of reading abilities of high school students.

Among the types of experiments on the development of works of art, students were selected types of determining (ascertaining) and forming experiments.

In the experimental work, the students were interviewed in two stages. At the first stage, their goal of reading books was to show their interest in fiction. At the second stage, students were given the task-oriented tasks, such as creative thinking, creative thinking, ability to express their thoughts, observing their views in the debate, and mobilizing them. We can say that this experiment has reached its goal, as the responses and tasks of the pupils were interconnected and the outcome was obvious.

In the framework of the study, we present the scientific hypothesis Development of readers' ability to transfer theoretical knowledge (work on artistic work, creative work etc.) gained in literacy lessons in the classroom, in close cooperation with extracurricular creative work in extracurricular activities. It is established that rural and urban schools participating in the experiment

are able to develop the reading abilities of high school students on a regular basis, using creative tasks taking into account the age characteristics of students, the volume of literary knowledge provided to them.

4. CONCLUSIONS

The article discusses ways in which readers can learn the genre features of epic art in the classroom, how to create motivation for readers, develop students' motivation to read, and so on. Scientific and methodical bases of literacy teaching in literature and out-of-school work were studied in pedagogical psychology, teaching methods.

The works of foreign and Kazakh scientists on the development of literacy of high school students in the field of pedagogical psychology and methods of teaching literature were discussed.

The degree of readability and types of reading skills based on the study of works of art in the classroom and extracurricular classes of high school students are analyzed, the scientific-philosophical, pedagogical, psychological basis for the development of readability of high school students is determined. The new structure of methodology of the development of abilities of readers is developed. The readers' layer of students for development the optimized methods of teaching epic poetry, forms of training and technologies are systematized. The

artistic nature of the epic works helps to broaden the horizons of students, the ability to accurately predict the storyline, to talk with the character, to make a personal opinion. The methods used in the study will help to fully understand the content of epic works and analyze literary works.

In conclusion, one of the most important tasks of literary education in school is to develop students' literacy skills in teaching epic poetry. At the lessons of Kazakh literature, we believe that teaching of epic art will allow students acquire their skills and abilities, as well as the ability to analyze and understand the text, as well as to develop their artistic taste and develop their reading skills.

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