

## The correct formulation of reading tasks and effective application of cognitive strategies in the development of functional literacy in students

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**Abstract.** The formulation of reading tasks and the application of cognitive strategies are pivotal in fostering functional literacy. Functional literacy goes beyond basic reading skills; it involves the ability to comprehend, analyze, and synthesize information effectively, which is crucial in academic and professional settings. Clear Formulation of Reading Tasks; Application of Cognitive Strategies; Development of Functional Literacy. The correct formulation of reading tasks and the strategic application of cognitive skills are fundamental to developing functional literacy. These practices empower students to engage actively with texts, enhance comprehension, and cultivate lifelong learning skills essential for academic success and beyond. By integrating these elements, educators can effectively prepare students to navigate and thrive in a diverse range of reading and learning environments. The article discusses the low performance of Kazakhstan's students in terms of reading literacy in the PISA study, a measure of functional literacy, and their difficulties in completing tasks. At the same time, the research experience and results of using the PISA tasks created by the teachers themselves and the methodology of learning them (cognitive strategies) are comprehensively analysed.



**Keywords:** functional literacy, reading literacy, PISA international study, assessment, internal and external assessment, criteria, metacognitive and cognitive strategies, PISA-like reading texts and tasks.



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### Introduction

The goal of the educational system today is to create a person who can think critically, assimilate information consciously, play freely, and communicate effectively. In this context, the challenge of raising students' functional literacy becomes apparent.

The educational method is undergoing

significant modifications, and the curriculum is being updated. In the era of globalization, emphasis is placed not only on developing a competent personality, engaging in educational activities, being creative, having the capacity to make decisions on one's own, and successfully applying lifelong learning, but also on fostering the conditions necessary for these things to happen. "State Program for the development of education

and science of the Republic of Kazakhstan for 2020-2025” states this in reference to the duty of boosting. The “State Program for the development of education and science of the Republic of Kazakhstan for 2020-2025” states that raising the level of education and science in Kazakhstan’s global competitiveness as well as individual training and education based on universal values are the goals [1]. The Republic of Kazakhstan’s Order No. 348, dated August 3, 2022, “On approval of the state mandatory standards of preschool education and training, primary, basic secondary, general secondary, technical and vocational, post-secondary education,” reflects these strategic conclusions. It states that “the content of the subject” of a foreign language is aimed at the formation of a multilingual, multicultural personality [2]. The purpose of real texts produced in a variety of forms should be to replicate vocabulary, enhance communication abilities, apply socio-cultural worldview enrichment, and offer chances for creative problem-solving and research in addition to various educational activities.

These days, language instruction is based on foreign experience and emphasizes four skills: reading, writing, pronunciation, and listening. Integrating reading instruction into English classes will expedite the process of preparing the XXI century generation. Three elements make up reading literacy, which is essential for further self-education and personal growth. The most crucial aspect of pedagogical activity is the ability of a person to comprehend what is read during the learning process. Teaching students to use textual material to provide a comprehensive response to the issue is the applied part of a subject teacher’s job. Furthermore, the primary measure of student activity that is much more significant is the capacity for thought. Students are asked to compare the data in the book, learn the author’s opinions, and, while drafting an answer, provide arguments in favor of those opinions based on their personal worldviews in order to evaluate the reader’s literacy.

Reading literacy is responsible not only for understanding, but also for using, reflecting

on and engaging with written texts, in order to achieve one’s goals, develop one’s knowledge and potential, and participate in society. This definition acknowledges the diversity and complexity of the processes involved in daily reading activities [3].

There are various forms of reading, including scanning, skimming, critical reading, and extensive and intense reading. A child’s ability to read lays the foundation for a large portion of their future academic career as well as many facets of their daily lives [4].

## Materials and methods

Functional literacy for reading literacy is measured with the international survey PISA. Purpose of the International Program for Assessment of Educational Achievement of Students (PISA) study: to assess whether students who have received general compulsory education have the knowledge and skills necessary for the full functioning of society (functional literacy). Why do countries participate in international research in the field of education? The OECD provides countries with objective data for national analysis; Participating countries develop recommendations to improve education policies; Countries gain access to an international database to identify key factors that determine student success [5].

Reading literacy is understanding, using, evaluating, reflecting on and working with texts to achieve one’s own goals, develop one’s own knowledge and potential and participate in society. Reading literacy is the basis for many literacies (mathematics, science, financial literacy, ICT, etc.). For example, you cannot calculate a mathematical problem until you understand it. Students with high results in reading literacy in PISA show high results in other areas as well. The tasks were performed with not only fiction tasks, but also with announcements, instructions, questionnaires, letters, tables, maps and diagrams. Description of work with the text and knowledge beyond the content of the text in PISA reading literacy is given clearly in Table 1.

Table 1. Reading literacy (PISA)

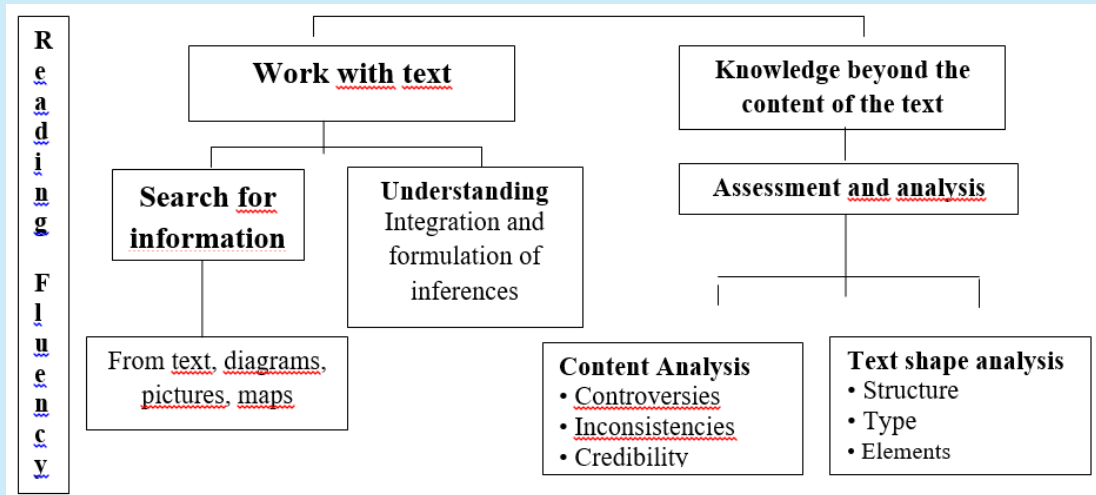


Table 1 shows work with text involves understanding, interpreting, and critically evaluating written materials. It assesses students' ability to comprehend and use texts in various contexts, ranging from literature to informational documents.

Knowledge beyond the text refers to the use

of prior knowledge, experiences, and critical thinking skills to enhance understanding. Students are evaluated on their ability to connect ideas, infer meanings, and apply insights from the text to broader contexts, demonstrating not just comprehension but also analytical skills and real-world application.

Table 2. Changes in the reading literacy assessment system Cognitive processes

PISA 2015	PISA 2018 (computer format) and 2022				
		Single text 65%		Multiple text 35%	
Find and extract	25%	Scan and search	15%	Finding and selecting suitable text	10%
Integrate and interpret	50%	Representation of literal meaning	15%	Integration and formulation of inferences	15%
Comprehend and evaluate	25%	Integration and formulation of inferences	15%	Defining and dealing with contradictions	10%
		Assessment of quality and reliability, analysis of content and form	20%		

Changes in the reading literacy assessment system are seen in Table 2. Even cognitive processes are complicated. Part of the integrating and interpreting task was 50% in PISA 2015. In PISA 2015 it became only

15%. The remaining percentage is in the share of finding and selecting suitable text, integration and formulation of inferences, defining and dealing with contradictions. There are also exceptions in tasks related to

reading literacy:

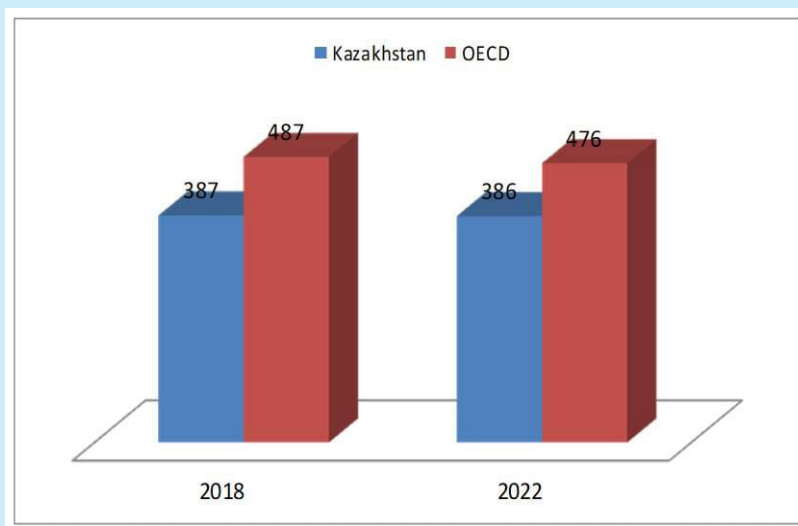
- One task consists of several texts of different formats and is given around a common topic or one question.
- Assignments are aimed at solving problems that students encounter in real life.
- Tasks consist of closed (choose several answer, compare, organize elements) and open (explanation based on text, providing evidence) questions.
- To answer a question, reading skills alone are not enough; general cognitive skills are required (expressing opinions, discussing, analyzing, searching for information, comparing, etc.). [6]

Achievement level results indicate the degree to which student performance meets

the standards set for what students should know and be able to do at the definite levels:

1. Understand the literal meaning of short text.
2. Understand the meaning of medium-sized text.
3. Read several texts, reflect and draw conclusions.
4. Draw conclusions and reflect on the strategies used by the authors.
5. Deep understanding of voluminous texts, assessment of text reliability.
6. Understanding inconsistencies and contradictions between texts. [7]

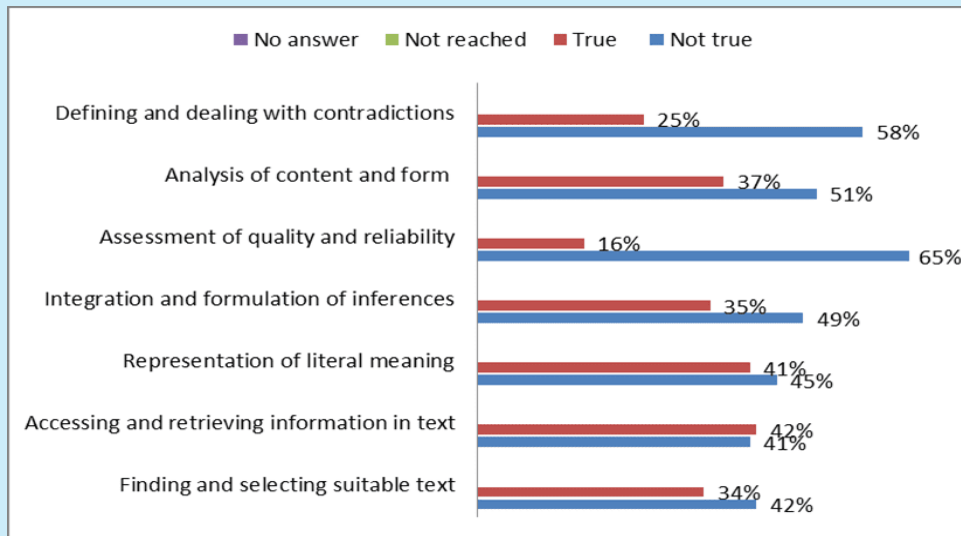
## PISA reading literacy results



Picture 1. Reading literacy results, score

Picture 1 demonstrates that Kazakhstan's reading literacy results in PISA show a slight decline, with scores of 387 in 2018 and 386 in 2022. In contrast, the OECD average also experienced a decline from 487 in 2018 to 476 in 2022. Kazakhstan's results are significantly

lower than those of OECD countries. Understanding the factors contributing to these results, such as socioeconomic influences, access to educational resources, and teaching quality, is crucial for developing strategies to enhance literacy outcomes.



Picture 2. Most learners cannot complete tasks that require complex cognitive processes

Picture 2 shows that Kazakhstan students face difficulties when completing tasks:

Recognizing the text's substance as well as the possibilities for the questions and/or answers;

Drawing conclusions from the reading of the data;

Assembling and categorizing work components into distinct groups;

Determining the author's subjectivity or evaluating the text's dependability;

Finding parallels and inconsistencies;

Recognizing concepts that aren't stated clearly in the text;

Articulating your personal opinion in light of the text;

Not enough time to read the content;

Thus, in numerous instances:

Instead of the answer, the task's text or a portion of it is copied;

The answer contains additional factual

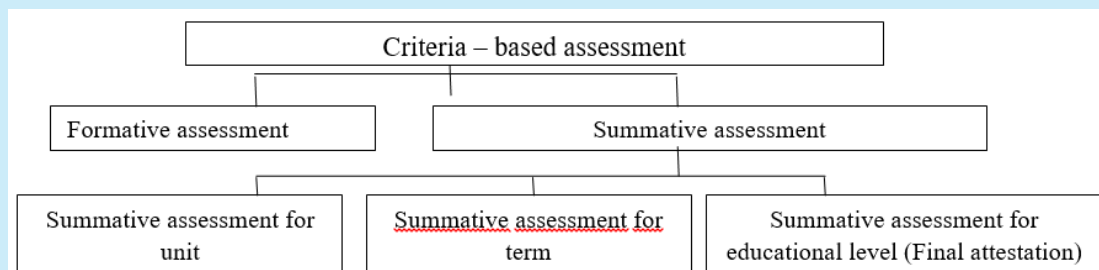
information that is not directly related to the requirements of the task;

The answer is in the wrong format;

The answer is incomplete; students do not have enough arguments and conclusions to receive a full mark [8].

Kazakhstan's low score in Pisa, the above-mentioned difficulties for students may be due to the fact that the programs in the educational system do not take into account the features of international exam tasks.

A collection of administrative data and analytical assessment indicators are used to support educational monitoring in order to evaluate the quality of the education system both internally and externally. The Internal Assessment of Learning Achievements (IALA) is an assessment that is conducted in the schools as a form of criteria - based assessment in each grade [9]. Final Attestation learners form one part of the Criteria-based Assessment System which also consists of formative and summative assessments. Final Attestation covers the content of the "The English language" Subject Programme for Grades 5-9 of lower secondary education on the updated content [10].

**Table 3. Criteria – based assessment**

The External Assessment of Learning Achievements (EALA) is organized after 9th grade to raise learning outcomes, reduce

disparities among rural and disadvantaged schools, and support system monitoring and evaluation more generally.

**Table 4. Comparing PISA and EALA**

PISA	EALA\ NUT
Survey	Certification for basic general and secondary general education programs High individual significance of results
Based on an international research framework	Based on State Compulsory Educational Standards of the Republic of Kazakhstan
Assessment of educational achievements or competence of a sample of students without individual assessment	Assessment of individual achievements of students for the purpose of differentiating them by level of training Ranking of students for the purpose of selection into specialized classes of secondary school competitive selection into universities
Carried out in three directions: mathematical literacy, reading literacy and science literacy	Conducted in numerous subjects that are taught in schools.
Comparing and discovering trends between the participating countries' data.	Comparability of outcomes throughout several years
Fewer tasks and "individuality" of tasks	Assuring content validity is one of the many tasks in the version of control measuring materials. (thematic variety of tasks) A large number of options, the task of ensuring the equivalence of options
Tasks focused on functional literacy, that is, the ability to use knowledge in life	The tasks are focused on the student's academic knowledge
Computer format for conducting research	Carried out on specific forms; Control measuring materials are created with the capabilities of blank technology in mind; Uniformity of the CMM structure across subjects, guidelines, and assessment methods
Extended evaluation time, centralized assessment by experts	Short verification period (1-5 days), automated verification and expert verification

Table 4 gives information about PISA and EALA complementary roles in the assessment of educational achievement. PISA provides an international perspective on student outcomes, facilitating comparisons and influencing policy on a global scale. In contrast, EALA focuses on localized assessment, helping educators improve learning and instruction based on specific curricular goals and student needs. Both assessments contribute valuable insights into educational effectiveness and areas for development.

Our current goal is to orient school education, the above-mentioned types of assessment, exams and national unified testing to international assessment tasks. In school, the traditional methodology, limited to one-size-fits-all tasks do not satisfy the needs of students, and they have to turn to tutors and private training centers. To achieve success in the world arena through education, it is necessary to develop a generation that meets the requirements of international exams. That way, they can strengthen competition, get quality, practical education and enter international universities.

Research highlighted two main aspects of PISA reading: text dimensions and cognitive processes, which will be discussed below.

According to PISA, reading skills are a broad range of abilities that enable readers to interact with written content that is offered in one or more texts for a particular purpose [1].

It is necessary for readers to comprehend the content and apply it to what they already know. In order to determine whether the content is trustworthy and accurate as well as pertinent to their objectives, they must consider the author's point of view [12].

In the twenty-first century, reading takes place in both written and electronic media (i.e., digital reading). It necessitates combining information from several sources, managing uncertainty, separating opinion from fact, and creating knowledge. Initiatives for remote teaching during the epidemic mostly depended on the

accessibility of online learning materials [13].

PISA 2022 made use of the same PISA reading framework that was created for PISA 2018.

The ability of pupils to comprehend, use, assess, consider, and interact with text to accomplish goals is known as reading literacy.

PISA evaluates pupils' reading proficiency using a range of questions that include:

- Processes (aspects): Since it is anticipated that most 15-year-old pupils will have mastered them, students are not tested on the most fundamental reading skills. Instead, students must show that they are adept at finding information, which includes both accessing and retrieving information from within a text and looking for and choosing pertinent text; understanding text, which involves both building an integrated representation of text and acquiring a representation of its literal meaning; and evaluating and reflecting on text, which involves both determining its credibility and quality as well as considering both its form and content.

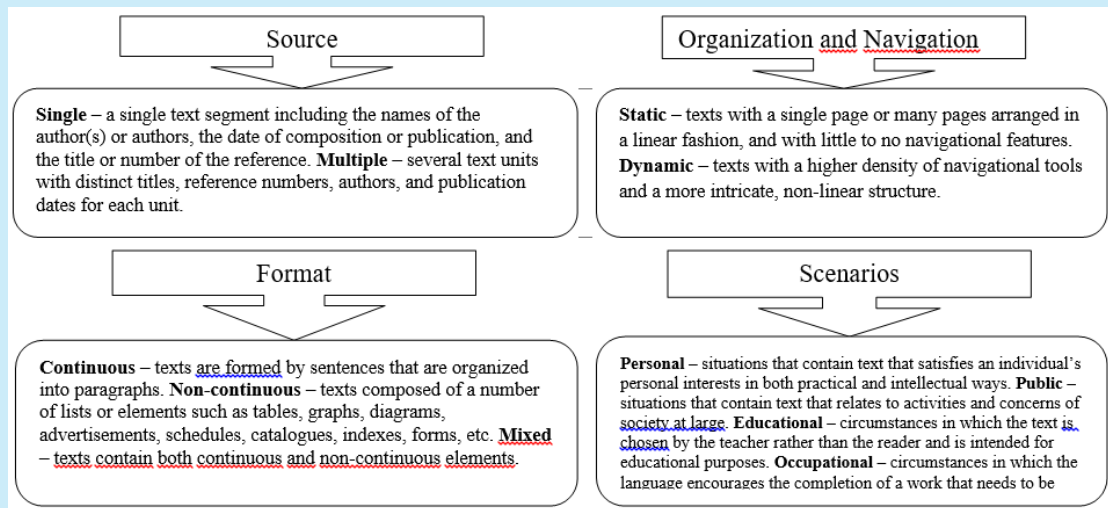
- Text formats: PISA uses texts that are both static and dynamic, single-source and multi-source, continuous (structured into sentences and paragraphs), non-continuous (such as lists, forms, graphs, or diagrams), and mixed.

- Situations: The purpose for which the text was created defines these. Novels, intimate letters, and biographies, for instance, are written for the individual's use; official announcements and documents are meant for the public; reports and manuals are meant for professional use; and textbooks and worksheets are meant for educational purposes. A variety of reading scenarios are provided in the exam because certain students might do better in one kind of reading scenario than another.

All texts in PISA tasks are categorised by purpose. Foreign sources identify six text types: description (catalogue, blog

post), narration (story, newspaper article), explanation (introduction to an online encyclopaedia page), argumentative texts

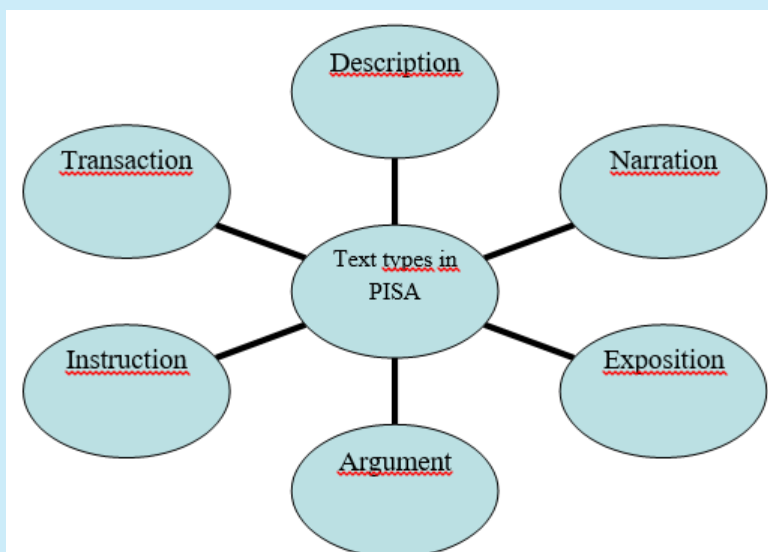
(letter to the editor, comments on online forums), instructions (recipe), agreements (message or letter to arrange a meeting) [14].



Picture 3. Classification of texts based on their dimensions in PISA reading (OECD, 2018)

As given in Picture 3, these dimensions help PISA assess a wide range of reading skills and comprehension abilities, allowing for a nuanced evaluation of students' literacy in different contexts and formats.

Understanding these classifications is crucial for interpreting assessment results and developing effective educational strategies.



Picture 4. Text types in PISA Reading (OECD, 2018), Relevant to Those In Text-Based Instruction



Knowing these text types in Picture 4 leads to a deeper understanding of the PISA framework, ultimately supporting improved educational outcomes. It enables educators to implement effective teaching strategies that enhance students' reading literacy and critical thinking skills, essential for success in assessments and real-life situations.

## Results

The study employed several data collections: pre- and post-tests on PISA-like reading, document analysis, especially PISA-like reading tasks created by the teachers, and a questionnaire.

**Table 5. Descriptive Statistics Results**

	Mean	N	Std. Deviation	Std. Error Mean
PRE TEST	54.3500	60	21.35669	4.43554
POST TEST	69.4630	60	10.45453	1.73661

**Table 6. Results of Paired T-Test (Pre and Post Tests)**

PRE TEST- POST TEST	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig.
				Lower	Upper			
	-14.22322	18.72247	3.25433	-22.75955	-4.69489	-2.587	16	.002

Tests were taken on the 15-year students. There are results pre and post PISA-like reading tasks. Data from the tests show their improved reading ability. Table 5 reveals an increase in the mean score of the pre- and post-tests, from 54.35 to 69.46 out of 60. The standard deviation also decreased, signifying the decrease in the gap and enhancing equity among the participants.

Table 6 shows that the result of the t-test is 0.002, lower than 0.005 level of significance. This suggests a significant difference between the results of the pre- and the post-tests, signifying significant improvement in the students' knowledge of PISA-like reading. This is expected to enable the students to get used to PISA-like reading.

We make an effort to use verbs from HOTS in Bloom's taxonomy and open-ended questions when creating tasks and inquiries. In [15] To fully comprehend the materials, one should employ these three general cognitive strategies: Finding information in a text is necessary for access and identification jobs. These items include finding a single piece

of information and going back over the text several times to find the information that you need. Understanding the relationships between textual elements - such as problem or solution, cause or effect, etc. - is necessary for the reader to perform tasks involving integration and interpretation. The assessment and reflection activities need the reader to make use of knowledge, understandings, and information that are not contained in the text. These responsibilities include evaluating a text's reliability, relevancy, and other factors. Along with assignments examining the register, the text's organization, and the kinds of evidence offered, it also includes these.

Analyzing the PISA result of Kazakhstan, texts, features of tasks, future tasks, we managed to compile PISA-like reading tasks. This is the result of research work.

We should use realistic materials, because we are training students for realistic situations. For large classes it is impossible to give each student individual attention. So, we have students work in pairs or small

groups, and give attention to the groups as a whole. Our activities must also include extra-textual components such as pictures, logos or objects, to reflect the realistic nature of the activities.

The development of reading abilities greatly benefits from texts and activities based on them. We created reading skills activities and gave them to the students to practice in order to increase their functional literacy. We would like to give a few examples of reading assignments that require pupils to think.

**1. Read three texts about birthday. Match the statements to A-text, B-text or C-text.**

A. Anar had been waiting for her birthday for a long time. When she woke up in the morning, mother was giving her a beautiful doll and a birthday card. She was over the moon. Anar would be seven. The weather was suddenly disrupted and it rained. So, Anar celebrated her birthday with her family at home. They ate cake, sang, danced, played games and had fun. The family saw a movie about friends on TV. Everyone was happy. After some time Anar was upset. They found out later that she had waited for her close friend. Her mother said that her friend might have some problems.

B. Aidos's birthday was the most precious and memorable for him. Last year, he celebrated his birthday with his family. That time it would be among his friends. Aidos went skiing with his friends. The shining sun melted the ice, so they didn't enjoy it very much. But then the events in the cafe made a great impression. In accordance with the German tradition, he blew out the fourteen candles on the cake. His friends gave him a cell phone and wished him good health and success. They apologized for not thinking about the birthday card. Aidos told his friends that their friendship was more important than a gift. He considered himself the happiest person in the world.

C. Birthdays are celebrated differently in different countries. The Danish hang a flag on the balcony, and the Mexicans grease a cake on the face of the person. None of this happened to Didar. When he saw a birthday card on his desk with the words "Happy Birthday!", he realized that he had forgotten his birthday. His colleagues and the stormy weather broke his plan of going to the cinema with his friends. They congratulated Didar and presented the laptop to him. He was so ashamed that he refused the gift. So, he stayed at the office and ordered fast food. At the table, his friend told an interesting story about his birthday with his family abroad. After that he returned home.

Which text has...

1. the bright weather on the birthday?
2. a frustrated character?
3. a birthday card that reminds the birthday?
4. the custom of extinguishing a candle on a cake?
5. a character celebrated the birthday outside?
6. the birthday celebrant who received an expensive gift?
7. the youngest birthday's owner?

**Mark scheme**

1	Text B
2	Text A
3	Text C
4	Text B
5	Text B
6	Text C
7	Text A

Активация Wi  
Чтобы активировать  
"Параметры".

Picture 5. A Sample of "Locate the information" Question

**Five sentences have been removed from the text below. For each question, choose the correct answer. There are two extra sentences which you do not need to use.**

Dog camps are a new idea and are becoming quite popular in the United States, Britain and Canada. They are an alternative dog boarding accommodation to traditional kennels. Regular kennels keep dogs in an individual cage for most of the day. Being kept in a cage can be rather stressful for dogs. \_\_\_\_ [1] \_\_\_\_\_. At such camps dogs can play with other dogs throughout the day. The dogs can play both indoors and outdoors. \_\_\_\_ [2] \_\_\_\_\_. They include running, fetching balls, digging holes, chasing other dogs and playing paw ball - a dog sport a little like soccer. There are several benefits of dog camps over traditional kennels.

\_\_\_\_ [3] \_\_\_\_\_. Second, the dogs can all get good exercise in the fresh air, especially if they live in an urban area. \_\_\_\_ [4] \_\_\_\_\_. There is often a lot of space for them to run around in. Running not only makes animals relax, but also helps them to interact and exercise making them more adoptable and positive. Reports have also shown that dogs feel much more comfortable with their masters in such places. \_\_\_\_ [5] \_\_\_\_\_. This means the dog and its host can get to spend some time in a relaxed and friendly atmosphere.

A Foremost, the dogs can socialize.

B In addition dogs feel more stressed without their masters.

C As an alternative, dog owners can leave their pets in a dog camp.

D For this reason some camps even have places for owners to stay.

E That's why anyone can spend time with the dogs.

F Dog camps located in the countryside are good for this.

G The dogs participate in a variety of activities.

**Mark scheme**

1. C

2. G

3. A

4. F

5. D

*Picture 6. A Sample of "Understand" Question*

### Task 3.

Some people say that mobile phones have become useful and necessary gadgets in the present time. Others, however, believe that people are becoming too addicted to them. Explain your answer concerning to the text.

*Picture 7. A Sample of "Reflect and Evaluate" Task*

There are two types of multiple choice question for this text. For Questions 1-4 choose the correct answer, A, B, C or D that answers the question. For Questions 5-8 choose the correct word, A, B, C or D that matches the meaning of the word given, as it is used in the text.

The problem of wolves, nature and man, the relationship among them is told in this story. People disobeyed the natural law, destroyed the wolf's home and separated his pups from his mother.

The hunter killed a wolf and his two pups and took the youngest pup with him to the village like a prisoner. His son adopted a wolf pup. The villagers did not like the pup. The village dogs bit the pup every day. A year has passed. The pup grew up and became a big wolf. He could bite all the dogs. The wolf ate a lot of meat in pots without the permission of the owner.

The wolf missed freedom. He went to the steppe and did not return to the village. The wolf met a female wolf. Then they found food and lived together. When wolves were hungry, they attacked horses and sheep. The villagers were very annoyed.

One day, the boy went out to sheep in a storm. Then the wolves attacked the sheep. The boy fell from the horse fighting them. At that moment the wolf bit him.

A few people went looking for the wolf. They took their dogs with them. Finally they found the wolf on the ridge of a gorge. The dog had fought for a long time with the wolf. Their strength was equal...

1. How did the pup appear in the village?

- a) Hunter's son rode him on a horse.
- b) The prisoner threw the pup nearby.
- c) The pup and two pups arrived on their own.
- d) The hunter brought him to the village.

2. Which version best suits the wolf?

- a) a thief wolf
- b) a true friend
- c) a female wolf
- d) a pair of wolves

3. What does the author say about "the wolf"?

- a) A wolf's pup attacked dogs.
- b) Eight dogs bit the wolf.
- c) The dog and the wolf fought.
- d) Eight wolves bit the grandfather.

4. What is the main idea of the story?

- a) People have to respect the wolves and pups.

Активация Windows  
Чтобы активировать Windows  
"Параметры".

Picture 8. A sample of continuous text

Look at the picture and choose the correct variant.



Picture 9. A Non-Continuous Text

### Read the poster and circle True and False for these sentences.

Students comprehend the texts when working on assignments based on them, but they also critically evaluate them and provide well-considered answers to questions. Instead of searching for knowledge, the student examines it.

The short study came to the conclusion that students' ability to prepare for the work at hand affects how well they answer. There is no longer the teaching method of just reading the text and telling the topic. We believe that educators have a responsibility to evaluate what they read and guide students toward a practical outcome.

### Discussion

PISA-like reading tasks were completed very well and used systematically. There was a need to improve the methodology in order for the learning materials to be mastered by the students. At this point, metacognitive strategies are very effective. Most of the countries that have advanced in Pisa, such as China, use this methodology.

The capacity to consider and regulate one's reading and comprehension skills is known as metacognition.

Methodologists O'Malley and Chamot proposed a classification scheme for metacognitive and cognitive techniques related to learning a foreign language. Three categories were used to group metacognitive strategies: 1) planning; 2) control; and 3) reflection [16].

Pre-organization (figuring out why you're reading or doing related tasks), directed attention (focusing on the important parts of the task and highlighting them, disregarding irrelevant information), selective attention (focusing on specifics related to the reading task), and self-management (knowing the circumstances under which you read, controlling your own motivation, adjusting to read, and deciding on a reading pace based on the purpose) are

all examples of planning.

Two categories of control exist: comprehension testing for the reading material's meaning and comprehension testing for the text task.

Reflection entails assessing oneself and determining obstacles to the task's completion.

Using resources (textbooks, dictionaries, encyclopedias), inference (using known information to understand new data), grouping, paraphrasing (forming a new sentence conveying a common meaning from known elements), noting, and elaboration of context (applying knowledge to make their own connections) are examples of cognitive strategies [17].

Anderson also offered a second, more detailed taxonomy of cognitive reading techniques, which consists of the following:

- 1) Predicting what will be said in the next paragraph;
- 2) depending on grammar to make sense of new phrases while grasping the core theme;
- 3) boosting reading speed by using more recognizable lexical and grammatical units; 4) depending on prior foreign language knowledge to determine a word's meaning on one's own;
- 5) breaking down lengthy sentences into manageable chunks to help with in-depth comprehension of complicated passages;
- 6) recognizing the distinctions between facts and judgments (opinions) in a text;
- 7) analyzing the topic, style, and connections in a book to improve comprehension;
- 8) assuming the meaning of an unknown foreign term based on one's familiarity with the language;

9) making a diagram or map based on concepts that are related to the text's content to comprehend the relationships between words and ideas;

10) independently composing a synopsis of the text to understand its major theme [18].

There are three steps to using these cognitive strategies: pre-text, while-text, and post-text.

Generally speaking, children who are learning a language have a restricted vocabulary, which makes it difficult for them to comprehend literature written in another language. It is critical to eliminate any potential barriers associated with unfamiliar lexical units required for comprehension during the pre-textual stage in order to ensure that the reader understands the text and its main idea completely.

Some believe that it is best to structure the work with students starting at the primary level of foreign language instruction such that by the time they reach the secondary level, they will have acquired the majority of their vocabulary. Children should be taught how to use a variety of tactics effectively in the middle grades in order to improve their reading habits and skills. As a result, students will be adequately ready for meaningful reading by the upper grades. As a result, over time, the vocabulary will grow dramatically, which will support strong reading comprehension.

Contemporary foreign language textbooks, written by Kazakh authors in collaboration with international authors, feature a variety of exercises to build all the abilities required to enhance reading comprehension. However, because textbook tasks are invariably repeated, students eventually grow accustomed to them. As a result, every educational content should be customized for a particular audience, adding new tasks to the suggested list based on students' language proficiency levels. In order to fully implement the idea of novelty in a foreign language class, the developed tasks must be varied.

Let us emphasize the tasks that might be utilized to add to and diversify the content of textbooks for usage in foreign language lessons, based on the PISA 2018 materials:

- 1) ascertain whether the suggested assertions are views or facts;
- 2) ascertain which of the suggested details are contained in the text;
- 3) contrast the causes and effects of any occurrences or phenomena that are discussed in the book (include the required information in the table);
- 4) become acquainted with alternative perspectives on the issue and determine which are pertinent and which are not;
- 5) Read the sentences and mark the ones that make sense and the ones that don't [19].

The parameters of the jobs can be altered based on the group's skill level. For instance, kids with advanced proficiency in a foreign language and well-developed reading and writing abilities might come up with factual or judgmental phrases on their own in response to what they have learned. You can read aloud these sentences to your classmates so they can identify the category to which the statement fits. If a student's language skills are still developing, the teacher can work with them to create manageable assignments using the content they have already learned.

Using the original PISA demo versions in a foreign language, which are freely accessible on the International Coordinating Center's official website, is reasonable starting at the secondary level. Working with these non-adapted texts will improve vocabulary growth, expand the ability to apply fundamental grammatical constructs, improve reading fluency, and provide a deeper understanding of texts.

The following tasks can be added to the regular school curriculum in addition to the following ones:

- holding master-classes, seminars and conferences on reading;
- creation of reading zones with a sufficient choice of literature (e.g., participating actively in activities of project “Okuga Kushtar Mektep”); [20].
- employing a variety of project activities to pique students’ interest in reading;
- encouraging them to use reading as a major source of education, language enrichment, personal growth, and a way to uphold social and ethical norms;
- planning book fairs, reading groups, and assemblies;
- involving the parent community;
- instructing students in the use of all fundamental reading strategies;
- routinely assessing the efficacy of the school’s operations;
- developing reading literacy skills should take place not only in language lessons but also in an interdisciplinary setting;
- Use different methods of working with text (search for information, determine the exact meaning of the text, summarize and formulate conclusions, evaluate the quality and reliability of information, think about the content and form of the text);
- Work with various types of information, such as diagrams, tables, pictures;
- Development of skills to work not only with printed text information, but also with texts in electronic format (searching for information on the Internet, hyperlinks);
- Formation of reading culture. Increase your love of reading
- Pay attention to boys’ reading literacy;
- Research shows that reading literacy levels among boys are significantly lower than among girls.

Increasing reading literacy outside of class:

- reading clubs;

- reading books together;
- discussion of literature read;
- writing a review;
- bookcrossing;
- book exchange (organizing a book exchange in a school corner);
- book reading marathon;
- making a list of books to read this year (Goodreads.com).

## Conclusion

The research conducted aims to determine the overlap of reading levels in PISA exams with the questions in Kazakh textbooks, the achievements in the Kazakh and Reading Skills course curriculum, and various national exam questions. The common result of these mentioned studies is that it reveals that curricula, textbooks and national exams are not compatible with PISA. The results of these studies appear to be an indicator of our failure in PISA. However, it is a known fact that national quality monitoring research in the Kazakh education system is a fundamental element that directs the learning-teaching process. It is known that students make a significant effort to be successful in exams, which have an important place in our education system, and plan their studies to be successful in these exams. Therefore, considering the success rate in PISA, the issue of whether the quality of the questions asked in national-scale exams is compatible with PISA becomes important. It examined the success of students in Kazakhstan according to the question types in PISA. It was determined that students answered multiple choice question types correctly on reading comprehension questions, and failed in complex multiple choice questions and semi-structured questions. The reason for this may be that teachers mostly use multiple choice question types in summative assessments. Similarly, in another study, in PISA, Kazakh students were asked to use discontinuous texts (lists, tables, graphs, diagrams, maps, syllabuses, catalogues, indexes and text in printed or digital format) to answer related questions while answering forced and open - ended questions in reply

they failed to reach a conclusion.

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## Оқушылардың функционалдық сауаттылығын дамытуда оқу тапсырмаларын дұрыс құрастыру және когнитивтік стратегияларды тиімді қолдану

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**Аңдатпа.** Оқу тапсырмаларын құрастыру және когнитивтік стратегияларды қолдану функционалдық сауаттылықты дамытуда маңызды рөл атқарады. Функционалдық сауаттылық негізгі оқу дағдыларынан асып түседі; ол ақпаратты тиімді түсіну, талдау және синтездеу қабілетін қамтиды, бұл академиялық және кәсіби жағдайларда өте маңызды. Оқу тапсырмаларын нақты тұжырымдау; Когнитивтік стратегияларды қолдану; Функционалдық сауаттылықты дамыту. Оқу тапсырмаларын дұрыс құрастыру және когнитивтік дағдыларды стратегиялық қолдану функционалдық сауаттылықты дамытудың негізі болып табылады. Бұл тәжірибелер білім алушыларға мәтіндермен белсенді араласуға, түсінуді жақсартуға және академиялық жетістікке және одан тыс өмірге қажетті өмір бойы оқу дағдыларын дамытуға мүмкіндік береді. Осы элементтерді біріктіру арқылы педагогтар оқушыларды оқу мен оқу орталарының әртүрлі ауқымында өркендеуге тиімді дайындай алады. Мақалада қазақстандық оқушылардың функционалдық сауаттылық өлшемі болып табылатын PISA зерттеуіндегі оқу сауаттылығы бойынша төмен көрсеткіштері және олардың тапсырмаларды орындаудағы қиындықтары айтылады. Бұл ретте мұғалімдердің өздері жасаған PISA тапсырмаларын қолданудың зерттеу тәжірибесі мен нәтижелері және оларды оқыту әдістемесі (когнитивті стратегиялар) жан-жақты талданады.



**Түйінді сөздер:** функционалдық сауаттылық, оқу сауаттылығы, PISA халықаралық зерттеуі, бағалау, ішкі және сыртқы бағалау, критерий, метакогнитивтік және когнитивтік стратегиялар, PISA үлгісіндегі оқу мәтіндері мен тапсырмалары.

## Корректное формулирование заданий по чтению и эффективное применение когнитивных стратегий в развитии функциональной грамотности учащихся

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**Аннотация.** Формулирование заданий по чтению и применение когнитивных стратегий имеют решающее значение для развития функциональной грамотности. Функциональная грамотность выходит за рамки базовых навыков чтения; оно предполагает способность эффективно понимать, анализировать и синтезировать информацию, что имеет решающее значение в академической и профессиональной среде. Четкая формулировка задач по чтению; Применение когнитивных стратегий; Развитие функциональной грамотности. Правильная формулировка задач по чтению и стратегическое применение когнитивных навыков имеют основополагающее значение для развития функциональной грамотности. Эти практики дают учащимся возможность активно работать с текстами, улучшают понимание и развивают навыки обучения на протяжении всей жизни, необходимые для академических успехов и за его пределами. Интегрируя эти элементы, преподаватели могут эффективно подготовить учащихся к навигации и успеху в разнообразных средах чтения и обучения. В статье рассматриваются низкие показатели казахстанских студентов по читательской грамотности в исследовании PISA, показателю функциональной грамотности, а также их трудности при выполнении заданий. При этом всесторонне анализируются опыт исследования и результаты использования заданий PISA, созданных самими преподавателями, и методики их изучения (когнитивных стратегий).



**Ключевые слова:** функциональная грамотность, читательская грамотность, международное исследование PISA, оценивание, внутреннее и внешнее оценивание, критерий, метакогнитивные и когнитивные стратегии, чтение текстов и заданий в стиле PISA.

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