IRSTI 14.25.09 DOI 10.59941/2960-0642-2024-4-89-99

Formation of functional literacy at primary school

Ayapbergenova G.S.[1], Kulsharipova Z.K.[1]*, Sarsenbayeva B.G.[1], Makhmetova N.K.[1]
[1]Pavlodar Pedagogical University named after Alkey Margulan
Pavlodar, Republic of Kazakhstan
*gulsumas@mail.ru

Abstract. In the present day, general education schools are confronted with the task of equipping students for real-world experiences, placing a strong emphasis on fostering independent thinking among primary school children. This essential behavioral trait is closely linked to the concept of functional literacy. Pedagogical design of modern school education undoubtedly plays an important role in creating an effective educational environment. Given the diversity of children and their needs, it is important to create educational programs that will stimulate interest in learning, develop critical thinking and creative skills. It is also important to use modern technologies and teaching methods to achieve optimal results. The formation of basic functional literacy skills is the basis for the school community safety, ensuring the fulfillment of adaptive, developmental and educational functions. It can also be noted that there is a connection between the formation of functional literacy and increasing technological independence. The article examines a range of difficulties that help primary school educators identify possible problems and overcome barriers in fostering functional literacy in young learners. It outlines educational scenarios closely tied to fostering independent thinking, which is a key component of functional literacy.

Key words: functional literacy, ability to apply knowledge and skills in life, primary schoolchildren, reading literacy, meta-subject results, using texts to achieve one's goals, global competencies and creative thinking.

Қалай дәйексөз алуға болады / Как цитировать / How to cite:
Ayapbergenova, G. S., Kulsharipova, Z. K., Sarsenbayeva, B. G., Makhmetova, N. K. Formation of functional literacy at primary school [Text] // Scientific and pedagogical journal "Bilim". – Astana: NAE named after I. Altynsarin, 2024. – №4. – P. 89-99.

Introduction

Contemporary educational institutions have the duty of preparing children for the future, necessitating that worldwide education systems anticipate future lifestyles and work environments. This involves taking into account important trends within both international and regional labor markets. The evolving focus on professional competencies underscores the increasing need for a lifelong learning mindset. At present, both the educational system and the government are focused not just on imparting knowledge, but also on cultivating self-learning abilities to address various life challenges. The structure of modern education should gradually evolve to emphasize the development of 21st-century competencies, significantly altering methods for gaining knowledge, building skills, encouraging critical thinking, and improving processes such as tracking, adjusting, and assessing progress.[1].

Kazakhstani and international researchers view the terms "digital skills," "digital literacy," and "digital competence" as encompassing various forms of functional literacy, with digital literacy being particularly prominent. During the mid-20th century, Western education specialists began to stress that knowledge limited to specific subjects was

not enough to tackle real-world challenges. They introduced a groundbreaking model of continuous learning throughout life, focusing on four key areas of competence: understanding knowledge, practical skills, self-awareness, and the ability to coexist with others. [2].

An educator might thoughtfully select appropriate materials, organize activities efficiently, and apply effective techniques and strategies in both classroom and extracurricular interactions with students. However, these efforts often encounter difficulties due to inadequacies in developing functional literacy and fostering the necessary independence of primary school learners. By considering these concepts as educational outcomes, we link competence to solving everyday practical problems, and basic literacy to solving educational problems.

Functional literacy is a special, independent, value and integrative component of basic literacy, which has its own subject and value focus on the development of universal skills.

As the authors of modern concepts state, we need to convey a deep analysis of this problem, which will allow us to consider the issue from the point of view of teachers' understanding of functional literacy, their mastery of technologies for solving this problem, as well as the practice of preparing a modern teacher for a different understanding of the quality of education [3].

Upon examining the concept of "functional literacy," we have determined that it has recently gained fresh significance and importance, particularly in relation to the growing focus on cultivating functional literacy as an outcome of education. Therefore, we have linked "functional literacy" as a competence with solving everyday practical problems, and basic literacy with solving educational problems.

The development of functional literacy in primary education is currently a truly urgent task for teachers, especially in elementary grades. According to M. Rosenberg's theory, one of the components of functional literacy can be defined as soft skills – the child's ability to navigate the flow of information, find the right solutions to emerging problems and situations where the amount of knowledge is not of particular importance [4].

Analyzing the concept of "functional literacy" based on modern theories and concepts, we have come to a concrete definition of it as the ability of primary schoolchildren to freely use reading and writing skills to process educational text materials and transmit information in real life, in text and other forms of communication.

The foundations of functional literacy are laid in primary school through intensive exercises carried out in various types of educational activities - writing and reading, speaking and listening; the formation of techniques of mathematical activity, implementing a competency-based approach to teaching primary schoolchildren. In the early stages of education, the primary focus is on developing each child's ability to think critically through the use of logical methods, including analysis, generalization, comparison, classification, organization, negation, and limitation.

At this point in the research, we can conclude that the core aspect of functional literacy involves a collection of fundamental skills and abilities that primary school students need at the early stage of their education to effectively and successfully engage with learning materials within a digital educational environment.

Materials and Methods

This study utilised Learn to Learn, a digital platform designed to support educational processes in primary classrooms. The platform was an interactive environment aimed at developing functional literacy, including reading, writing and application of knowledge in practice. The primary school students who participated in the experiment constituted the main target group.

The main research methods included:

Platform-based activities were organised,

both during class time and in extracurricular activities. This allowed the effectiveness of the technologies and techniques to be evaluated. Teachers and students completed questionnaires aimed at exploring their level of autonomy, interaction skills and analysing learning materials. Designed to assess meta-subject outcomes such as analysing data, searching for information and solving practical problems. Used monitoring tools based on students' digital footprints to assess progress and learning effectiveness. Students' results before and after the implementation of the platform were compared, as well as the effectiveness of the techniques in different educational settings.

The experiment involved primary school students of the Bauyrzhan Momyshuly General Education School in Pavlodar, representing different socio-economic conditions. Teachers and parents were also involved to analyse interactions in the digital environment.

The topic of enhancing functional literacy among primary school students, as well as the influence of digitalization on the effectiveness and outcomes of their methodological support, remains underexplored. In our current research on improving functional literacy in primary schoolchildren, we have observed that discussions surrounding the implementation of advanced and innovative methods are increasingly framed within the context of artificial intelligence development, the impact of digitalization on the future of education, and expectations for the creation of innovative products in the setting of competitions and Olympiads. [5].

However, in modern conditions, these socio-pedagogical factors need to be considered in the context of educational management for the reorganization of educational relations in primary school. In this regard, in the context of digitalization, especially in primary school, it is relevant to develop an adapted management model that moves from "educational process management" to "educational product management" that forms real cooperation and development of relations. This issue must be addressed at an interdisciplinary level (see Table 1), which aids in developing children's functional literacy and evaluating its progress through the creation of practical, real-world educational scenarios, research-based learning, comprehensive monitoring of educational outcomes, and other approaches.

As a key tool of the adaptive management model, an organizational model of adaptive management of the primary education system has been developed to reconstruct the entire education system to the challenges of digital transformation of education. In Table 1, we examine the stages of the adaptive management model within the context of digitalization, aimed at ensuring the efficient operation of the education system. This approach considers adaptive management mechanisms that enable the optimal adjustment of contemporary educational processes, which occasionally encounter recurring crisis situations.

Table 1 – Model of adaptive management in the context of digitalization

No	Model levels	Contents
1.	Socio-philosophical and	Consideration of digitalization issues with
2.	psychological-pedagogical	substantiation of forms of new competencies of participants in educational relations
3.	Sociological	Analytical development of the structure of new requirements for role positions for educational relations in the digital educational environment
4.	Technological	Practical and technological support for solving educational problems of digitalization
5.	Legislative	Legislative substantiation of the digital environment at school

The results of the research contribute to the theory of educational management in the field of education as an interdisciplinary scientific field of knowledge and provide an opportunity to substantiate an innovative approach to the educational system in the field of primary education as an object of development of interdisciplinary relations in the digital space and the associated value bases.

The research allows us to identify pedagogical and managerial risks arising from the digitalization of the educational process and interdisciplinary relations, which can be eliminated at the level of digitalization of the educational environment in primary school. Suggestions are made regarding the functional capabilities of the digital platforms being developed.

The digital platform in schools will serve as a tangible product, incorporating a collection of materials with diagnostic tools. Schools will be provided with a tailored model for managing educational interactions between participants in a digital environment during the primary education phase, along with the foundation for creating a personalized learning model. The goal of the research is to assess the practical preparedness of primary schools to operate in a digitalized context.

We are conducting a pedagogical experiment on the implementation of the digital platform “Learn to Learn” for primary schools. The video presentations show the work in the educational mode of extracurricular work in schools. The qualitative change in the relationship between the subjects of the educational process, caused by a new wave of technological modernization, lies in emphasizing various types of individual and group activities in the educational process in the digital environment.

In this regard, a sample digital platform “Learn to Learn” has been developed for primary schools for experimental work on educational sites.

The digital platform (DP) model is becoming a key tool for digital transformation. Unlike other network resources, in our model we primarily represent not an information system, but an environment that ensures joint actions of subjects involved in various educational relations. DP is an environmental space where individual users, educational groups, students of the school community, and social groups can connect [6].

All subject groups will be able to study digital tools that correspond to the goals and nature of joint activities. In this research, we have examined the processes taking place in primary school and have come to the conclusion that most processors in schools are not adapted for primary school. Their functionality does not fully take into account the specifics of educational relations, which are especially important for this level [7].

This platform is designed to support the central platform in primary school and is based on the idea of supporting two parallel processes: the educational activities of children and the organization of joint activities of adult subjects of educational relations in the sphere of personal information of a particular child.

During the implementation of the research directions, a preliminary selection of the central platform was carried out and the choice was confirmed taking into account the following factors (See Table 2):

Table 2 – Factors for choosing the central platform (CP)

No	Factors of the CP	Content of the CP factors
1.	Development of role-based educational relationships among subjects	primary schoolchildren, subject teachers, class teachers and teacher-psychologists, as well as school administration and children's parents
2	Development of children's educational activities	related to the development of basic digital skills and abilities based on the structural model of functional literacy
3.	Development of skills of the systemic analysis of big data	coverage of the mode of advisory and expert content
4.	Analysis of statistical reports in the required areas	search based on the analysis of the "digital footprint" of a specific learner, educational groups or educational clusters
5.	Positive feedback	experts, teachers, parents, and the children themselves

Considering the factors of choosing a central platform and the existing uncertainty regarding the operating mode of educational institutions in the upcoming academic year, classes can be organized both at school and beyond using a digital platform.

The teacher must undoubtedly put forth every effort to accurately determine the material's content, select an effective structure for organizing the work, and implement appropriate methods and technologies in both classroom and extracurricular interactions with students. To ensure the proper selection of material content, careful consideration is essential, it is necessary to search for and choose an effective form of activity, activate the use of appropriate methods and technologies. In this case, the teacher is obliged to make every effort in the framework of working with children both in lessons and in extracurricular activities [8][9].

However, all these actions are repeatedly delayed due to gaps in the formation of functional literacy and the foundations of independence of primary schoolchildren. Certain conditions are needed for the development of functional literacy and independence of primary schoolchildren.

Results and Discussion

According to a number of studies, children's functional literacy includes not only technical learning skills, but also communication skills, the ability to participate in their own context. A child can be considered competent if he can accept the opinion of another in his context, as well as share his own opinion with others in order to understand the essence of the subject from different points of view. Since the means of communication and the language of communication change, it is necessary to know what else is needed to develop the individual abilities of students - they must be used in the right perspective. The interaction of subjects of educational communication in primary school is modeled in an experiment conducted in the form of computer training on a digital platform. The experiment is aimed at developing children's functional literacy and independence.

It is important to consider that the conditions for digitalization are children's mobile intelligence and their active interaction with teachers, parents and classmates. The teacher's position should be aimed at building an individual educational trajectory for the child, developing his multifunctional personality. One of the key weaknesses of the education system is children's limited ability to interpret information by connecting new data with existing knowledge, along with the difficulty primary school students face in articulating their thoughts. The primary cause lies in the traditional experience of primary school teachers, which has been rooted in a reproductive approach to learning.

In summarizing the idea of functional literacy, it has traditionally been defined as the combination of writing, reading, and arithmetic skills used to solve educational tasks. However, in today's context, it is essential to redefine functional literacy for primary school students as: Functional literacy represents the core knowledge possessed by an individual that... (See Table 3):

Table 3 – Scheme for determining the functional literacy of a child

No	Functional literacy definition scheme	General content
1.	The readiness to participate successfully in interactions.	Actively engaging with the environment, making efforts to transform and enhance it.
2.	The capacity to address non-traditional educational challenges.	To apply structured algorithms for fundamental actions.
3.	The ability to establish and nurture social connections.	Aligned with the community's cultural values, it entails creating conditions that foster partnership and cooperation.
4.	The development and application of reflective skills.	This enables the evaluation of functional literacy as an ongoing process centered on self-learning and spiritual and moral growth, while also developing the capacity to encourage personal development and self-motivation for future advancement.

With the growing volume of information, functional literacy equips students to apply their knowledge to solve everyday problems. A modern student's success is determined by their ability to synthesize information and assess its relevance through self-reflection. Therefore, when evaluating student performance, educators should consider not only subject-specific knowledge but also cross-disciplinary skills that enable students to address both academic and real-life challenges, while cultivating their self-assessment abilities. Achieving cross-curricular outcomes is supported by the core elements of the educational process, which include the parameters of the academic subjects. The main objective of assessing meta-subject results is to form a number of internal self-assessments as regulatory, communicative competencies and to form thinking activities aimed at analyzing and managing independent activities.

One of the main goals of the system of internal self-assessments as educational results is to determine the fulfillment of the requirements for mastering general educational programs provided by educational standards. Therefore, the content of the requirements is the basis for determining the content and criteria of internal independent assessment.

To assess the achievement of the results of mastering the development of internal self-assessment, a survey of schoolchildren was conducted, but, of course, the choice of the assessment scale and the systematization of the results required the use of a level approach to the presentation of the results of internal self-assessment.

Optimization also allows taking into account the level of personal development of schoolchildren and internal self-assessment during the survey, which includes four main components:

- ability to accept and support the goals and objectives of training: to independently evaluate and control actions, to make corrections to the conditions for completing tasks, taking into account the nature of past mistakes;
- ability to search for information and

select an important part from the studied educational materials.

- ability to use schemes for solving educational, cognitive and practical tasks: to turn a practical task into a cognitive one, to be able to plan one's actions in accordance with the task, to look for means for its implementation;
- ability to interact and cooperate with teachers and with a group of classmates when solving educational tasks, to be responsible for the results of one's actions during the period of interaction.

An analysis of the survey has shown that the most common answer "to independently evaluate and control actions, to make corrections to the conditions for completing tasks, taking into account the nature of past mistakes" was chosen by 53% of respondents (See Fig. 1).

52% chose the answer "to define the connection between education and various types of human learning activities", and the answer option "level of selection of an important part from the studied educational materials" turned out to be close in the number of options to the previous one. 58% chose the answer "to search for information and select an important part from the studied educational materials".

57% have chosen the ability use schemes for solving educational, cognitive and practical tasks: to turn a practical task into a cognitive one, to be able to plan one's actions in accordance with the task, to look for means for its implementation.

The highest percentage of respondents (59%) have indicated the answer "the ability to interact and cooperate with teachers and with a group of classmates when solving educational tasks".

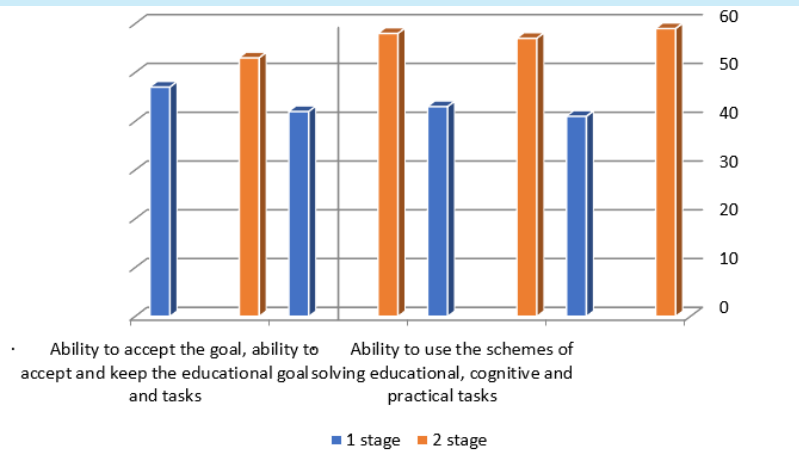

Fig. 1 – Results of internal self-assessment during the survey

The core focus of assessing meta-subject outcomes lies in students' ability to independently acquire new knowledge and skills during primary education, aimed at enhancing their internal self-assessment. We have also concluded that the key attributes of assessing meta-subject results highlight the distinctiveness of universal skills, as they establish a psychological foundation crucial for children to effectively solve subject-specific tasks. The following key methods for evaluating cross-curricular outcomes will assist teachers in effectively assessing and measuring the level of student engagement, considering the evaluation of functional literacy in primary school students, while fostering

internal self-assessment as a form of independent activity:

- First, the development of a specific type of universal educational activity to achieve meta-subject outcomes can be implemented through specially designed diagnostic tasks aimed at evaluating students' proficiency levels.
- Second, educational and practical tasks utilizing academic subjects to reach meta-subject outcomes can serve as a key factor in successfully completing learning activities independently.
- Third, solving complex, interdisciplinary tasks and achieving meta-subject results can be demonstrated in the successful resolution of challenges related to developing internal self-esteem, with the application of criteria for assessing functional literacy in primary schoolchildren.

It was essential to identify several key focus areas to help primary school teachers take a more deliberate approach to evaluating educational tasks, particularly with the aim of enhancing students' functional literacy. A critical aspect of setting goals involves asking questions such as: Why are we doing this? or How can this be useful in real life? This approach encourages children to think independently, laying a strong foundation for primary school students. This, in turn, fosters the growth of their independence. Let us give an example of such project-research tasks for primary school graduates.

Even for a first-grader, a simple and repetitive task like writing numbers can become an enjoyable activity by turning it into something fun, like drawing the curls of the numbers 6 or 9 on the back of a whimsical fairy-tale sheep.

Primary schoolchildren who do not have a very high level of self-organization need special psychological and pedagogical support in this aspect. Therefore, the role of interaction between teachers and parents in the implementation of effective provision of educational activities and the development of functional literacy of primary schoolchildren increases significantly [10].

The assessment of the results of meta-subjectivity can also be carried out in the course of various procedures, for example, in the final test on subjects or in complex work it would be appropriate to assess the formation of many cognitive learning activities and information processing skills on an interdisciplinary basis, as well as the formation of a number of communicative and regulatory types of activity.

This approach to evaluating cross-curricular outcomes enables students to showcase their independence in decision-making and equips them to face new challenges of the modern era. It is also important to incorporate targeted learning tasks and exercises that support the development of functional literacy in primary school students. The educational content is designed to foster intrinsic motivation, promote independence, and instill a sense of purpose in accomplishing academic tasks. Additionally, it is crucial to acknowledge that lessons can be tailored to emphasize various aspects, such as intellectual growth, spiritual and moral development, and cultural and social enrichment.

Conclusion

In conclusion, from a technical perspective, it is important to highlight that incorporating existing methods and developing more targeted, innovative approaches in the methodological training of teachers still requires significant adjustment and refinement. Despite their personal experience and professional efforts, primary school teachers alone cannot transform a basic set of offline lessons into an engaging online experience or effectively manage a vast array of educational tools without the necessary support from IT specialists.

The IT sector plays a key role in helping educators understand that the focus must shift not only towards modern pedagogical design and innovative lesson structures but also towards enhancing functional literacy, global competencies, and creative thinking. Our research suggests that a well-struc-

tured system of teacher activities, alongside carefully designed educational tasks, can provide a strong basis for independent work among primary school students. A skilled, contemporary educator should carefully choose materials that focus on cross-disciplinary developmental tasks, employing a targeted approach to enhance and support functional literacy in primary schoolchildren in both academic and extracurricular environments. Furthermore, given the various psychological and pedagogical considerations, it is essential to draw on the expertise of the scientific and educational community, as well as the knowledge of skilled publishers of educational and methodological resources.

Bibliography

1. Универсальные компетентности и новая грамотность: чему учить сегодня для успеха завтра. Предварительные выводы международного доклада о тенденциях трансформации школьного образования / И. Д. Фрумин, М. С. Добрякова, К. А. Баранников, И. М. Реморенко; Национальный исследовательский университет «Высшая школа экономики», Институт образования. — Москва: НИУ ВШЭ, 2018. — 28 с.
2. **Соболева, Ж.С.** Теоретические предпосылки формирования понятий «цифровая грамотность» и «цифровая компетенция» / Ж.С. Соболева. - Текст: непосредственный // Актуальные проблемы филологии и методики преподавания иностранных языков. - Новосибирск : Новосибирский государственный педагогический университет, 2019. - С. 110-114.
3. **Громова, Л. А.** Функциональная грамотность учителя при реализации задач национального проекта «Образование» / Л. А. Громова // Конференция АСОУ: сборник научных трудов и материалов научно-практических конференций. — 2020. — Вып. 2-2. — С. 32-37.
4. **Розенберг М.** Язык жизни. Ненасильственное общение / «София Медиа». — 2015. - ISBN 978-5-906897-27-5. С. 39-42.
5. Функциональная грамотность младшего школьника: книга для учителя / Н. Ф. Виноградова, Е. Э. Кочурова, М. И. Кузнецова [и др.]; под ред. Н. Ф. Виноградовой. — Москва: Российский учебник: Вентана-Граф, 2018. — 288 с. — ISBN 978-5-360-09871-3.
6. **Морозов, А. В.** Профессионализм учителя как важнейший ресурс и детерминанта качества педагогической деятельности в условиях цифровой образовательной среды / А. В. Морозов, Л. Н. Самборская // Казанский педагогический журнал. - 2018. - № 6 (131). С. 43-48.
7. **Aidarbekova K, Abildina S, Mukhametzhanova A, Nagymzhanova K, Kopbalina K.** Psychological and pedagogical conditions of training future primary school teachers using modern digital educational resources. *Sci Herald Uzhhorod Univ Ser Phys.* 2024. p. 2326-2336. DOI: 10.54919/physics/55.2024.232ok6
8. **Sarsekeeva, Z., Abildina, S., Dyusembinova, R., Mukhametzhanova, A., Aydarbekova, K., & Kopbalina, K.** Formation of reading literacy among primary school students through a system of educational tasks. Научное обозрение. Педагогические науки (Scientific Review. Pedagogical Sciences). 2023. p. https://doi.org/10.17513/srps.2487.p.32-36.
9. **Каримова, Б. С., Жетпеисова, Н. О., Кенжебеккызы, К. Н.** Роль контекстно-ориентированных заданий в развитии функциональной грамотности школьников. Вестник науки и образования, 2021. - (8-1 (111), -С.60-67.
10. **Саноян, А. Г.** Развитие функциональной грамотности школьников в республике Казахстан. Профессиональное образование: методология, тех-нологии, практика. 2021. - С. 121-124.

References

1. Universal'nye kompetentnosti i novaja gramotnost': chemu uchit' segodnja dlja uspeha zavtra. Predvaritel'nye vyvody mezhdunarodnogo doklada o tendencijah transformacii shkol'nogo obrazovanija [Universal competencies and new literacy: what to teach today for tomorrow's success. Preliminary conclusions of the international report on trends in the transformation of school education] / Nacional'nyj issledovatel'skij universitet «Vysshaja shkola jekonomiki», Institut obrazovanija. — Moskva: NIU VShJe, 2018. — 28 s.
2. **Soboleva, Zh.S.** Teoreticheskie predposylki formirovanija ponjatij «cifrovaja gramotnost'» i «cifrovaja kompetencija» [Theoretical prerequisites for the formation of the concepts of "digital literacy" and "digital competence"] / Zh.S. Soboleva. - Tekst: neposredstvennyj // Aktual'nye problemy filologii i metodiki prepodavanija inostrannyh jazykov. - Novosibirsk: Novosibirskij gosudarstvennyj pedagogicheskij universitet, 2019. - S. 110-114.
3. **Gromova, L.A.** Funkcional'naja gramotnost' uchitelja pri realizacii zadach nacional'nogo proekta «Obrazovanie» [Functional literacy of the teacher in the implementation of the tasks of the national project "Education"] / L. A. Gromova // Konferencija ASOU: sbornik nauchnyh trudov i materialov nauchno-prakticheskih konferencij. — 2020. — Vyp. 2-2. — S. 32-37.
4. **Rozenberg M.** Jazyk zhizni. Nenasil'stvennoe obshhenie [The language of life. Nonviolent communication] / — «Sofija Media», 2015 ISBN 978-5-906897-27-5. C. 39-42.
5. Kuznecova Funkcional'naja gramotnost' mladshego shkol'nika: kniga dlja uchitelja [Functional literacy of a primary school student: a book for a teacher] / red. N. F. Vinogradovoj. — Moskva: Rossijskij uchebnik: Ventana-Graf, 2018. — 288 s. — ISBN 978-5-360-09871-3.

6. **Morozov, A.V.** Professionalizm uchitelja kak vazhnejshij resurs i determinanta kachestva pedagogicheskoj dejatel'nosti v uslovijah cifrovoj obrazovatel'noj sredy [Teacher professionalism as the most important resource and determinant of the quality of pedagogical activity in a digital educational environment] / A. V. Morozov, L. N. Samborskaja // Kazanskij pedagogicheskij zhurnal. - 2018. - № 6 (131). S. 43-48.

7. **Aidarbekova K, Abildina S, Mukhametzhanova A, Nagymzhanova K, Kopbalina K.** Psychological and pedagogical conditions of training future primary school teachers using modern digital educational resources. Sci Herald Uzhhorod Univ Ser Phys. 2024.p.2326-2336. DOI: 10.54919/physics/55.2024.232ok6

8. **Sarsekeeva, Z., Abildina, S., Dyusembinova, R., Mukhametzhanova, A., Aydarbekova, K., & Kopbalina, K.** Formation of reading literacy among primary school students through a system of educational tasks. Nauchnoe obozrenie. Pedagogicheskie nauki (Scientific Review. Pedagogical Sciences). https://doi.org/10.17513/srps.2487. 2023. p.32-36.

9. **Karimova, B. S., Zhetpeisova, N. O., Kenzhebekkyzy, K. N.** Rol' kontekstno-orientirovannyh zadanij v razvitii funkcional'noj gramotnosti shkol'nikov. [The role of context-oriented tasks in the development of functional literacy of schoolchildren.] Vestnik nauki i obrazovanija, 2021. - (8-1 (111), -S.60-67.

10. **Sanojan, A. G.** Razvitie funkcional'noj gramotnosti shkol'nikov v respublike Kazahstan. [Development of functional literacy of schoolchildren in the Republic of Kazakhstan] Professional'noe obrazovanie: metodologija, teh-nologii, praktika. 2021. - S. 121-124.

Бастауыш мектепте функционалдық сауаттылықты қалыптастыру

Аяпбергенова Г. С.[1], Кульшарипова З. К.[1]*, Сәрсенбаева Б. Г.[1], Махметова Н. К.[1]
[1]Әлкей Марғұлан атындағы Павлодар педагогикалық университеті
Павлодар қ., Қазақстан Республикасы
*gulsumas@mail.ru

Аңдатпа. Бүгінгі таңда жалпы білім беретін мектептердің алдында балаларды нақты өмірге дайындау міндеті тұр, сондықтан функционалдық сауаттылыққа тікелей байланысты мінез-құлықтың негізгі сапасы ретінде бастауыш сынып оқушыларының ойлауының тәуелсіздігін дамытуға ерекше назар аударылады. Әрине, заманауи мектептегі білім берудің педагогикалық дизайны тиімді білім беру ортасын қалыптастыруда маңызды рөл атқарады. Оқушылардың әртүрлілігін және олардың қажеттіліктерін ескере отырып, оқуға деген қызығушылықты арттыратын, сыни ойлау мен шығармашылықты дамытатын білім беру бағдарламаларын құру маңызды. Оңтайлы нәтижеге қол жеткізу үшін заманауи технологиялар мен оқыту әдістерін қолдану да маңызды. Функционалдық сауаттылықтың базалық дағдыларын қалыптастыру адаптивті, дамытушылық және білім беру функцияларын іске асыруды қамтамасыз ете отырып, мектеп қоғамдастығының қауіпсіздігінің негізі болып табылады. Функционалдық сауаттылықты қалыптастыру мен технологиялық тәуелсіздікті арттыру арасында байланыс бар екенін атап өтуге болады. Мақалада бастауыш сынып мұғалімдеріне мүмкін проблемаларды анықтауға және бастауыш сынып оқушыларының функционалдық сауаттылығын дамытудағы қиындықтарды жеңуге көмектесетін сұрақтар шеңбері қарастырылады. Функционалдық сауаттылықтың бөлігі ретінде ойлаудың тәуелсіздігін дамытуға тікелей байланысты білім беру жағдайлары сипатталған.

Түйінді сөздер: функционалдық сауаттылық, өмірде білім мен дағдыларды қолдана білу, бастауыш сынып оқушылары, оқу сауаттылығы, мета-пәндік нәтижелер, мәтіндерді өз мақсаттарына жету үшін пайдалану, жаһандық құзыреттілік және шығармашылық ойлау.

Формирование функциональной грамотности в начальной школе

Аяпбергенова Г. С.[1], Кульшарипова З. К.[1]*, Сәрсенбаева Б. Г.[1], Махметова Н. К.[1]
[1]Павлодарский педагогический университет имени Әлкей Марғұлан
г.Павлодар, Республика Казахстан
*gulsumas@mail.ru

Аннотация. Перед общеобразовательными школами сегодня стоит задача подготовки детей к реальной жизни, поэтому особое внимание уделяется развитию самостоятельности мышления младших школьников как основополагающего качества поведения, напрямую связанного с функциональной грамотностью. Безусловно, педагогическое проектирование современного школьного образования играет важную роль в формировании эффективной образовательной среды. Учитывая многообразие учащихся и их потребности, важно создавать образовательные программы, которые будут стимулировать интерес к обучению, развивать критическое мышление и творческие способности. Также важно использовать современные технологии и методы обучения для достижения оптимальных результатов. Формирование базовых навыков функциональной грамотности является основой безопасности школьного сообщества, обеспечивая реализацию адаптивной, развивающей и образовательной функций. Можно отметить, что существует связь между формированием функциональной грамотности и повышением технологической самостоятельности. В статье рассматривается круг вопросов, помогающих учителям начальных классов выявлять возможные проблемы и преодолевать трудности в развитии функциональной грамотности у младших школьников. Описываются образовательные ситуации, напрямую связанные с развитием самостоятельности мышления как части функциональной грамотности.

Ключевые слова: функциональная грамотность, умение применять в жизни знания и навыки, младшие школьники, читательская грамотность, метапредметные результаты, использовать тексты для достижения своих целей, глобальные компетенции и креативное мышление.

Мақала баспаға 02.09.2024 келіп түсті.