

HOW TO DEVELOP LEARNERS' FUNCTIONAL READING LITERACY THROUGH UTILIZING INCOMPLETE TEXTS?

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Research objectives:

How to achieve functional reading literacy, forming students ' communication skills?

COMPLETE TEXTS

(IN SENTENCES)

39%

INCOMPLETE TEXTS

(EXAMPLE, LISTS)

30%

PISA

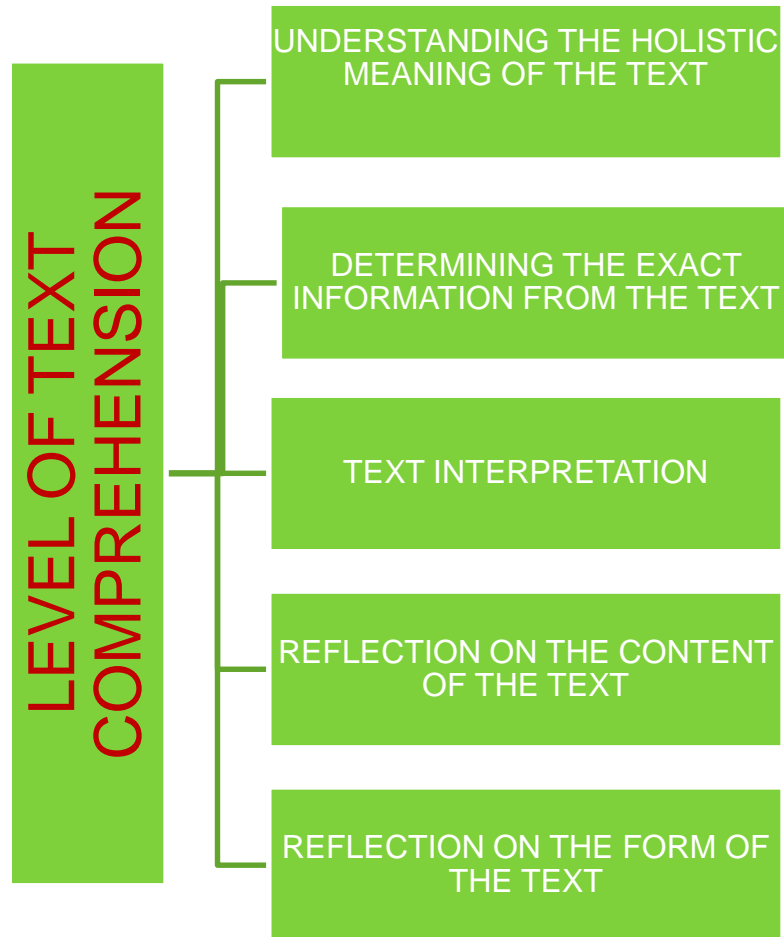
MIXED TEXTS (MIXING
COMPLETE AND INCOMPLETE
TEXTS)

23%

TEXT SET
(TEXTS TAKEN FROM DIFFERENT
SOURCES)

8%

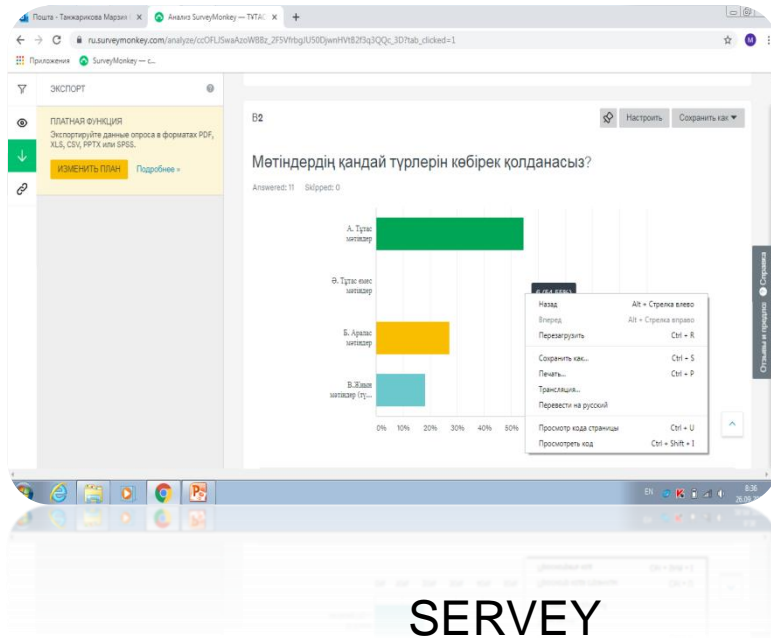
LEARNING COMPETENCIES



RESEARCH QUESTIONS

- Question 1: to what extent do teachers pay attention to the choice of texts that increase the reading literacy of students during the daily lesson?
- Question 2: what difficulties arise when choosing a text?
- Question 3: how are the selected texts aimed at improving the functional literacy of students determined?

RESEARCH TOOLS



SURVEY



INTERVIEW

OBSERVATION

STRATEGIES

- PROBLEM-BASED LEARNING;
- ARGUMENTATION;
- CONSISTENT QUESTIONING (FROM THE LOW LEVEL TO THE HIGH LEVEL OF THINKING);
- RESULT-ORIENTED INSTRUCTIONS.

TYPES OF INCOMPLETE TEXTS

- GRAPHICS
- CHARTS
- DRAWINGS (CLUSTER)
- TABLES
- TERRAIN MAP
- ENTRANCE TICKET
- PLANS (PREMISES, BUILDINGS, ETC.)
- SITE MAPS

LEARNING OBJECTIVES

- READING

GRADE 8	GRADE 9
8.O1. Interpretation of text and graphic information (table, diagram, figure, symbols).	9.O1. Comparing and processing the information in mixed and incomplete texts (table, diagram, scheme, figure).

LEARNING OBJECTIVES

- WRITING

GRADE 8	GRADE 9	GRADE 10
8.Ж3. Describing the process presented in the form of graphic text (symbol, figure, scheme) in compliance with the structure of the text (introduction, general information, detailed information).	9.Ж3. Identifying the key points of the data in the graphic text (chart, table) in compliance with the structure of the text.	10.Ж3. Comparing data in several graphical texts (charts, tables) and writing while maintaining the structure of the text, identifying key points and trends (trends).

ACTION RESEARCH

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graph TD; A[ACTION RESEARCH] --> B[DEVELOPING STUDENTS ' RESEARCH SKILLS THROUGH TASK-BASED LEARNING AND DEFINING TEXT FORM FEATURES]; B --> C[WORK WITH INCOMPLETE TEXT TYPES];
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DEVELOPING STUDENTS ' RESEARCH SKILLS THROUGH TASK-BASED
LEARNING AND DEFINING TEXT FORM FEATURES

WORK WITH INCOMPLETE TEXT TYPES

10.A6. Analysis and comparison of information presented in tables, diagrams, symbols and drawings.

- 1. Exploring the dynamics of external migration in 1991-2005. Collating information, analyzing them.



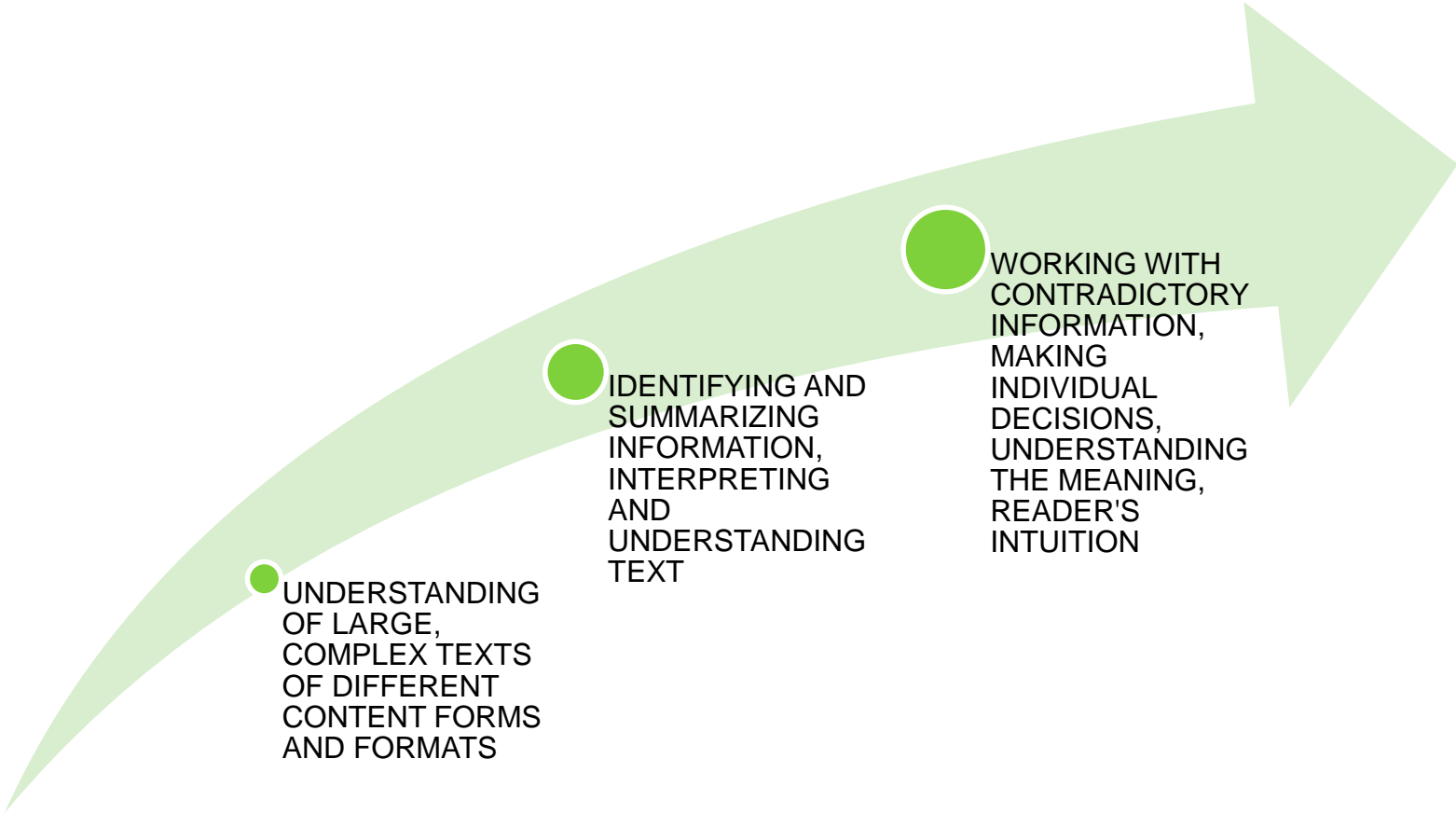
- 2. At the beginning of the XXI century, the number of repatriates reached 100 thousand (2005) per year, and in the second decade, the number of repatriates decreased dramatically. What are the main reasons for this?
- 3. Determine which year coincides with the starting point of the graph. Explain the reason why the author chose this point.

RECOMMENDATIONS

- To be able to choose texts that can arouse students ' interest and use them in life situations;
- To work more with the information in incomplete texts linking them to learning objectives and to always rely on credible sources;
- To take into account recommendations on the choice of texts to test learning skills.

Conclusion

- TO CONFIRM THE STUDENT'S ABILITY TO IDENTIFY THE NECESSARY INFORMATION FROM THE TEXT:



UNDERSTANDING
OF LARGE,
COMPLEX TEXTS
OF DIFFERENT
CONTENT FORMS
AND FORMATS

IDENTIFYING AND
SUMMARIZING
INFORMATION,
INTERPRETING
AND
UNDERSTANDING
TEXT

WORKING WITH
CONTRADICTIONARY
INFORMATION,
MAKING
INDIVIDUAL
DECISIONS,
UNDERSTANDING
THE MEANING,
READER'S
INTUITION