

Сведения об авторах

Fan Dan – аспирант Колледжа международного культурного обмена Северо-Западного педагогического университета, старший преподаватель Школы международного образования Ланьчжоуского транспортного университета, Ланьчжоу, КНР, e-mail: 1078352791@qq.com, fandan@mail.lzjtu.cn, Orcid: 0009-0002-2588-7448.

Li Hua* – профессор Колледжа международного культурного обмена Северо-Западного педагогического университета, Ланьчжоу, КНР, e-mail: 1421668750@qq.com, Orcid: 0000-0001-5081-1010.

Wang Jin – аспирант Колледжа международного культурного обмена Северо-Западного педагогического университета, Ланьчжоу, КНР, e-mail: 2280405620@qq.com.

Information about authors

Fan Dan – Ph.D. candidate at the College of International Cultural Exchange, Northwest Normal University, Lecturer at the School of International Education, Lanzhou Jiaotong University, Lanzhou, China, e-mail: 1078352791@qq.com, fandan@mail.lzjtu.cn.

Li Hua* – Professor at the College of International Cultural Exchange, Northwest Normal University, Lanzhou, China, e-mail: 1421668750@qq.com, Orcid: 0000-0001-5081-1010.

Wang Jin – Ph.D. candidate at the College of International Cultural Exchange, Northwest Normal University, Lanzhou, China, e-mail: 2280405620@qq.com.

SRSTI: 14.25.09

B.K. Beisenbekova

IT school-lyceum № 50,
071400, Republic of Kazakhstan, Semey, Tarbagatay str., 18
Orcid: 0009-0000-8188-0924
e-mail: honey_ray-92@mail.ru

SUMMATIVE ASSESSMENT OF READING THROUGH INTERNET-BASED TOOLS

Abstract. *This study investigates the use of online resources, particularly Google Forms, as a tool for summative assessment of reading among ninth-grade students. It explores students' perceptions regarding the level of engagement, usefulness, and effectiveness of internet-based assessments in comparison with traditional paper-based formats. The findings reveal that most students view Google Forms as practical and user-friendly, appreciating its efficiency, fairness, and the immediacy of results. The automatic grading system and ease of administration are also perceived as advantages that contribute to a more streamlined assessment process.*

Despite these benefits, the study also identifies several limitations. Students express concerns about the restricted opportunities for open-ended responses, which may hinder the demonstration of deeper comprehension skills. In addition, issues such as unreliable internet connections, limited digital literacy among some learners, and doubts about the overall validity and security of online assessments are highlighted as potential challenges. These factors suggest that while digital tools enhance convenience, they cannot entirely replace traditional approaches without careful consideration of their drawbacks.

The study emphasizes the importance of adopting a blended model that integrates both digital and paper-based assessment methods to achieve a more balanced and equitable evaluation of reading comprehension. Furthermore, it underscores the need for teacher training in the effective use of digital assessment platforms, the development of reliable infrastructure, and the careful design of test items that can capture both surface-level and higher-order thinking skills.

Overall, this research contributes to the growing body of literature on digital transformation in education and assessment practices. By examining students' perceptions and experiences, it provides valuable insights for educators, policymakers, and school administrators who aim to modernize assessment strategies while ensuring fairness, inclusivity, and the accurate measurement of students' reading abilities.

Key words: *summative assessment, reading skill, internet-based tools.*

Introduction

Comprehension of text is a key skill for lifelong academic success and self-learning. In the past, teachers assessed this skill using traditional methods, which often boiled down to summative assessment. However, advances in technology require a rethinking of these approaches. This article examines how online tools can transform summative reading assessments, making them more effective, accessible, and informative.

The shift to online assessments offers new opportunities, such as the use of multimedia and instant feedback, which makes the assessment process more interesting and allows for a better understanding of students' reading. However, there are challenges associated with this transition, including technology accessibility, reliability of assessments, teacher training, and potential over-reliance on technology.

This article analyses existing research on the use of online tools for summative reading assessment. The advantages and disadvantages of these tools, their impact on achievement, the potential for personalised learning, and the ethical issues surrounding the development and use of such assessments are discussed. The article aims to provide educators, researchers, and policymakers with the information needed to effectively use online assessments to improve reading comprehension and create a better educational experience for all students.

Ultimately, this article aims to provide educators, researchers, and policymakers with the insights necessary to harness the benefits of digital assessment while mitigating its limitations. By carefully integrating online tools into summative assessment practices, schools can not only improve the accuracy and fairness of reading comprehension evaluation but also contribute to the creation of a more inclusive, innovative, and future-oriented educational environment.

Literature review

Advances in technology in education have led to a rethinking of approaches to assessing knowledge, especially in the area of reading. This review analyses current research on the use of online tools to assess reading comprehension. The advantages, disadvantages, and impact of these tools on student achievement are discussed. Unlike traditional paper-based tests, which often fail to capture the full complexity of the reading process, online tools offer more flexible and interesting ways to assess a wide range of skills, including logical thinking and critical analysis. Research, such as the work of Wang and Smith (2019), shows that online assessments can more accurately identify students' reading strengths and weaknesses.

There is a particular focus on adaptive tests that adjust to a student's proficiency level. A study by Brown et al. (2021) confirms that such online assessments are more effective at assessing reading skills than static tests because they allow questions to be tailored to the student's proficiency level. In addition, online tools often use multimedia elements, which makes the assessment process more engaging and accommodates different learning styles. A study by Garcia and Lopez (2020) found that interactive online assessments with audio and video increased engagement and improved results compared to traditional methods. The use of internet tools brings up questions about what assessment should look like. Smith & Johnson (2018) stressed the importance of aligning online assessments with learning objectives, focusing on assessing critical thinking rather than just memorization. Research is also exploring whether using AI for grading can introduce bias [1]. Lastly, ongoing research is looking at how data analytics can give real-time feedback to students and teachers. Chen et al. (2020) highlighted the value of using data to personalize instruction for struggling readers. Future studies should focus on how to effectively use AI for assessing reading skills [2]. As the younger generation continues to accept and adopt new technologies, the learning environment must also accept and adopt new technologies. The argument for such changes in the formal learning environment stems from the reality that younger generations are growing up in a society that utilizes the internet, smartphones and other digital technologies for many different aspects of their day-to-day living [3], [4], [5], [6]. Further, research has stressed «education, years online and youth are significantly associated with using the internet to enhance human capital (visit school-related sites, work, health, finance or science) or social capital (visit government-related sites, or news or politics)» [7]. In the Gulf region, and in the United Arab Emirates in particular,

internet penetration is at 80 percent [8], indicating that the use of smart devices and other internet-capable technologies is ubiquitous across demographics. However, at the same time, there is a gap in the use of technology and internet-capable devices in higher education in terms of the high levels of Internet penetration in the country. Indeed, there is also a growing concern for making technological and educational progress in the, and according to the UAE Vision 2021 National Agenda, the country has been launching initiatives that are meant to address new instructional systems that can transform education through technology to address increasing local and global competitiveness and economic requirements. Teachers and education professionals around the world are also becoming more aware of and knowledgeable of the uses and benefits of using digital technologies in the classroom as a means to motivate their students in the learning content and to improve memory retention, conceptual understanding, and ultimately learning outcomes and academic achievement [9]. To add to these benefits or technological usage in the classroom, it has been argued that online summative and formative assessment has the potential for such methods of testing to improve and reduce test anxiety [10], [11]. Therefore, this study aims to tackle the problem of test anxiety by examining the effectiveness of online summative and formative assessments that many educational institutions are using as a core tool in the technological era. Studying the effects of online assessment on test anxiety and performance can help with the understanding of how students perceive threats when taking tests and as such, help identify and remove these threats in order for testing outcomes to more accurately portray actual student knowledge and understanding of the material being tested. According to Behera (2013), the use of technology in education has expanded significantly over the past decade, with the growing ubiquity of Wi-Fi, smartphones, tablets, ebooks, online classrooms and the use of digital blackboards in the physical classroom. These technologies are argued to increase the effectiveness of feedback, as teachers have the ability to provide instant feedback that is more meaningful because it can be personalized to the individual learner [12]. Additionally, online assessment, including practice and formally graded exams, provides learners with greater autonomy and flexibility, which in turn improves self-determination and motivation [13], [14]. When learners are more motivated to learn, they are also likely to experience perceived test threats, which reduces test anxiety and improves performance [15].

Methodology

This study explores how effective Google Forms is for summative reading assessments among school students. It uses a quantitative approach, mainly through a questionnaire. The participants included 18 students (9 «L» grade) from IT school № 50 in Semey, aged 14 to 15, all of whom had already taken a reading assessment via Google Forms.

Data was collected through a structured questionnaire created by the researcher, divided into two sections:

1. Demographic Information (age, gender, prior experience with Google Forms)
2. Perceptions of Google Forms regarding ease of use, clarity of instructions, engagement, feedback timing, and effectiveness in evaluating reading comprehension skill.

The questionnaire used multiple-choice questions, and a few open-ended questions for more in-depth insights. The survey was distributed through Google Forms, with students given 15 minutes during class to complete it.

The gathered data was analyzed using descriptive statistics (frequencies, percentages, and mean scores) to identify trends and overall student perceptions. The qualitative responses were thematically analyzed to support and enrich the quantitative findings, allowing for triangulation of results. To strengthen the reliability of the instrument, the questionnaire was piloted with a small group of students before full implementation, and minor adjustments were made to improve clarity.

Initially, the research focused on the performance of 9th-grade «L» students at school № 50 in Semey, which informed the design of the questionnaire. Ten questions were developed to specifically address Google Forms' effectiveness in summative reading assessment tasks. The combined analysis of quantitative and qualitative data provides a more comprehensive

understanding of how students perceive the advantages, limitations, and overall practicality of using digital tools for reading evaluation.

Discussion

The study has shown that the use of Google Forms for final reading assessment in 9th grades evokes mixed reactions. The majority of students find the tool convenient and have a favourable opinion of the digital assessment format, although some have difficulties. Overall, students praised the clarity of the assignments, but the importance of clear instructions is emphasised. Many commented that the assessments helped them to better understand their level of learning, although for some the link was less obvious.

Most students felt they had enough time for tasks. Still, those who experienced time pressure highlight the need to review task difficulty and timing.

Students generally regarded Google Forms as objective, indicating a good sense of fairness in the assessments. Yet, some concerns about trust may arise from unclear grading processes or limitations in open-ended assessments.

When comparing Google Forms to traditional methods, many found the digital format engaging, which can boost motivation. Still, for some, it may not outweigh other drawbacks.

Another noteworthy point is students' belief that Google Forms helps save teachers time—an important benefit from both teaching and administration perspectives. Quick results and ease of use were recognized as primary advantages, consistent with broader shifts toward digital assessment.

However, some students identified drawbacks, including limited options for open-ended responses and tech issues like internet connectivity. These challenges point to the need for a balanced approach that incorporates the efficiency of digital tools while also allowing for deeper expression and equitable access.

In conclusion, while Google Forms is generally seen as an effective and user-friendly tool for reading evaluation, its application needs careful planning to address clarity, timing, feedback, and tech constraints.

Moreover, the findings highlight the importance of teacher training in digital assessment design, ensuring that tests are valid, reliable, and capable of assessing higher-order comprehension skills rather than only surface-level understanding. The study also underscores the value of adopting a hybrid model that combines traditional and digital methods, making assessment practices more inclusive and flexible.

Finally, these results contribute to the broader discussion on the digital transformation of education. They suggest that online assessment platforms like Google Forms should not be viewed merely as substitutes for paper-based tests but as opportunities to rethink assessment practices in ways that enhance fairness, motivation, and meaningful learning outcomes. Further research is recommended to examine long-term effects, cross-subject applicability, and strategies for integrating online assessment into comprehensive evaluation systems.

Results

The survey assessed 9th graders' experiences with reading assessments via Google Forms, revealing a mostly positive view of the online format.

The responses showed varied usage, with about 60% of students having completed assessments via Google Forms three or more times during the year, around 25% participating once or twice, and 15% never using it.

In terms of usability, most students found Google Forms convenient—40% rated it very convenient, while 45% found it somewhat convenient, with only 15% unhappy with it. Around 70% felt the reading tasks were mostly clear.

Regarding formative impact, over half (55%) believed these assessments helped them understand their reading progress, though 20% didn't find them beneficial. Time management was also assessed, with 65% feeling they had enough time to finish, while 35% often ran out of time. Most students (60%) viewed the assessments as objective.

When compared to traditional methods, 50% thought Google Forms was much more engaging, and 30% found it equally engaging; only 20% found it less interesting. Additionally, 70%

felt Google Forms helped save teachers time, with “quick results” (45%) and «ease of use» (40%) being the top benefits mentioned.

On the downside, the main issues cited were “limited opportunities for open-ended responses” (50%) and «technical issues» (30%). These findings underscore the limitations of Google Forms in evaluating higher-order comprehension skills and point to persistent barriers related to internet connectivity and device access. Such challenges suggest that while the platform is effective for closed-ended and structured tasks, it may not fully capture deeper levels of reading comprehension.

Overall, these results suggest that students generally view Google Forms positively for reading assessments, appreciating its efficiency, objectivity, and engaging format. However, they also highlight the importance of balanced implementation: digital assessments should be supplemented with traditional methods to ensure inclusivity, allow for more comprehensive evaluation of critical thinking and interpretation skills, and minimize the impact of technical constraints.

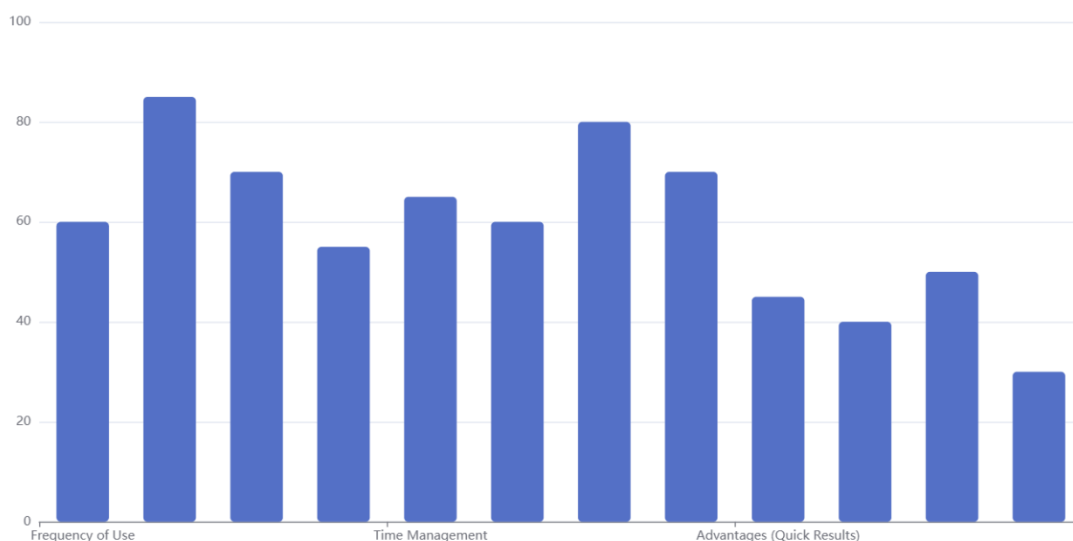


Figure 1 – The result of the questionnaire.

Conclusion

This article examines the effectiveness of online tools, such as Google Forms, for assessing reading comprehension. Despite the convenience and engagement that digital assessments provide, there are concerns about the level of technical skill required, the validity of the results, and the limitations of the answers. Students generally rate Google Forms favourably for practicality and time-saving, but note problems with task clarity and technical complexities. The study highlights the need for a balanced approach that combines digital and traditional assessment methods to provide a comprehensive test of reading comprehension and to address issues of equity of access to technology and quality education.

Furthermore, the findings point to the importance of careful test design and clear instructions to maximize the benefits of digital platforms. Teachers should receive appropriate training in the use of online assessment tools to ensure that tasks are fair, reliable, and capable of measuring higher-order comprehension skills rather than merely surface-level recall. At the same time, educational institutions must invest in improving digital infrastructure to reduce inequities caused by internet connectivity or lack of access to devices.

The study also suggests that while digital assessments offer significant advantages in terms of efficiency, motivation, and instant feedback, they should not entirely replace traditional methods. Instead, a hybrid model that leverages the strengths of both approaches is most likely to ensure inclusivity, reliability, and meaningful learning outcomes.

In a broader sense, these findings contribute to the growing body of literature on the digital transformation of education. They highlight not only the potential of online assessments to modernize teaching and learning but also the risks of relying too heavily on technology without

addressing issues of equity, teacher preparedness, and assessment validity. Future research should continue to explore the long-term impact of digital assessment on students' critical thinking, engagement, and independent learning skills, as well as its adaptability across different educational contexts and subjects.

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Б.Қ. Бейсенбекова

«№ 50 жалпы орта білім беретін ІТ-мектеп-лицейі»

071400, Қазақстан Республикасы, Семей қ., Тарбағатай к-сі, 18

Orcid: 0009-0000-8188-0924

e-mail: honey_ray-92@mail.ru

**ИНТЕРНЕТ РЕСУРСТАРЫН ПАЙДАЛАНА ОТЫРЫП
ОҚЫЛЫМ ДАҒДЫСЫН ЖИЫНТЫҚ БАҒАЛАУ**

Аңдатпа. Бұл зерттеуде онлайн-ресурстарды, атап айтқанда Google Forms платформасын, 9-сынып оқушыларының оқу дағдыларын қорытынды бағалау құралы ретінде қолдану қарастырылады. Зерттеу барысында оқушылардың интернет-бағалаудың дәстүрлі қағаз форматтарымен салыстырғандағы тартымдылығы, пайдалығы және тиімділігі жөніндегі пікірлері талданады. Нәтижелер көрсеткендей, оқушылардың басым көпшілігі Google Forms-ты практикалық әрі ыңғайлы құрал деп санайды, оның тиімділігін, әділдігін және нәтижелердің жедел ұсынылуын жоғары бағалайды. Автоматты бағалау жүйесі мен әкімшілік тұрғыдан қарапайымдылығы да бағалау үдерісін оңтайландыруға ықпал ететін артықшылықтар ретінде қабылданады.

Алайда бұл артықшылықтарға қарамастан, зерттеу барысында бірқатар шектеулер де анықталды. Оқушылар ашық жасауларға арналған мүмкіндіктердің аздығына байланысты тереңірек түсіну дағдыларын көрсетуге кедергі келуі мүмкін екендігін атап өтті. Сондай-ақ ықтимал мәселелер ретінде сенімсіз интернет байланысы, кейбір оқушылардың цифрлық сауаттылығының төмендігі және онлайн-бағалаудың жалпы сенімділігі мен қауіпсіздігіне қатысты күмәндер көрсетілді. Бұл факторлар цифрлық құралдардың ыңғайлылығын арттырғанымен, олардың кемшіліктерін ескермейінше дәстүрлі тәсілдерді толық алмастыра алмайтынын дәлелдейді.

Зерттеуде цифрлық және қағаз форматтарын біріктіретін аралас үлгінің маңыздылығы атап өтіледі. Бұл тәсіл оқу түсінігін неғұрлым теңгерімді әрі әділ бағалауға мүмкіндік береді. Сонымен қатар, мұғалімдерді цифрлық бағалау платформаларын тиімді қолдануға үйретудің, сенімді инфрақұрылымды дамытудың және тест тапсырмаларын мұқият құрастырудың қажеттілігі көрсетілген. Мұндай тапсырмалар оқушылардың тек үстірт білімін ғана емес, жоғары деңгейдегі ойлау дағдыларын да бағалауға бағытталуы тиіс.

Жалпы алғанда, бұл зерттеу білім берудегі және бағалау тәжірибесіндегі цифрлық трансформация жөніндегі ғылыми еңбектерді толықтырады. Оқушылардың қабылдауы мен тәжірибесін зерделей отырып, ол бағалау стратегияларын жаңғыртуға ұмтылатын педагогтерге, саясаткерлерге және мектеп әкімшілеріне маңызды деректер ұсынады. Мұнда әділдік, инклюзивтілік және оқушылардың оқу дағдыларын дәл өлшеу мәселелеріне ерекше назар аударылады.

Тірек сөздер: қорытынды бағалау, оқу дағдылары, интернет-құралдар.

Б.К. Бейсенбекова

«Средняя общеобразовательная IT-школа -лицей № 50»

071400, Республика Казахстан, г. Семей, ул. Тарбагатайская, 18

Orcid: 0009-0000-8188-0924

e-mail: honey_ray-92@mail.ru

СУММАТИВНОЕ ОЦЕНИВАНИЕ ЧТЕНИЯ С ИСПОЛЬЗОВАНИЕМ ИНТЕРНЕТ-РЕСУРСОВ

Аннотация. В данном исследовании рассматривается использование онлайн-ресурсов, в частности Google Forms, в качестве инструмента для итоговой оценки навыков чтения у учащихся девятых классов. В нем изучаются мнения учащихся об уровне вовлеченности, полезности и эффективности интернет-оценок по сравнению с традиционными бумажными форматами. Результаты показывают, что большинство учащихся считают Google Forms практичным и удобным инструментом, ценя его эффективность, справедливость и оперативность получения результатов. Автоматическая система оценивания и простота администрирования также воспринимаются как преимущества, которые способствуют более оптимизированному процессу оценки.

Несмотря на эти преимущества, в исследовании также выявлено несколько ограничений. Учащиеся выражают озабоченность по поводу ограниченных возможностей для открытых ответов, что может помешать продемонстрировать более глубокие навыки понимания. Кроме того, в качестве потенциальных проблем выделяются такие вопросы, как ненадежное интернет-соединение, ограниченная цифровая грамотность некоторых учащихся и сомнения относительно общей достоверности и безопасности онлайн-оценок. Эти факторы свидетельствуют о том, что, хотя цифровые инструменты повышают удобство, они не могут полностью заменить традиционные подходы без тщательного учета их недостатков.

В исследовании подчеркивается важность внедрения смешанной модели, которая объединяет цифровые и бумажные методы оценки, для достижения более сбалансированной и справедливой оценки понимания прочитанного. Кроме того, в нем подчеркивается необходимость обучения учителей эффективному использованию цифровых платформ оценки, развития надежной инфраструктуры и тщательной разработки тестовых заданий, которые могут оценить как поверхностные, так и высшие мыслительные навыки.

В целом, это исследование вносит вклад в растущий объем литературы по цифровой трансформации в образовании и практиках оценки. Изучая восприятие и опыт учащихся, оно предоставляет ценную информацию для педагогов, политиков и школьных администраторов, которые стремятся модернизировать

стратегии оценки, обеспечивая при этом справедливость, инклюзивность и точное измерение навыков чтения учащихся.

Ключевые слова: итоговая оценка, навыки чтения, интернет-инструменты.

Автор туралы мәліметтер

Бейсенбекова Балнұр Қуанышқызы – шет тілі пәні мұғалімі, Семей қаласы «№ 50 жалпы орта білім беретін IT-мектеп-лицейі», Қазақстан Республикасы, e-mail: honey_ray-92@mail.ru, Orcid: 0009-0000-8188-0924.

Сведения об авторе

Бейсенбекова Балнур Қуанышқызы - учитель иностранного языка, «Средняя общеобразовательная IT-школа-лицей № 50» г. Семей, Республика Казахстан, e-mail: honey_ray-92@mail.ru, Orcid: 0009-0000-8188-0924.

Information about the authors

Beisenbekova Balnur – foreign language teacher, IT school-lyceum № 50, Republic of Kazakhstan, Semey, e-mail: honey_ray-92@mail.ru, Orcid: 0009-0000-8188-0924.

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K.K. Mukanova*, Sh.M. Kenzhina

Shakarim University,
071412, Republic of Kazakhstan, Semey, Glinka str., 20 A

*Orcid: 0000-0002-8812-7625

*e-mail: mukanova.k@mail.ru

SCIENTIFIC AND METHODOLOGICAL FOUNDATIONS OF DEVELOPING FUNCTIONAL LITERACY

Abstract. *The article discusses methods and techniques aimed at developing functional literacy of students, improving the quality of education. The effectiveness of such methods as group learning, dialogic learning, critical thinking, differentiated learning, which contribute to the formation of functional literacy of students and improve the quality of learning, is analyzed. The listed methods are characterized as methods identified with the demands of modern society, forming a person who is creatively thinking, actively acting, self-developing, prone to life actions.*

The proposed methods and techniques contribute to the development of students' cognitive outlook, the formation of comprehensive critical thinking, creative activity, the ability to work collaboratively in any team, and to find solutions to complex problems.

The methods discussed in the article are applied in the process of teaching the discipline «Methodology of Teaching the Kazakh Language» and are tested in practice.

The article provides answers to the questions: how to develop students' critical thinking and how to apply it in the classroom.

The role of group learning, dialogic teaching, and critical thinking methods in the formation of students' functional literacy has been experimentally proven.

During the theoretical study, a comprehensive analysis of scientific and pedagogical literature on the problem under consideration is carried out, the specific features of these methods are identified, and a methodology for their application is proposed.

Key words: *learner, functional literacy, learning process, education, group learning, dialogic learning, critical thinking, differentiated learning.*

Introduction

Today, society imposes such requirements on students as competitiveness, being able to live in changing economic and social conditions, and actively act in life. To bring a student to such a level, academic knowledge, functional skills and professional competencies are needed. The methods and techniques introduced into the modern educational process are aimed at meeting the needs of society, which makes it possible to radically change the educational process. The methods