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TO THE QUESTION OF THE FORMATION OF THE READING CULTURE OF MODERN SCHOOLCHILDREN

The article is devoted to the stages of the formation of the reader's culture, reader's activity and the patterns of transition from situational to contextual speech, i.e. developing the young reader's ability to turn the content contained in the text into his own personal experience: comprehending and reflecting on written texts, developing knowledge and opportunities for active participation in society.

The article's goal is to generalize the didactic and methodological experience of schoolchildren's development of a reading culture in conjunction with the establishment of methodological foundations for the stages of reader ontogenesis, which will transform the educational text's contents into the reader's (listener's) own personal, semantic, cognitive, and creative experiences.

The proposed approaches to the development of reading activity and increasing the reader's experience are tested in the course of teaching the discipline "Russian Language and Literature", the implementation of the course "Reading Literacy" ("Oku sauattylygy") for students in grades 7-11 of the Almaty Regional Physics and Mathematics Lyceum for gifted children named after . Sh. Smagulova.

The study of the vocabulary of the moral thematic group is based on the material of the spiritual and moral concept of Abay "Adam Bol". Text-exercises of the course "Reader's literacy" ("Oku sauattylygy") are focused on the development of the necessary basic structures of reading activity in older students: the ability to distinguish between verbally and non-verbally expressed semantic elements; to distinguish between true and false, certain and indefinite messages provoking false hypotheses; compare the contextual meaning and subtext meaning of polysemantic words; the ability to highlight and compare the content and artistic features of the text; achieve a deep and conscious reading of a work of literature and the deep meaning laid down by the author; to recreate a complete picture of the events described in the work.

Key words: reader culture, teaching methods, active reading, reader's diary, questioning, integral personality, spiritual development, high school students.

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Қазіргі мектеп оқушыларының оқу мәдениетін қалыптастыру мәселесіне

Мақала оқырман мәдениетінің, оқырман әрекетінің қалыптасу кезеңдері мен жағдайаттан контексттік сөйленіске ауысу заңдылықтарын, яғни жас оқырманның аитормен мәтінде бекітілген мазмұнды өзінің жеке тәжірибесіне айналдыруына: жазба мәтіндерді және оларға деген рефлексияны түсінуге, қоғам өміріне белсенді түрде араласу үшін білім мен мүмкіндіктерді жетілдіруге арналған

Мақаланың мақсаты оқу мәтінінің мазмұнын оқырманның (тыңдаушының) жеке, семантикалық, танымдық және шығармашылық тәжірибесінің мазмұнына айналдыруға мүмкіндік беретін оқу онтогенезі кезеңдерінің әдістемелік негіздерін әзірлеумен байланысты оқушылардың оқу мәдениетін қалыптастырудың дидактикалық және әдістемелік тәжірибесін жинақтау болып табылады.

Оқырман әрекетін дамыту мен оқырман тәжірибесін өсірудегі ұсынылып отырған тәсілдер Алматы облысы, Ш.Смағұлов атындағы дарынды балаларға арналған физико-математикалық лицейдің 7-11 сынып оқушылары үшін «Оқу сауаттылығы» курсы жүргізу мен «Орыс тілі мен әдебиеті» сабағын оқыту барысында тексерілді.

Тақырыптық топта адамгершілік лексикасын оқыту Абайдың «Адам бол» рухани-адамгершілік концепциясына негізделеді. «Оқу сауаттылығы» курсының мәтіндері мен жаттығулары жоғарғы сынып оқушыларының оқу әрекетінде қажетті базалық құрылымды дамытуға бағытталған:

ауызша және ауызша емес көрсетілген мағыналық элементтерді ажырата білуге; жалған гипотезаға араңдататын хабарламалардың шынайы және жалғандығын, анықталған және белгісіздігін ажырата білуге; көп мағыналы сөздердің субтекстік мағынасы мен контекстуалды мағынасын салыстыруға; мәтіннің мазмұндық және көркемдік ерекшеліктерін салыстыру және бөлектеу біліктілігіне; автормен берілген терең мағынаға және әдеби шығарманы саналы түрде оқи отырып терең мағынасына жетуді; шығармада суреттелген оқиғалардың тұтас бейнесін жаңғыртуға.

Түйін сөздер: оқырман мәдениеті, оқыту әдістемесі, белсенді оқу, оқырман күнделігі, сұрақ қою, тұтас тұлға, рухани даму, жоғары сынып оқушылары.

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К вопросу формирования читательской культуры современных школьников

Статья посвящена этапам становления читательской культуры, читательской деятельности и закономерностям перехода от ситуативной к контекстной речи, т.е. развитию способности юного читателя превращать содержание, заключенное автором в тексте, в свой личный опыт: осмыслению письменных текстов и рефлексии на них, развитию знаний и возможностей для активного участия в жизни общества.

Целью статьи является обобщение дидактического и методического опыта формирования читательской культуры школьников, связанной с разработкой методических оснований этапов читательского онтогенеза, который позволит превратить содержания учебного текста в содержание личного, смыслового, познавательного и творческого опыта читателя (слушателя).

Предлагаемые подходы к развитию читательской деятельности и приращению опыта читателя апробируются в ходе преподавания дисциплины «Русский язык и литература», реализации курса «Читательская грамотность» («Оқу сауаттылығы») для учащихся 7-11 классов Алматинского областного физико-математического лицея для одаренных детей им. Ш. Смагулова.

Изучение лексики нравственной тематической группы основывается на материале духовно-нравственной концепции Абая «Адам бол». Тексты-упражнения курса «Читательская грамотность» («Оқу сауаттылығы») ориентированы на развитие необходимых базовых структур читательской деятельности у старших школьников: умение различать вербально и невербально выраженные смысловые элементы; различать истинные и ложные, определенные и неопределенные, провоцирующие на ложные гипотезы сообщения; сопоставлять контекстуальное значение и подтекстовый смысл многозначных слов; умению выделять и сопоставлять содержательные и художественные особенности текста; достигать глубокого и осознанного прочтения произведения литературы и заложенного автором глубинного смысла; воссоздавать целостную картину описанных в произведении событий.

Ключевые слова: читательская культура, методика преподавания, активное чтение, читательский дневник, анкетирование, целостная личность, духовное развитие, старшеклассники.

Introduction

The President of the Republic of Kazakhstan declared 2021 the Year of Support for Children and Youth Reading. In his speech, President K. Tokayev said: “The results of authoritative international studies show that our schoolchildren do not have the skills of reading literacy at the proper level. Therefore, the instillation of a high culture of reading, and the development of reading literacy should become one of the priority areas of the educational process in Kazakhstani schools. Interest in reading, and knowledge of the world around them through books should be formed in children from school, and the library should be the focus of this

interest, a guide to this fascinating world of books. In this regard, the research devoted to the reading culture study of adolescent schoolchildren is timely, theoretically, and practically significant (Tokayev, 2021) [1].

For the full development of a teenager and the reading culture improvement, it is not enough to use the potential of literature as a subject, since learning and reading development are processes that do not intersect in real life. The school, together with the library, by connecting the interest of parents, and using special methods and forms of work, is able to arouse interest in an independent reading activity, create and attract an atmosphere of schoolchildren’s interest in reading.

The purpose of the research is to develop and substantiate the system of pedagogical conditions for the reading culture formation of students in 7th-11th grades.

Materials and research methods

The material of the research was various methods and techniques that activate the learning process in the lessons of the Russian language and literature, sets of text-exercises of the “Reading literacy” (“Oku sauattylygy”) course, which make it possible to ensure the interest of high school students in reading: a story about the author’s biography; questions about the semantic load of the work; commented reading of works; photographs of people or places that inspired the writer; demonstration of video information based on the work; personal impressions from reading; practical work on finding paths, stylistic figures; thematic survey, discussion.

The pedagogical experiment involved students of 7th-11th grades of the Almaty Regional Physics and Mathematics Lyceum for gifted children named after Sh. Smagulova.

To achieve the goal of the research, the following tasks were set:

1. Reveal the essence of the “reader culture” concept of schoolchildren.

2. Analyze the current state of the schoolchildren’s reading interest and, through books and reading, improve the reading culture.

3. To develop recommendations for teachers of the Russian language and literature, librarians, and parents to improve the reading culture of modern schoolchildren.

Literature review

Reading has always revealed the individual characteristics of the personality and was an excellent means of its formation. Therefore, in our time, reading is the basis of the artistic, aesthetic, and social development of the modern personality. The book allows you to enrich yourself intellectually, it is an affordable tool, you can take it with you everywhere, and it does not require an electrical outlet.

Under the schoolchildren’s “reader culture”, a certain level of the read work perception, the presence of cultural communication between the schoolchild and the book, and his literary knowledge are assumed according to age.

Reading develops creativity. Perception is achieved in the lessons of the Russian language and literature by analyzing what has been read.

So, the researcher Polyakova T.I. notes the following criteria for the development of the reading culture of adolescent schoolchildren: 1) Development in children of a meaningful attitude to the book. 2) The ability of students to make the right choice of a book that interests them. 3) The ability to share impressions of the book read. 4) The ability to correctly perceive and comprehend the text of the book. 5) The ability to find important information in a literary work (Polyakova, 2013: 78) [2].

As indicated in the state compulsory standards of secondary education of the Republic of Kazakhstan, the study of literature is aimed at achieving of next goals and objectives (Education Standards of the Republic of Kazakhstan, 2013) [3]:

- assimilation of knowledge about Russian literature, and its main problems; study of the works of outstanding classics, as well as their autobiography;

- education through the fiction of a spiritual and moral personality adapted to modern life;

- instilling love for Kazakh literature, as well as love for world classical literature;

- the ability to approach reading and analyze works of art;

- the ability to obtain information about literature from various sources (Internet, reference literature, mass media);

- the ability to argue your point of view.

Russian classical literature of the 19th century plays a huge role in the development of reading culture. Russian literature is distinguished by the depth of problems, many of which have not lost their relevance, high moral ideals, the versatility of the image of life, artistic originality, richness, and expressiveness of the language.

So, increasing the reading culture of the teenage student personality and the skills and abilities associated with it in the lessons of the Russian language and literature becomes a task to be solved in the process of studying the Kazakh and Russian classics.

Results and discussion

There is no clear concept of “reader culture” in the scientific literature. Reading culture refers to the following skills and abilities:

- interest in reading, the need for it, the possession of reader erudition;

- the ability to correctly perceive literary works, as well as be able to use the electronic catalog, subscription, read and understand annotations;

- the ability to interpret and read texts, availability of creative abilities, and literary knowledge.

The upbringing of a reader involves mastering reading skills, a culture of listening, reading, creative activity, independent perception, and comprehension of a work of art.

If the reading process is organized correctly, then when reading the works, the student empathizes with the characters and analyzes their actions. When reading requires certain knowledge and skills, and it also develops the skills of work and creativity in schoolchildren. Thus, in the process of reading, the attitude of children to people, and their homeland is formed, and speech and creative imagination are developed and enriched (Tikhomirova, 2020) [4].

Sukhomlinsky V.A. wrote: “One of the truths of my pedagogical faith is the boundless faith in the educational power of the book. School first of all is a book... A book is a powerful weapon, without it, I would be mute or tongue-tied; I could not tell a young heart even a hundredth of what it needs to say and what I am saying. A smart, inspirational book often decides the fate of a person.

As you know, modern schoolchildren read little, without much desire. Of course, it is difficult for a book to compete with the Internet, computer,

television, etc. It is necessary that the student, with the help of the teacher, discover the wealth of literature for himself, learn to get real pleasure from the books he read, and be able to extract the most value from them. Therefore, the joint efforts of teachers, parents, and librarians should be aimed at the formation and development of reading skills of schoolchildren. We believe that the gradual formation of reading skills is the main condition for the moral and intellectual development of schoolchildren.

The first stage is the development of reading motivation, introducing adolescents to literature.

The purpose of this stage is to develop a love for the book, and the ability to correctly and deeply understand what is read. The task of the teacher at this stage of education is to find out the reader’s preferences, which genre of literature is most popular among modern schoolchildren; reading frequency, duration; types of reading. At this stage, the teacher creates an accessible book environment for students (drawing up their reading circle), students learn basic learning activities (formation of critical thinking) and learn to love the book (improving reading skills).

To solve these problems, we recommend using the following forms of work on reading works:

- questioning;
- reader’s diary;
- lexical comment.

Table 1 – Fragment of the “Work of art analysis” questionnaire

No	Question	Yes	No	Sometimes
1	Have you read all the books on your summer reading list?			
2	Can the author be called a subtle and observant person? (According to the story of K. G. Paustovsky «Meshcherskaya side»)			
3	Does the author put special meaning into the concept of «house»? (Based on the novel by V. G. Rasputin «Farewell to Matera»)			
4	Is the stanza “A merry forest, a motley wall stands over a bright glade ...” an embodiment? (Based on the poem by I. A. Bunin «Falling Leaves»)			
5	Do you agree that the inner spiritual beauty of every person is always reflected in his face? (According to the poem by N. A. Zabolotsky “On the beauty of human faces”)			

We also suggest that the children keep a reader’s diary in which the topic, content, storyline, attitude towards the characters, the ideological conclusions

of the work are reported, and they describe their impressions, and leave a review (what did you like?).

Table 2 – Reader’s Diary

Author	Title	Genre	What is the book about?	Comments/opinions
Ch. Aitmatov	«The scaffold»	Novel	About the confrontation between man and nature, their tragic collision	You cannot go against nature, against our smaller brothers – animals. A boomerang will return everything to a person.

So, for example, when studying the work of G.K. Belger, you can suggest writing down the key points of the text. It is important to note that emotions are emphasized by the author using verbal lexemes. By asking questions about the author’s feelings, we have the opportunity, on the one hand, to reveal the inner world of a schoolchild, and on the other hand, to form in it such moral categories as empathy, kindness, and love

for the Motherland. For the language of the work to be mastered, it is necessary to single out the necessary groups of lexemes – dictionary, key, figurative, without understanding which the full perception of the text will not take place. The systematic work carried out in this way will not only contribute to the development of a reading culture, but also the formation of a picture of the world (Belger, 1995: 45) [5].

Table 3 – Lexical comment

No	Match the chosen word with an episode from your life and tell	Find in the text and read aloud the paragraph	Draw the meaning of the word
1	Find and tell some interesting facts from the life of the word.	The steppe academy absorbed the culture of the ancient nomads. For example, when someone begins to build a house, all those living in the district, according to the custom of «asar», go to the rescue. Whether it is a festive feast or a day of mourning, this is a common cause for the inhabitants of the village. Staying away is considered indecent and shameful...	Explain the word and its meaning to your classmates.
2	Explain how the word is used in the text.	In my soul, the Kazakh string sounds high and pure. Without this string, I don’t feel like a complete person. In all the vicissitudes of my life, the Kazakhs have always been my reliable support, protection, intercessors, and benefactors. All my life I have been living and working at the intersection of three cultures, identifying their common roots...	Explain whether the word is used in the same way and whether it has the same relation in different languages and cultures.

The second stage is a cognitive activity. The teacher forms the skills of expressive reading in high school students, the time expanding both the possible circle of reading and diversifying the sources of reading. In the lessons of extracurricular reading, library hour, and literature, students improve the acquired skills of independent and expressive reading, mastering the algorithm for working with a book.

It should be noted that the creation of a classroom book and library-information environment (reading ordinary and electronic books) ensures the intellectual development of students and is the foundation of the process of forming a reading culture. In a work of art, schoolchildren usually distinguish eight main components of content

(theme, problem, idea, images) and form (plot, genre, language, composition) in their relationship.

As noted by D.S. Likhachev: “Libraries must be preserved so that people go there, join reading. Librarians and teachers today remain the keepers of traditions...”. Together with the librarian, we developed a list of references for summer reading (Likhachev, 2011: 220) [6].

At this stage, the technology of productive reading, integrated with various elements of pedagogical technologies aimed at the gradual formation of reading skills and knowledge, acts as a mechanism for developing the reader’s ability to turn the content contained in the text into his personal experience. For example, from the technology of developing critical thinking, we use

the following types of work: dialogue with the author of the text, the actions of the characters, different points of view, generalization, discussion of the idea, and anticipation of the continuation of reading. Students ask themselves questions: *What do I know about this moral problem? What would I like to know? How do I connect the information I received with what I have learned about before? What do I think about this problem now?* etc. (Zhanpeis, 2017) [7].

Reading with stops is a way of reading a literary text. The text is divided into small fragments, after reading each fragment, a stop is made with a discussion of what was read (incomprehensible words), an assumption of further development of the plot: *“Why did the hero do this?”*, *“What feelings does the hero make you?”*, *“What can happen to the hero?”*, *“What will happen next?”* etc.

Students use the following words and expressions: *seems, thinks, believes, trusts, agrees, shares a point of view, etc.*

It is important that the teacher presents the content of the work in such a way that students find themselves in the position of researchers, want to make discoveries using other information sources, and create their creative works based on these discoveries. The main method of activity is the clash of opinions, the presentation of one’s point of view as a position, its choice, and the argumentation of approaches to solving the problem (Salkhanova, 2019) [8].

We use the technique of syncwines based on reading works as a form of activating independent reading activity aimed at developing the reader’s outlook, literary knowledge, and ideas about how to achieve them.

Table 4 – Text evaluation algorithm

Introduction				
Draws the reader’s attention to the topic	4	3	2	1
Tells why? what? who? where? when?				
Parts of the text and subheadings				
Subheadings help you find important information				
Subheadings summarize the content				
Information presented carefully				
Structure				
Has clear organization				

Table 5 – Examples of syncwines on the “Seven Facets of the Great Steppe” topic (10th grade)

Culture	Steppe	Man	World	Reading
				Active, interesting
				Develops, educates, teaches
				Reading the diverse heritage of the spiritual leaders of the Great Steppe teaches the continuity of moral guidelines, relationship between man and nature.
				Cognition

In our opinion, overcoming the difference in the perception and comprehension of a literary work by an adult and a student will be facilitated by the harmonization of reading – communication between a student and a teacher. We propose to master the

multilevel perception of the text by reading texts of fiction from the point of view of a scientist, teacher, and student.

Let’s show a fragment of the Russian language and literature lesson in the 8th grade.

Section VIII. The power of art. Lesson topic: K. G. Paustovsky. «Old Chef»	
Learning objectives:	S 8.1.5.1 – to predict and express the content of the passage of the listened text. G 8.2.4.1 – create a reasoned argument with elements of description (and/or narrative) based on graphs, drawings, and projects. Ch 8.3.1.1 – understand and distinguish between major, minor and detailed information of continuous and non-continuous texts. The ability to properly express your feelings.
Expected result:	All students will be able to: understand the basic and detailed information of the message; formulate questions on the text, and compare texts. Most students will be able to: create a reasoned statement in the text.
Lesson progress:	Keywords and phrases: <i>old cook, the great power of art, music, harpsichord, great musician, feat.</i>

The class is divided into «scientists», «students», «and teachers». Each participant will contribute to the discussion about the work. The business game goes like this:

Scientists	Teachers	Students
<p>Literary critics define the genre of work – ...</p> <p>a) The plot as a system of events – ...</p> <p>b) The heroes of the work are ... this</p> <p>c) Composition is ... it is</p> <p>d) Tropes – means of expression</p> <p>The epithets “<i>young</i>”, “<i>boyish</i>”, “<i>fast</i>”, and “<i>fun</i>” give the story energy, vivacity, liveliness</p> <p>Personification: <i>In the old man’s house, the harpsichord is treated as if it were a living being.</i></p> <p>Linguists define the originality of figurative language: <i>Stress;</i> <i>Synonyms:</i> <i>Polysemantic words</i></p>	<p>Teachers are trying to formulate a problematic question.</p> <p>Analysis of all levels of the text: conceptual, factual, and hidden. <i>The music helped the old man to once again see Martha and the old garden with beautiful white flowers. The old man is shocked by the power of music, so before he died he wanted to know the name of the Master.</i></p> <p><i>Unfortunately, not everything can always be expressed in words. And then the music comes to the rescue! Mozart serves art, which affirms the good and the good.</i></p> <p><i>In the center of the story is the image of a great, brilliant composer, who possesses spiritual generosity, giving people his gift, and bringing them joy. Mozart lived a short but happy and productive life.</i></p>	<p>Performing analysis of the work</p> <p>1) a fragment of the text is offered to be read in a mysterious, quiet tone, slowly, with a lot of pauses.</p> <p>2) Reading with delight, loud and joyful, exciting and triumphant.</p> <p>3) Reading with interrogative, exclamatory intonation.</p> <p>4) Artistic reading – a solemnly elevated recitation, the pronunciation of the text is enriched by changes in feelings, accompanied by facial expressions and gestures.</p>

As you know, when reading, a person lives a huge number of lives together with the characters, this helps the child to realize himself in life and which path to choose. The reading culture of high school students should purposefully develop through mastering the strategies of textual activity. For students, skills called textual skills acquire practical significance and are the basis and criterion for choosing books according to their relevance and usefulness. This is significant since reading is not only a way of learning but also an incomparable pleasure. In the system of methods used by us to form the reader’s interest, the reader’s culture, and non-traditional classes are optimal.

1. Reading excerpts from works by roles.
2. Staging of fables, including I.A. Krylov, as well as individual scenes from the books we read.
3. Organization of the “Seven Facets of the Great Steppe” reader’s club.

Each session with the students was accompanied by literary quizzes, literature games, “project defense”, book promotion, and “Poetic Living Rooms”.

It should be noted that booktrailers play an important role in increasing the reader’s interest in schoolchildren. A booktrailer is a kind of book advertisement, an entertaining presentation of a reading book to promote it to other readers. The student chooses a book that he wants to talk about,

reads it, shoots a video with the story of this book, and uploads it to social networks.

We proposed the following algorithm for creating a booktrailer:

1. Read the text of the book (you should use the availability of resources in electronic form).

2. Write (discuss with the teacher) the script for your book trailer.

3. Think over and select captions (photos, videos, animation) for each frame.

It should be noted that the book trailers were filmed by the guys both based on works of classical literature and on modern literary bestsellers, which they loved and read.

The organization of experimental verification of the objectivity of theoretical conclusions in the study of literary works was determined by the purpose and specific objectives of our study. We paid the main attention to the formation of reading activity, to the formation of a reading culture.

The experimental work consisted of three stages, both the fundamentally important conditions for the implementation of the proposed system and the methods we proposed for the formation of a reader's culture were tested. The experiment was attended by schoolchildren of 7-11 grades of the Almaty Physics

and Mathematics Lyceum for gifted children named after. Sh. Smagulova, Almaty from 2020 to 2023. The experiment involved 380 students aged 13-16, 350 families, 4 teachers, analyzed 375 written works.

At different stages and periods of the study, along with the experimenter, his assistants were included – the administration of the lyceum, teachers, student interns. Our main method in OER was the pedagogical experiment. Also were used: questioning, survey, testing, observation, control cuts, ranking, methods of mathematical statistics. We used tasks of various types: with the choice of a single correct answer from four proposed ones and with a short answer. The students were offered tasks that allow them to determine both the level of reading skills: to search, extract and understand semantic information, interpret and interpret what they read, evaluate the content of the text, and the general outlook of students: to know, understand and explain the meaning of words denoting basic objects, events, phenomena, the concepts of domestic and world culture, perceive and understand a non-continuous text (maps, diagrams, drawings, etc.), be able to use various kinds of dictionaries, Internet resources (table 6).

Table 6 – Using the technique of semantic reading and working with text in the lessons of the Russian language and literature

Name of indicator	Level			
	Low	Medium	Basic	High
The indicator of the student's level of learning in the perception, understanding of the text	3%	16%	56%	25%
An indicator of the student's level of learning in the transformation (forecasting) and interpretation of information	3%	16%	24%	57%
An indicator of the student's level of learning in the ability to evaluate the read text (to turn the content of the text into the content of the reader's personal experience)	5%	23%	48%	24%

These criteria allow in the process of evaluating the content of the text to determine the level of cultural literacy of students, since the disclosure of the meaning of the author's idea indicates the understanding and ability to interpret the text, the willingness to use information in personal experience indicates the appropriation of cultural knowledge by students, the use of background knowledge – an integral component of national culture – is an indicator of an increase in the general culture, adequate communication and successful mutual understanding.

The analysis of this diagnostic work showed that the lowest results were found by students when mastering the group of meta-subject skills «transformation and interpretation of information» (from 32 to 39%) and the ability to understand non-continuous text (map, drawing, diagram, diagram, etc.) – 34%, that is, almost one third of the respondents did not master the vital general cultural skills: they did not learn how to interpret the author's idea of the text, interpret the information explicitly given in the text; correlate this text with other sources of information; use background knowledge when

answering questions on the content of the text; understand the purpose of a map, diagram, drawing, etc.

Thus, the analysis of scientific literature, the practice of teachers, the data of diagnostic work on testing meta-subject skills that form the reading culture of schoolchildren.

To this end, a system of work should be needed to develop in schoolchildren the motive for referring to literary works, dictionaries (not only paper, but also electronic), using non-continuous texts as didactic material, as well as texts from an electronic dialogue that demonstrate the ability to competently and clearly express their thoughts, interpret texts using the background knowledge of students, apply information from the text in solving educational and practical problems, teach students strategies for reading texts of different structure (both continuous and non-continuous), link information found in the text with knowledge from other sources.

So, we organized the «Competition of book trailers» among 7th-11th grades students to introduce schoolchildren to reading (table 7). Booktrailers created by schoolchildren were posted on social networks. The best works (booktrailers) were awarded by the leadership of the educational institution (diplomas) and by the parent community (incentive certificates). We also organized bookcrossing, during which the student handed over his book for free to anyone who wanted to read it, that is, there was an exchange of books.

In modern Kazakhstan, in the context of the world globalization, the call of the great Abai to learn, to increase the number of friends, while maintaining own face, and to strengthen friendships with the whole world, is relevant. Abai understood a human as an integral person endowed with mind and soul. For Abai, a person is the center of the universe, and spirituality is the defining principle in a person, which is absorbed through books, art, spiritual experience, and folk wisdom.

Abai considers the education and labor of the people to be the main means of moral education. Abai almost does not have a single work that does not talk about the role and significance of labor in human life. Abai glorifies labor as a vital human need and as the basis of his morality. As for education, and science, Abai considers them to be universal means for resolving all moral and spiritual problems, that is, educating a young person to strive for rationality, for knowledge. It can be confidently asserted that the moral values proclaimed in the last century by Abai, condemning, on the one hand, dishonesty, debauchery, and meanness, on the other hand, glorifying the love of work, the heroic struggle for the interests of the people, perseverance, honesty, truthfulness, in the study of science, its the highest ethical ideal “Adam Bol!” not only have not lost their significance in our time but sounded with renewed vigor and require the most careful study and mastery of each of them.

Table 7 – Fragment of the “Reading literacy” course

Unit	7 th grade	No of hours	Expected result (final product)
Integrity and ethics	<i>“Spiritual qualities are the main thing in human life” Abai</i>	1	Go to the school library. Education of morality through the analysis of the content of a work of art. Speed reading.
	<i>“And the one who lived without loving, cannot be called a Man...” Abai</i>	1	Build a speech statement: evaluating the actions of the heroes of a literary work, and life situations. Reading rituals (book selection)
	<i>What is a book trailer?</i>	1	To develop students’ oral speech, figurative and logical thinking, the ability to analyze and generalize Reading and interpreting display texts Creation of a book trailer.
	<i>“Be aware: were the deeds useful” Abay</i>	1	Conscious reading with the aim of satisfying interest, and acquiring reading experience. Improving reading skills: fluency, speed, correctness Education of morality through the analysis of the content of a work of art.
	<i>There is no substitute for a book... D. Likhachev</i>	1	Reading and understanding texts (solid) Interest in reading, curiosity Speed reading. Formation of reading culture

We have included in the program of the “Reader Literacy” (“Oku sauattylygy”) school course topics of studying the works of Abai Kunanbayev (Kunanbayev, 2016) [9].

As part of the Reading School – Reading Country project, we held an online “Reading with the whole family” campaign, conversations with parents and students of 7th-11th grades: “The role of books in the modern world”, “Poets and prose writers for children”, “Bring a friend to library.” Everyone knows that family reading plays an important role in improving the reading culture of schoolchildren. If parents themselves read fiction at home, then a positive experience is passed on to children, and they are involved in the reading process (Murray, 2019) [10].

Family reading of artistic texts of a moral thematic group is the basis for understanding moral human relationships because school age is a fertile time for the formation of moral guidelines and reading culture in children (Artley, 2017) [11].

As a result of the work done, we are creating a school encyclopedia of moral concepts. Students can use it at any time, and most importantly, it can and should be supplemented.

Conclusion and outcomes

Reading fiction is an important means of developing reading cultural, spiritual, moral, emotional, and intellectual abilities of a person, but in order for schoolchildren and adolescents to read, it is necessary to make a lot of effort. To do this, teachers, and librarians, together with parents, need to form habits, and skills for systematic daily reading, since it is impossible to educate a highly developed person without a book: reading develops culture, teaches to think, and helps a person understand his destiny.

Thus, the relevance of our work is due to the implementation of the spiritual and moral concept of Abai “Adam Bol”, which is aimed at the moral education of the child’s personality, the main result of which will be a high culture of reading, an increase in the personal, semantic, cognitive and creative experience of schoolchildren.

Students’ works testify that the potential of the text exercises of the “Reader’s literacy” (“Oku sauattylygy”) course makes it possible to form moral guidelines for high school students, develop their creative abilities, and form a reading culture.

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