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DEVELOPMENT OF WRITING SKILLS AS A COMPONENT OF FUNCTIONAL LITERACY

Abstract: *The authors of the paper aim to study the ways of developing writing skills as a means of forming functional literacy of students. The novelty of the study is determined by the fact that the influence of the development of writing skills on the formation of functional literacy of students is studied. The relevance of the study is determined by the fact that the development and formation of functional literacy is one of the key tasks of modern education not only in Kazakhstan, but also in the world. Writing as one of the main components of functional literacy helps students to successfully adapt to the constantly changing conditions of the modern world, effectively interact with the surrounding society and successfully self-actualise in professional activities. The article describes the concept of functional literacy based on the analysis of scientific and methodological literature, and also presents the results of the pedagogical experiment, which takes place on the basis of the school-gymnasium №44 named after D. Konaev in Uralsk (Kazakhstan) in the 9th grade in the subject «Russian language and literature». The authors propose a case of tasks; according to the hypothesis of the study, they should improve the functional literacy of schoolchildren by developing their writing skills.*

Keywords: *writing skills; functional literacy; modern education; system of exercises; pedagogical research; formative stage of the experiment; school with non-Russian language of instruction.*

Introduction

The term «functional literacy» has not only gained popularity in the practice of subject teachers of Kazakhstani schools in recent years, but also firmly entered into use. The introduction of this term in the sphere of education is associated with the globalisation phenomenon, when in the conditions of modern reality there is a need to educate a comprehensively developed personality with functional literacy skills and abilities to implement the set goals in the international educational space. The aim of the work is to consider ways of developing writing skills as a means of forming functional literacy of students. Hypothesis of the study – the development of writing skills can serve as a means to improve the level of functional literacy of students.

Materials and methods sufficiently

In the process of the research empirical, analysis of scientific and methodological literature, a comparative and contrastive analysis, analytical and transformational research methods were used. The results of the pedagogical research served as materials for the work.

Results of the study

Let us consider approaches to functional literacy from the position of teaching methodology. According to the Instructional and Methodological Letter, the purpose of any educational organisation is to create conditions for the harmonious development and formation of the student`s personality who adheres to national and universal values, has functional literacy and is able to compete in the modern world [1, p. 7]. Based on this, the most important task of modern education is to prepare students to adapt to constant changes and requirements of the world, as well as to be able to achieve the set learning goals.

Within the framework of implementation of the Concept of Education Development of the Republic of Kazakhstan for 2023-2029 (approved by the Decree of the Government of the Republic of Kazakhstan dated 28 March 2023 № 249) in a high school education the emphasis is placed on academic knowledge, formation of functional literacy, development of subject, meta-subject skills and competencies, training based on STEM-approach, strengthening of educational component and formation of inclusive environment [2, p. 3]. Based on what we can conclude that the development of functional literacy (hereinafter: FL) is one of the priority tasks of modern education.

According to IML 2023-2044, the functional literacy of learners includes three main components: reading literacy, mathematical literacy and natural-scientific literacy. However, we believe that writing is also an important component of FL. Writing is one of the basic skills necessary for successful learning and personal development. Writing enables students to express their thoughts, ideas and feelings, which contributes to the development of critical thinking, creativity and independence in solving various problems.

The concept of «functional literacy» has been studied from different positions by such authors as A.A. Leontiev, R.N. Buneev, S.G. Vershlovsky, A.V. Khutorskaya, B.S. Gershunsky, L.Y. Komissarova, L.M. Perminova and O.E. Lebedev and others. Some researchers consider functional literacy as a socio-economic phenomenon, correlating the level of this competence with the level of well-being of the population and the state as a whole.

Thus, A.A. Leontiev writes: «A functionally literate person is a person who is able to use all the knowledge, skills and abilities constantly acquired during life to solve the widest possible range of life tasks in different spheres of human activity, public and social relations»[3, p. 35].

According to N.I. Shevchenko and D.A. Makhotin, the distinctive features of functional literacy are:

- 1) orientation on solving social and domestic problems;
- 2) manifestation of a person's situational individuality in specific social situations;
- 3) connection with the solution of standard, stereotypical tasks;
- 4) possession of a basic level of reading and writing skills;
- 5) used as an assessment primarily of the adult population;
- 6) importance in the context of the issue of ways to accelerate the process of literacy elimination [4: Internet resource].

Functional literacy is also understood as the level of education that can be achieved by students during their schooling and implies a person's ability to solve standard life tasks in various spheres of life [5, p. 6-9].

O.E. Lebedev proposed the structure of functional literacy, let us reflect it schematically (Fig. 1) [6, p. 113-129]:

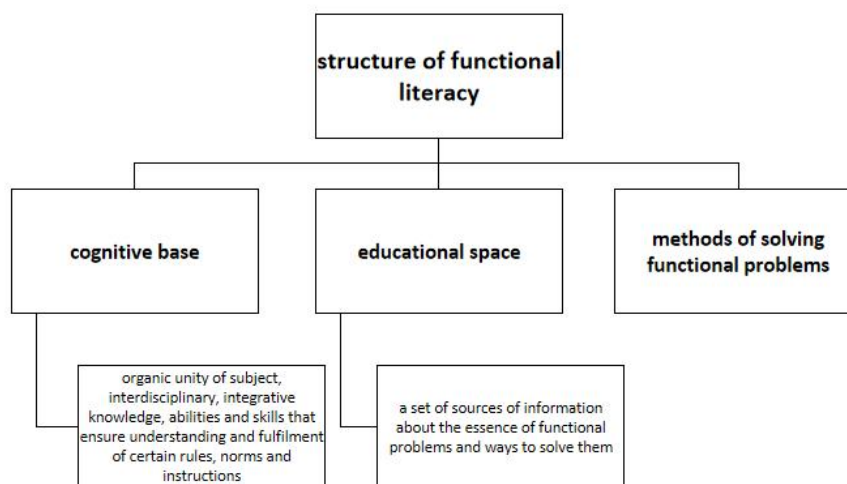


Figure 1 – Functional literacy structure



In order to successfully develop functional literacy, it is necessary to choose tasks that should be evenly distributed in the learning process throughout the year, taking into account the age characteristics and cognitive abilities of students. It is important to use complex tasks that are cross-curricular and meta-subject in nature. Both individual and group research and project activities should be used to complete tasks. The development of functional literacy requires the use of innovative approaches and teaching methods [2, p. 15].

To confirm the hypothesis on the basis of school-gymnasium №44 named after D. Konaev in Uralsk city (Kazakhstan) a pedagogical experiment in Russian language and literature for pupils of 9 classes is conducted.

Experimental research study is carried out in three stages: ascertaining, formative and control. At the first stage (September 2023) the basic level of literacy at the time of teaching in the control and experimental classes was established. At the formative stage, the main part of the experiment is conducted, and at the control stage, the results are summarised. In the present article, we will pay special attention to the formative stage of the study. During the formative stage (September-March 2023-24 academic year) in the experimental class the development of writing skills as a means of forming functional literacy of students is carried out in the system of a set of specially designed exercises, as well as on the basis of materials of the textbook «Russian Language and Literature» for 9th grade by U.A. Zhanpeis, A. Maibalaeva, G. Atembaeva «Atamura» publishing house [7].

A system of exercises was developed to organise work at Russian language lessons in grades 9 for schools with non-Russian language of instruction for the development of writing skills as a means of forming functional literacy of students. During the implementation of the formative stage of the experiment, tasks from this system of exercises are given at each lesson in order to develop students' linguistic competence.

When developing exercises for the development of writing skills, we were guided by the State Educational Standards of the Republic of Kazakhstan [8] and the following learning objectives:

- 1) to create a statement (reasoning, persuasion), using techniques to attract attention and taking into account the target audience;
- 2) to present information in the form of a report, article, reference on the basis of tables, schemes, diagrams, charts, graphs and vice versa;
- 3) prepare a thesis plan;
- 4) apply punctuation marks in compound sentences;
- 5) create texts of scientific style (article);
- 6) write an essay (140-160 words) on the proposed problem, justifying one's opinion and suggesting ways of solving the problem, observing the peculiarities of the text of reasoning, reasoning with elements of narrative/description;
- 7) write conjunctions and prepositions correctly;
- 8) use punctuation marks in compound sentences with several appendages;
- 9) use simple and complex sentences appropriate to the situation of oral or written communication;
- 10) possess a vocabulary sufficient for effective communication on a wide range of topics.

Приведём в качестве примера некоторые упражнения из кейса.

Task 1. Read the text in which some words or phrases have been deleted. Restore the text using various sources of information (books, the Internet, teacher's help).

Excerpt from the book «The World of Kazakhs» by Akseleu Seidimbek: *«До сих пор в этом обширном регионе, от китайских пределов до равнин Анатолии, его жители понимают друг друга с ***, несмотря на разделение государственными ***. А ведь эта территория простиралась на 8-10 тысяч километров, что составляло большую долю евразийского ***.*



*По всем канонам исторической традиции трехтысячелетний период конно-кочевой *** должен рассматриваться как часть общечеловеческой ***. К сожалению, мы видим, что это не так. Фигура умолчания по поводу деяний далеких предшественников, пусть даже отличных по расовому ***, выступает ярким примером европоцентристского подхода к истории. Главные события происходят якобы там, где есть присутствие «белого человека». А это, в свою очередь, нарушает стройную логическую систему повествования о прошлом, образуя не заполненные ничем пустоты» [9, p. 15].*

Task 2. Write an essay on one of the proposed topics:

- 1) The role of communication in the development of culture: history and modernity.
- 2) Means of communication and their influence on the culture of communication.
- 3) Speech culture as a factor of interpersonal and social interaction.
- 4) Cultural traditions of my native land.
- 5) Social networks and their impact on the culture of communication and the formation of public opinion.

Task 3. Create an infographic on «The First Kazakh Poet». Conduct your own research. In the course of your research, gather information about the life and work of Abai Kunanbaev. To obtain accurate and reliable data, use various sources: monographs, scientific articles, interviews with expert specialists, etc. You can also include your own opinion. To create an infographic, choose a suitable tool, such as Adobe, Canva, Pikasart or any other online services. Write a detailed explanation of your work, including the aims and objectives, the sources of information used, the methods of creation and the main conclusions that can be drawn from their research. After creating the infographic, present your work in front of the class.

Task 4. Read in depth the book «On Abai's Land» by V.R. Gundarev. Imagine that you act as literary critics. Write a review of the book.

In the review, express your opinion about the following aspects of the book:

- 1) a plot: *How interesting and exciting is the plot of the book? How does the author develop the story? Does the plot have unexpected twists or surprises? What are the features of the plot?*
- 2) the characters: *What kind of characters are introduced in the book? How realistic and interesting are they? What do their actions and deeds evoke sympathy or antipathy?*
- 3) the author's language and style: *How does the author present his thoughts? How clear and understandable is his writing style? Does the author use vivid imagery and metaphors to describe events and characters?*
- 4) theme and idea of the work: *What is the main theme of the book and how does the author reveal it? Is there an explicit moral or idea in the work?*
- 5) artistic features of the book: *Does the author use a variety of literary devices to create atmosphere and enhance the emotional impact on the reader?*
- 6) importance and significance of the work: *How relevant is the book to our time? Can we find in it answers to modern questions or problems?*

Task 5. Write a reflective essay on «If we don't know our ancient history, the new history won't want to know us». Reflect on some choice questions in this essay:

- 1) analyse the quote and identify its main idea;
- 2) give examples from the history of your own country or other nations that support or refute the statement;
- 3) consider how knowledge of history can help in understanding contemporary issues and challenges;
- 4) discuss the importance of preserving historical heritage for future generations;
- 5) evaluate how relevant this statement is in today's world where many people choose to ignore history or distort it for their own benefit;
- 6) draw conclusions about the importance of knowing one's ancient history for the successful development of society in the future;



Task 6. Prepare a literary selection of quotations on the theme: «One must become a man» on the works of Ch. Aitmatov «Plakha», V. Rasputin «Farewell to Matyora», K. Paustovsky «Meshchera» and S. Seifullin «Kokshetau».

Task 7. «Constructors»: put together the correct sentence and punctuation marks:

1. поступает так Обычно судьба большого художника она рождает его наделенным когда ей надо выплавить из человека что ему их не изжить в десяток лет такими жизненными и действенными возможностями. 2. а ты ещё ничего не сделал Жизнь проходит быстро тебе уже семнадцать или восемнадцать лет. 3. Год за годом а на их месте торчат все меньшие и меньшие нелепые искалеченные сучья остаётся возле селений густых черёмуховых кустов. 4. в человеческой жизни неведомая тайная сила Нас влекла нет силы большей. 5. лёг под большой чистой луной, Ночь прошла первый мороз и к утру.

Task 8. Write out of M. Auezov's novel «Abay's Way» 2 examples of compound sentences 1) with homogeneous subordination of appendages; 2) with parallel subordination of appendages; 3) with consecutive subordination of appendages. Perform syntactic parsing of compound sentences.

The descriptors and assessment criteria are prepared for each assignment together with the students themselves.

All assignments are written work followed by pupils' oral answers and explanations, which take various forms: individual oral response, conversation, discussions, story-role-playing games, infographics presentation, etc. Discussion of the results obtained and elaboration of errors took place orally. Thus, the pupils of the experimental class were constantly in communicative interaction with the researcher-teacher during the learning experiment.

The conclusion

In today's world, where knowledge and skills are constantly being updated, functional literacy is becoming one of the main requirements for education. Functional literacy is a person's ability to use knowledge, skills and abilities to solve everyday tasks in various spheres of life.

In this article we have considered the essence of the concept of «functional literacy», its place in modern Kazakh education, as well as examples of exercises aimed at developing writing skills as a means of forming functional literacy of 9th grade students with Kazakh language of instruction.

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ФУНКЦИОНАЛДЫҚ САУАТТЫЛЫҚ КОМПОНЕНТІ РЕТІНДЕ ЖАЗУ
ДАҒДЫЛАРЫН ДАМЫТУ

Аннотация. Жұмыс авторлары оқушылардың функционалдық сауаттылығын дамыту құралы ретінде жазу дағдыларын дамыту жолдарын зерттеуді мақсат етіп қойды. Зерттеудің жаңашылдығы оқушылардың функционалдық сауаттылығын қалыптастыруға жазу дағдыларын дамытудың әсері зерттелгенімен айқындалады. Зерттеудің өзектілігі функционалдық сауаттылықты дамыту мен қалыптастыру тек Қазақстанда ғана емес, дүниежүзінде заманауи білім берудің өзекті міндеттерінің бірі болып табылатындығына байланысты. Жазу функционалдық сауаттылықтың негізгі құрамдас бөліктерінің бірі ретінде студенттерге заманауи әлемнің үнемі өзгеріп отыратын жағдайларына сәтті бейімделуге, қоршаған қоғаммен тиімді қарым-қатынас жасауға және кәсіби қызметте өзін-өзі табысты жүзеге асыруға көмектеседі. Мақалада ғылыми-әдістемелік әдебиеттерді талдау негізінде функционалдық сауаттылық ұғымы баяндалып, сонымен қатар No44 атындағы мектеп-гимназиясының базасында өтетін педагогикалық эксперименттің нәтижелері берілген. Д.Конаева, Орал (Қазақстан) 9-сыныпта «Орыс тілі мен әдебиеті» пәнінен. Авторлар тапсырмалардың кейс зерттеуін ұсынды; Зерттеу болжамы бойынша, олар мектеп оқушыларының жазу дағдыларын дамыту арқылы функционалдық сауаттылығын арттыруы керек.

Кілт сөздер: жазу дағдылары; функционалдық сауаттылық; қазіргі білім; жаттығулар жүйесі; педагогикалық зерттеу; эксперименттің қалыптастыру кезеңі; орыс тілінде оқытатын мектеп.

Утегенова К.Т., Беркина С. С.
РАЗВИТИЕ НАВЫКОВ ПИСЬМА КАК КОМПОНЕНТА ФУНКЦИОНАЛЬНОЙ
ГРАМОТНОСТИ

Аннотация. Авторы работы ставят своей целью исследование способов развития навыков письма как средства формирования функциональной грамотности обучающихся. Новизна исследования определена тем, что изучено влияние развития навыков письма на формирование функциональной грамотности обучающихся. Актуальность исследования обусловлена тем, что развитие и формирование функциональной грамотности является одной из ключевых задач современного образования не только в Казахстане, но и в мире. Письмо как один из основных компонентов функциональной грамотности помогает обучающимся успешно адаптироваться к постоянно изменяющимся условиям современного мира, эффективно взаимодействовать с окружающим обществом и успешно самореализоваться в профессиональной деятельности. В статье описывается понятие функциональная грамотность на основе анализа научно-методической литературы, а также приводятся результаты педагогического эксперимента, который проходит на базе школы-гимназии №44 им. Д. Конаева г. Уральск (Казахстан) в 9 классах по предмету «Русский язык и литература». Авторами предложен кейс заданий; согласно гипотезе исследования, они должны повысить функциональную грамотность школьников путём развития навыков письма.

Ключевые слова: навыки письма; функциональная грамотность; современное образование; система упражнений; педагогическое исследование; формирующий этап эксперимента; школа с нерусским языком обучения.