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Development of reading skills in an adult learning a language

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Abstract

Relevance. The relevance of the study is due to the insufficient level of development of one of the main components of the formation of foreign language competence.

Purpose. The purpose of the study is to examine the features of the development of reading skills.

Methodology. The methods of logical analysis, induction, deduction, synthesis, comparative, etc were used.

Results. A survey using a questionnaire was conducted in two stages; as a result, the form of speech activity that is most effective at the initial stage of language learning was determined. The importance of the correct development of phonetic reading techniques at the earliest stage of language learning was noted. It was highlighted that a substantial role is played by the development of "mature reading" skills, which provides an opportunity to develop critical thinking, the main problems for its implementation were considered. Among other necessary components for the development of reading skills, the need for systematic work with a dictionary, and linguistic, etymological, ethnographic comments on the material were highlighted.

Conclusions. The study examined the main causes of low foreign language competence in adults, namely regression, decreased interest, uncertainty, and insufficient allocated time. According to this, the possibilities of resolving these aspects were considered. The recommendations that interact with each other in the system and allow the most effective way to form the necessary reading skills were presented. The practical value of the results obtained is to provide

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recommendations that will allow forming or improving the skills of one of the most important aspects of foreign language competence in various types of training.

Keywords: adult personality; independent language learning; Kazakh language; speech activity; motivation.

Introduction

Language and speech are universal phenomena for all mankind, which unite and equalise all people. Therefore, one should not consider a foreign language in isolation, outside of the concept of “human languages” and consider that for teaching a foreign language, for mastering a foreign language, some unique way is needed that goes beyond human capabilities. This opinion is fundamentally wrong. However, direct copying of methods and technologies of teaching children and adolescents for an adult audience does not provide effective conditions for teaching a foreign language. As P.T. Cirino et al. [1] state, that language learning contributes to the overall development of the learner, and reading is one of its main types. It is necessary to qualitatively revise and update the content and technologies of education, considering the personality characteristics of an adult language learner, their goals and needs.

According to the position of J. Jerrim and G. Moss [2], the main task that teachers face is the development of a number of universal competencies among students. As noted by G.K. Georgiou et al. [3], the high level of development of these competencies provides an opportunity to increase one's own competitiveness in the modern labour market and influence dynamic career growth. However, as is well known, when receiving secondary, specialised secondary, and higher education in the relevant educational institutions, foreign languages, learned according to the curriculum, are not mastered at the proper level. On the contrary, as practice shows, substantial results in language learning can be achieved by self-study to achieve various goals. In this aspect, the validity of the opinion of researchers who support the communicative approach as the most effective method of language teaching is substantiated: “it is never possible to teach anyone a language because it can only be learned”. The proof of this is the fact that the desire of adults in modern society to learn foreign languages is becoming a general trend in accordance with the needs of the time.

The decision to learn a language is made by a person under the influence of a leading idea aimed at achieving a certain goal. In most cases, an adult who demonstrates high results and substantial achievements in a certain field is interested in mastering new competencies, including learning new languages. Modern society generates such needs in every active and conscious member of society. The position of A. Pasqualotto et al. [4] states that reading can be both a goal and a means of learning. According to A. Dilekci and S. Cicek [5], regardless of the chosen role of the application of reading, as a result, it will provide an opportunity to form grammar skills, replenish vocabulary, and also influence the development of personality.

It is known that the final target result is the free use of language at a high level in all forms of speech activity (listening, reading, writing, speaking). However, in most cases, the desire of an adult to unreasonably accelerate the process of learning a language leads to unsystematic actions. This circumstance substantially delays the

achievement of the final target result. In the course of a comprehensive analysis of research papers written on this subject and observation of the actions of adults learning the language in the process of independent preparation for the exam according to the KazTest system, the authors identified the following contradictions:

1. The contradiction between high personal, social needs, and the factor of density, lack of adult time in language learning.

2. The contradiction between the availability of ample opportunities for self-study of the language, the abundance of educational materials in the modern information society, and the inability to determine their quality and select the necessary.

3. The contradiction between the desire to master the language being learned, starting with the act of speaking, which is not possible according to the psychophysiological conditions of speech activity.

These contradictions prove the relevance of the problem of the development of reading skills in an adult learning a language, which is defined as the subject of research. As a solution to this problem, it is important for an adult learning a language to develop reading skills to achieve the final target result. It is determined that this is acceptable both from the standpoint of saving time and for the development of the necessary lexical base.

Therefore, in this study, the authors aim to identify ways to improve reading skills in adults learning a language. The following tasks were set to achieve this goal: analyse the specific features of language learning by adults; prove that it is better to start learning a language with the development of reading skills; suggest ways to develop reading skills as a form of speech activity.

Literary Review

The papers that served as the scientific and theoretical basis of this study are considered, dividing them into two main areas. The first group of papers that determined the theoretical foundations of the study is the literature, which presents material on the study of psychophysiological and linguodidactic features of language learning by an adult. In a number of papers in this area, the features of the personal, cultural, and reflexive development of an adult learning a language are analysed from an andragogical standpoint. The researchers emphasise that the choice of their own learning strategies for an adult person pursuing the goal of independent language learning is influenced by their existential problems, psychophysiological features of a particular age, the content of socio-cultural experience accumulated throughout their life, and individual information needs. All researchers agree that learning a language by an adult is positively influenced by their life experience. Compared with children, adults show a high degree of distrust, suspicion towards any phenomenon, or new things. This is expressed in the form of disbelief in the teacher, method, one's own strength, and a positive result.

According to psychologists, almost 20% of the group members before the end of the course can not get rid of the

feeling of fear, anxiety about the fact that they will not be able to master the language. In the papers of such researchers as K.A. Seliverstova [6], C.A. Denton et al. [7], S.P. Leosanak [8], M.A. Tamara and R.M. Merentek [9], L.O. Timoshenko and R.F. Mingazetdinova [10], cognitive activity, conscious language acquisition, memory retention, educational and cognitive motivation, and psychological barriers in language learning by adults are considered. The opinions of the above-mentioned researchers are reduced to the fact that it is better to remember consciously meaningful, understandable material that meets the intended purpose.

The following papers, which form the theoretical basis of this study, are also aimed at the investigation of andragogical linguodidactics of the organisation of the process of language learning by adults. In the papers of researchers O.V. Potapova and Y.I. Klechin [11], I.V. Kulamikhina [12], A.A. Shatilova [13], the issues of educational and cognitive motivation of adults to learn a language, psychological barriers are discussed. Researchers emphasise the importance of creating an individual learning trajectory when learning a language, compiling educational content, and offer effective ways to properly organise the process of distance learning and the use of gaming technologies.

It is known that to master reading aimed at the final target result, it is necessary to be able to use effective strategies of reading techniques. In this aspect, the following task is provided – review the papers that consider the importance of reading as a form of speech activity and suggest ways to develop it. In this area, first of all, a group of papers was identified in which the development of reading types in the study of foreign languages was considered. In particular, the functional reading of E.S. Romanchieva and G.V. Prantsova [14], expressive reading of H. Haerazi and L. Irawan [15], meaningful reading of E.A. Nenyuk [16], extensive reading of K.F. Gumen and T.F. Avakova [17], the development of linguistic and cultural forms of reading of M.V. Smolyaninov and S.V. Popova [18] helped to determine the area of this study.

It is also known that the main material for learning a language is texts for reading. L.D. Ponomareva and L.N. Churilina [19], and D.D. Dmitrieva [20] emphasise the importance of developing reading skills in language teaching through texts. Among methodologists, the question of what types of text to include in language teaching always remains relevant.

In this context, the studies of such researchers as G.S. Ivanenko [21], who proposed the method of high-speed reading (express reading) of news texts, E.V. Gvozdeva [22], who investigated the problem of reading journalistic texts, N.Y. Filimonova and E.P. Panova [23], who proposed ways to use the translation method when reading a literary text are especially valuable from a scientific and practical standpoint. Researchers T.S. Veselovskaya and O.F. Kupreshchenko [24], and E.M. Severina [25] recognise modern digital texts as the main language unit for the development of reading skills and communicative competence. In the modern world, it is impossible to imagine learning languages without Internet technologies.

This question is raised in the writings of C. Wei and L.E. Vesnina [26], who considered the methodology of

remote organisation of reading activity, and S.E. Nadha et al. [27], who proposed ways to improve phonetic reading skills through mobile applications. Researchers emphasise that there are limitless possibilities for using information and communication technologies in the development of reading as a form of speech activity. Properly selected educational content, information, and communication technologies have a great impact on reducing uncertainty about the effectiveness of their actions, which are manifested in every person at the initial stage of language learning. The wide possibilities of the Internet in language learning create conditions for the independent work of a person, generate an artificial language environment, and increase self-confidence.

Materials and Methods

In the preparation of this study, the method of analysing statements, opinions of researchers-psychologists, teachers, linguists-methodologists on the subject of this study was widely used. The methodological foundations of the study of the problems of the development of reading skills in an adult learning a language were the fundamental papers of modern Kazakh and world authors. When working with scientific literature, analytical methods were used in accordance with the research subject. Therewith, the use of such theoretical methods as synthesis and systematisation was the basis for the effective examination of the psychophysiological characteristics of adults in language teaching. As a result, it was possible to create a clear idea of the educational and cognitive motives of an adult learning a language. The comparative analysis method and the analytical research method were also used in the study. These research methods allowed proving the importance of reading in language teaching, determining effective methods of developing reading skills, thereby achieving the intended goal.

The following methods were used to effectively examine the problem of developing reading skills, theoretical (analysis of psychological, pedagogical, linguistic, and methodological literature on the problems of the material under study): methods of analysis and synthesis, induction and deduction, comparative and logical analysis, and the principles of objective scientificity and systematicity. Based on the analysis of scientific and methodological sources of information, the study defines the basic concepts related to the research subject. Among the concepts considered, the definitions and specific features of the terms reading skill, text, speech activity, and language learning are covered.

In the first stage of the study, the analysis of psychological and pedagogical literature on the problem under study is conducted. The relevant materials on the research subject are summarised, the possibilities of solving research problems are determined, the relevance and purpose of the study are substantiated, and explanations on the issues of conscious language acquisition are given. The analysis of scientific literature is conducted, based on which, the state of the problem under study is determined and psychological difficulties in learning the language by adults are covered.

In the second stage of the study, empirical methods such as observation, experimental, pedagogical design, survey, and statistical data processing are used. The

questionnaire method is used to determine which type of speech development should be emphasised at the very initial stage of language learning. 49 people from two groups took part in the survey. At the initial stage of language learning, a questionnaire method was used to determine which type of speech activity should be given special attention. The results of the survey allowed concluding that the main reason why an adult learning a language cannot properly organise educational activities arises from the haste to immediately achieve results. At this stage of the study, observational and experimental data were collected and a logical conclusion was formulated.

A month after the functioning of the language learning course, a repeated questionnaire was conducted to determine which type of speech activity most of the independent work outside the course is given to. When drawing conclusions based on the results of the survey, the induction method was used. In other words, the general conclusion was made based on the educational experience of individual language learners included in the experimental group as objects of observation. As a result of these studies, a logical conclusion was made that it is effective to start learning a language with reading. In determining the well-known laws and principles in the papers of researchers about the meaning of reading as a receptive type of speech activity, the method of deduction was used. The truth of the conclusion is based on the objectivity of the premises.

In the third stage of the study, a methodical experiment, methods of analysing the results were used, based on which, logical conclusions were drawn. Logical and methodological reasoning was conducted by means of methods of transition from the particular to the general and from the general to the particular. These methods allowed mastering certain aspects of the phenomenon and object, creating a number of scientific abstractions. In this stage, all theoretical provisions of the study were processed and its results were summed up. The results of the study were processed, theoretical generalisation and systematisation, and the formulation of specific conclusions were conducted.

The methods of collection and integration, which were used in observing such a complex phenomenon as adult language teaching, and in examining scientific and methodological literature devoted to modern methods of developing reading skills, allowed for covering the deep meaning of the whole. As a result, specific methods were proposed to avoid mistakes such as regression, irrational planning of the time allotted for reading, and incorrect mastery of reading techniques, which are often identified when learning a language by adults. The validity and persuasiveness of the results of the study of the subject, the unity of general scientific and special research methods, adequate relevance, purpose, objectives, and logic of the study, and a combination of quantitative and qualitative analysis allowed fully proving the original hypothesis from a methodological and theoretical standpoint.

Results

Since language is a very complex phenomenon, it is necessary to consciously comprehend and understand its structure and system in the process of analysis and forecasting. Especially for adults who have decided to

learn a language on their own, this is possible only based on conscious actions. Compared to children, adult attention is strong-willed and steady. Purposeful, consciously meaningful material is firmly remembered and special attention is paid to each form of speech activity, systematic work is conducted leading to the automation of skills. Thus, a conscious understanding of adult language learners means that they assimilate the basic essence, the main meaning of the proposed language material and, most importantly, understand where and how to use it. A senseless action does not lead to a result.

M.A. Ariyan and T.E. Vadeeva [28; 29] stated that non-effective work for an adult becomes irritating, numbing, meaningless. The authors also noted that there are periods when a person gets tired of meaningless work and their vital activity temporarily worsens. Therewith, the reaction of the central nervous system to external influences slows down. It is important that a person is interested in their work, has a strong sense of responsibility, can combine different types of activities correctly, and consciously understand its essence and result. Fatigue is usually more pronounced in adolescents than in adults.

According to researchers, even though fatigue in adults is less pronounced than in children, lack of time, the presence of other problems related to work, family, and personal life are serious obstacles in language learning. That is why a teacher teaching a language to adults should be a real psychologist who understands the innermost secrets of each of their listeners and notices the problems with which they are concerned. It is necessary to objectively assess their capabilities, guide them, navigate their desires, requests, and present language material that meets their needs. Adult attention is strong-willed, stable. The assimilation of the proposed (given) material with a conscious understanding is directly related to the abilities and inclinations of language learners. Therefore, linguistic information should be selected to the extent appropriate to their capabilities, the content side should have an impact on their consciousness, intelligence.

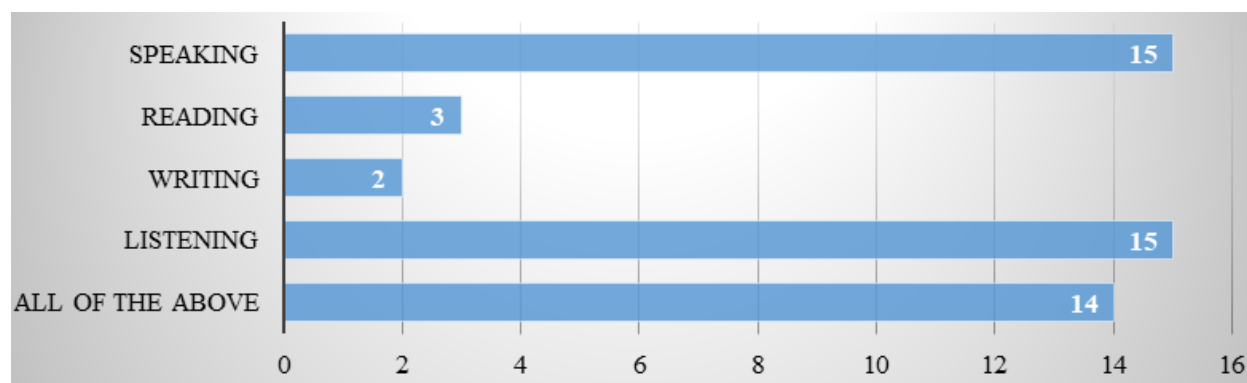
E.A. Malyutina and O.G. Oberemko [30], who investigated this issue specifically, state that in most cases adults can quickly and firmly memorise the material due to the peculiar uniqueness of the proposed material, a great emotional feeling, attractiveness created based on original, comicality, harmony of sound effects. Continuing the idea, researchers note that memorising something by adults means, first of all, the need to remember the semantic content, that is, the essence of the perceived material that is subject to memorisation. This corresponds to the concept of "semantic memory" in psychology. Meaningful understanding is closely related to the thought process. Adults strive to create meaningful connections between them, identify important signs, analyse, synthesise, compare, and systematise them for better assimilation and deep understanding of language material.

The cognitive process of a person begins with the content of knowledge formed based on the representation of the external world around them through the senses. No matter what mental processes a person experiences when thinking and speaking in any language they have fully mastered, whether it is their native language or another, when learning a language, the same complex mental phenomena peculiar only to them are realised in them. In

the modern information language environment, there are many different resources available for language learning. Various complexes of tools and tasks aimed at the development of all forms of speech activity (reading, listening, writing, speaking) are presented both separately and together, in parallel.

A survey was conducted to get answers to questions about which types of work contribute to easier language acquisition. The survey was aimed at determining the form of speech activity that adults learning the language would

like to master first of all at the initial stage of learning the Kazakh language, and was conducted on the first day of the language learning course. The question “What form of speech activity do you want to develop?” was answered by the 15 respondents as “speaking”. The same number of respondents stressed that it is important to “understand the information they have heard.” According to the results of the survey, only three respondents identified “reading” as one of the most important forms of speech activity (Figure 1).



It is concluded that in language acquisition, the desire to acquire speaking and listening skills immediately, which can only be achieved at the highest, advanced level of language learning, and all skills simultaneously, is a manifestation of impatience and haste inherent in human nature. Therewith, the lack of a clear understanding of the development of various forms of speech activity in adults, despite many years of experience in learning languages, showed the need to examine this problem. The desire of a person to achieve results quickly is due to the very nature of language and speech. A large amount of information is needed to be able to understand and pronounce even the simplest phrase consisting of only three or four words, without considering the presence of established stereotypes. The division of study hours and energy resources of the learner equally for long periods

substantially slows down the simplest communicative acts. Therefore, researchers argue that it is correct and necessary to conduct the initial period of training most intensively [24].

After a month from the beginning of the language learning course, a survey was conducted for the second time to determine which form of speech activity adults performed more independently work during extracurricular hours. According to the results of the survey, 42 people noted that when learning a language outside of school hours, they mainly read. Therewith, they noted that in the course of real practice, they were convinced that it was impossible, except for reading, to immediately begin the complex assimilation of other forms of speech activity (speaking, listening) (Figure 2).



Figure 2. Results of the second survey

During the conversation, according to the results of the survey, the remaining seven people admitted that they started learning the language alternately with different forms of speech activity and still have not fully mastered any of them at the proper level. One of the reasons for such a haphazard construction of work with forms of speech activity in language learning lies in the psychophysiological characteristics of a person. A.V. Sergeeva and O.V. Chaplygina [31] highlight the importance of identifying psychological barriers that arise especially often in an adult learning a language due to disbelief in oneself, in one's own abilities. In their opinion, the psychological barrier is a state of personality in which a person acts inconsistently with their inner beliefs. Adult language learners who are the subject of this study are people who have experience learning languages at school and university.

As practice shows, a person who has independently mastered one language is able to learn each subsequent language easier. The reason for this is that a person develops their own ways and methods of learning a language, in a word, builds a convenient algorithm for themselves. Starting with one form of speech activity and gradually developing it, they form their own strategies and individual methodological positions. Most people agree that it is most effective to start learning a language by reading. The experiment conducted by the authors is complete proof of this.

Discussion

One of the most frequent psychological obstacles at the initial stage of the development of reading skills is regression. Regression is expressed in the form of a return to what has been read. As a result, the pace of learning slows down substantially. Regression is directly related to the level of complexity of the text, its style, the number of unfamiliar words, and the complexity of syntactic constructions. As the text is slowly read, a person loses the semantic connection between words and sentences, paragraphs. The habit of returning to what was read more than once arises from disbelief in one's capabilities in the inner consciousness of a person. A substantial reduction in regression is facilitated by closing the read text with a blank sheet of paper. In this case, the person will try to concentrate all their attention on the perception of the content of the text. When the opportunity to return to what has been read is excluded, the habit of reading only the subsequent unread text is formed. According to E.M. Severina [25], and as practice shows, with fast reading, a person understands information better, that is, the speed of understanding is directly dependent on the pace of reading.

As A.K. Anwar [32] states, one of the main goals of language teaching is the development of communicative or so-called mature reading. It is worth agreeing with this, as it provides an opportunity to focus on the content, develop receptive lexical and grammatical skills, and use combinations of techniques to familiarise oneself with the essence of the text. Firstly, it is necessary to improve reading skills to achieve communicative competence in language learning. According to the position of A.M. Elleman and E.L. Oslund [33], the transition from educational reading to communicative reading has a step-by-step nature and is also impossible without the

development of extensive and intensive reading. Literacy in the field of reading means the ability to receive information (i.e., master the technique of reading, decode written texts, and translate them into oral-speech form) and understand what is read (possess semantic reading skills), and create texts, secondary and original.

The main condition for the correct understanding of the reading material in the language being learned is a good command of the reading technique. If a language learner reads incorrectly, skips letters, or makes mistakes in the pronunciation they will not be able to understand even the easiest text to learn. It follows that mastering a good reading technique should be considered as a priority task for a language learner. In accordance with the opinion of A.M. Basahel et al. [34], the greatest difficulties in the transition from reading to adapting to the original arise due to the complexity of grammatical constructions, the large volume of vocabulary, and its diversity.

It is worth agreeing with this statement, but it is advisable to note the style of the text being presented as one of the obstacles; difficulties, in this case, may arise due to the need to assimilate a substantial amount of information. An important condition for the development of reading skills is the phonetic correctness of reading. As one of the main conditions for the correct organisation of phonetic reading, researchers call the effectiveness of reading aloud. An adult who knows the technique of reading in their native language reads and pronounces sounds in a foreign language according to the laws of their native language. Therefore, from the very initial stage of reading activity, it is necessary to pay attention to correct reading in accordance with the orthoepic norm.

The result of reading is understanding and comprehension of written texts. The process of reading a text is a complex, multi-level activity. As Y. Anggeraini and B. Sulistyono [35] state, it is important to form the ability to distinguish between main and secondary information. It is worth agreeing with this since reading should form not only an accurate understanding of the content of the text but also the ability to critically comprehend it. Working with correctly selected texts for reading not only improves the rhythm and speed of reading and reading technique but also has a great impact on the development of vocabulary and expanding horizons. New words, phrases, and grammatical constructions are assimilated through the text. N.S. Brem [36] notes that work with text, information search, analysis, processing, transformation, and creation of new information based on known information is conducted based on cognitive meta-subject skills and abilities.

Researchers believe that the didactic dominant of the modern system of teaching a foreign language is the text, which has everything to develop the speech activity of the learners [15]. This is due to the fact that the text is the most necessary, the smallest unit that directly contributes to the implementation of language communication. Therefore, language training classes should be based on the assimilation of the text. At the initial stage of language learning, an adult faces difficulties in properly planning the time that is given to reading. Ultimately, the shortage, the lack of free time for the right things is the most urgent problem of any person, including an adult. This also applies to the lack of time to learn a language. Therefore

A.E. Khasuev [37] notes that it is much more effective to conduct purposeful continuous actions several times a day, in between, than waste efforts for a long time and to no avail in a specially allotted time.

In this case, an easy reading mode that includes short-term activities is very important. In the interval of two to five minutes, reading a small text, a person does not feel tired, feels successful. This is due to the fact that the longer and more complex the learning process is, the more a person experiences physical and emotional stress. Therefore, the teacher should facilitate easier assimilation of the text for reading. This can be organised in the form of motivating language learners to discuss texts, help in choosing a reading comprehension strategy, and the opportunity to talk to each other about the content of the text. Here is one example of the organisation of "reading in small doses". For example, in class, a task is given to read the text in pairs. When one member of the pair reads a small text, the other partner asks them two questions about the content of the text. Thus, two people help each other to correctly understand the content of the read text. This technique can also be used when reading voluminous texts. In this case, after reading each paragraph of the text, it is necessary to ask questions and conduct analytical work between pairs or within a group until the content is fully understood.

G.S. Ivanenko [21] offers the following methodology for achieving literate and fast reading: understanding the general theme of the text; highlighting lexical dominants (numerals, nominal, verbal, repetitive lexemes); determining the meaning of reference (key) words. The definition of the meaning of the reference words is conducted through the teacher's explanation or by an independent search in the dictionary. E.V. Gvozdeva [22], defining the algorithm of work, argues that to understand what is read, it is necessary to distinguish between the concepts of language, words. Before reading, the meaning of unfamiliar words is explained. Then the teacher reads aloud. As a result of following this sequence, the general meaning of what is read becomes clear. Then the teacher fully explains the meaning of unfamiliar words and shows the connection between the words. When interpreting unknown words, it is necessary to use familiar words as an example. Only after such an explanation, it is possible to start translating.

Working with a dictionary (lexicographic work) is often conducted at the initial stage of the development of reading skills. This is the main way to increase vocabulary. Working with the dictionary also has its own order and system. Just looking into a ready-made dictionary once and not coming back again will help to remember the word. Therefore, in pre-text and post-text tasks, new words must be repeated several times. Researchers C. Wei and L.E. Vesnina [26] emphasise that the truth achieved independently has a special cognitive value. Thus, only with the effective use of the reading strategy, the independent search for translations of the necessary words through a dictionary that requires the expenditure of internal energy in the process of activity, new words will replenish and enrich the vocabulary of the language learner. When reading skills become more advanced, language learners continue to master reading without paying attention to unfamiliar words. Through viewing

reading, they learn to understand the general content of the entire text. In this case, only those words that play a leading role in covering the content of the text are translated and put in long-term memory.

One of the ways that will allow the teacher to make the text easily understandable is to give a short comment on the text in advance. This method is used to increase the educational and cognitive motivation of the language learner to stimulate interest in reading. As noted by H.W. Catts [38], in addition to the text, the explanations of the teacher of linguistic, etymological, or regional orientation help to arouse interest, increase attention, develop an associative-logical mindset, which is especially typical for adults. It is worth agreeing with this statement and noting that the importance of developing effective reading skills is due to the fact that this is a necessary condition for the development of foreign language competence, the key to successful research activities, self-development, and self-knowledge. Therefore, before reading the text, it is important to give tasks for semanticising vocabulary, eliminating difficulties of perception by commenting on the regional and linguistic-cultural content of the text. Therewith, the use of the word grouping method is very effective. The method of thematic-situational grouping of words helps to eliminate linguistic and, as a consequence, difficulties arising from these difficulties in understanding the content of the text.

Conclusions

Summarising the results of this study in examining the problems of the development of reading skills in adults learning the language, the following is concluded. In research work to properly organise the process of successfully mastering reading skills, it is especially important to first identify various problems that a language learner may face. These problems are caused by many different reasons. Notably, difficulties such as fear of making mistakes, regression, decreased interest, and lack of confidence in one's own abilities depend on the individual mental characteristics of each person. Therewith, it should not be excluded that the reason for the loss of interest or difficulties in perceiving the content of the text may be related to the quality of the proposed material. The uniformity of tasks, the low personality-oriented area of the content of texts also have a direct impact on the reduction of educational and cognitive motivation. The low degree of definition of the semantics of the word and the impossibility of a holistic perception of parts of the text arise due to insufficient vocabulary. Therefore, comprehensive consideration of such problems is a prerequisite for the correct development of reading skills.

In this study, during the analysis of theoretical papers and observation of actual experience, an algorithm for the systematic development of reading skills was developed. In order for a well-formed reading skill to have an impact on achieving concrete results in language learning, it is enough to allocate a certain amount of time to reading several times a day in between everyday activities. For light reading or reading in small doses, it is most effective to choose several small interesting texts and plan to read one or more of them every day. It is advisable to start reading with small texts, gradually increasing their

complexity. Conducting such systematic work will undoubtedly contribute to achieving the intended results.

As the main result of this study, effective ways of developing reading skills were identified. In particular, it was determined that the effective use of the reading strategy has an impact not only on the development of reading techniques but also on a conscious understanding of the content of the material read and longer retention of new words in memory. It was determined theoretically and experimentally that one of the main conditions for the development of reading skills is systematic work with a dictionary, memorisation, and functional use of translated words. In addition, the effectiveness of the method of brief commentary on the text conducted by the teacher is determined as a technique that helps to increase the interest

of those who study the language. As a result of a comprehensive study, the authors determined that exercises for the development of reading skills are the most necessary and effective way to learn a language. The authors were fully convinced of the correctness of this statement during the analysis of theoretical literature and the study of the reading process of language learners.

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Conflict of Interest

Not applicable.

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Розвиток навичок читання у дорослого, який вивчає мову

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Анотація

Актуальність. Актуальність дослідження зумовлена недостатнім рівнем розвитку одного з основних компонентів формування іншомовної компетенції.

Мета. Мета дослідження – вивчити особливості розвитку навичок читання.

Методологія. У дослідженні використовувалися методи логічного аналізу, індукції, дедукції, синтезу, порівняння та ін.

Результати. Опитування за допомогою анкети проводилось у два етапи; у результаті визначено форму мовленнєвої діяльності, яка є найбільш ефективною на початковому етапі навчання мови. Відзначено важливість правильного розвитку техніки фонетичного читання на найбільш ранньому етапі вивчення мови. Було підкреслено, що значну роль відіграє розвиток навичок “зрілого читання”, що дає можливість розвивати критичне мислення, розглянуто основні проблеми його реалізації. Серед інших необхідних компонентів розвитку навичок читання виділено необхідність систематичної роботи зі словником, лінгвістичні, етимологічні, народознавчі коментарі до матеріалу.

Висновки. Дослідження розглянуло основні причини низької іншомовної компетенції у дорослих, а саме регресії, зниження інтересу, невпевненості і недостатньо виділеного часу. Відповідно до цього були розглянуті можливості вирішення цих аспектів. У результаті представлено рекомендації, які взаємодіють між собою в системі та дозволяють найбільш ефективно сформувати необхідні навички читання. Практичне значення отриманих результатів полягає у наданні рекомендацій, які дозволять сформувати або вдосконалити навички однієї з найважливіших сторін іншомовної компетенції в різних видах навчання.

Ключові слова: доросла особистість; самостійне вивчення мови; казахська мова; мовленнєва діяльність; мотивація.