ABOUT READER LITERACY

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**Annotation**. Considering readers literacy as the ability to understand and use written texts, reflect on them and practice reading in order to achieve their goals, to expand their knowledge and opportunities to participate in social life, the author considers the problem of training of future specialists on the example of perfection reading literacy of students as a way of formation of the need for continuing education, education "through life"; describes the types of literacy of the future specialist, characterizes the problems of interpretation of the term "reader's literacy".

**Keywords**: types of literacy; functional literacy; reading literacy, scientific literacy.

In the conditions of permanent modernization and reform of the education system of Kazakhstan, the goal of higher education is the successful integration of future specialists into modern society and the formation of a culturally developed personality capable of active and effective life in a professional multicultural environment. The question of literacy and literacy levels is extremely relevant today. It should clarify the content of the tasks facing the various steps of the unified educational ladder. Literacy is the foundation on which further human development can be built.

Today they talk about computer, environmental, legal, political, economic, geographical literacy, meaning the development of a complex of relevant sign systems and the ability to operate with their elements [4]. The phrase "reader's literacy" appeared in the context of international testing in 1991. In the PISA study, reading literacy is a person's ability to understand and use written texts, reflect on them and engage in reading in order to achieve their goals, expand their knowledge and capabilities, and participate in social life. The world experience of supporting and attracting different strata of the population to reading is extremely extensive and diverse. In the second half of the twentieth century, the policy of supporting the reading of children and young people was actively developed by the countries of Europe, the USA and Canada. At the end of the XX and the beginning of the XXI centuries, the rapidly modernizing countries of East and Southeast Asia actively joined this process [7]. Every activity is a process of solving problems of one or another level of complexity, and the higher this level, the more significant the intellectual and cognitive component of the activity and the more mandatory the preliminary training. Therefore, in modern conditions, the path to a more complete realization of all vital human interests lies through continuing education. Continuing education involves, in particular, teaching a person how to master new knowledge independently. But in our age of new information technologies, the role of the book has changed, the love of reading has begun to fall; people prefer television, video products, computers to books and, as a result, students do not like, do not want to read. The basic humanitarian subject for the formation of reading literacy at school is literary reading lessons, where you can solve not only narrow-subject tasks, but also the tasks of student development common to all subjects. It is assumed that the student comes to the university with already formed reading competence and has reading literacy.

Functional literacy is understood as the ability to competent and effective action [1; 5]. It is a social phenomenon, since the measure of realization of a person's vital interests and the nature of his relationship with society depends on it. Functional literacy is a socio-economic phenomenon related to the well-being of the population and the State as a whole. A kind of functional literacy is reading literacy, which we understand as a person's ability to understand and use written texts, reflect on them and engage in reading in order to achieve their goals, expand their knowledge and capabilities, participate in social life [8; 9]. The question arises: do all those who can read consider themselves literate readers? Probably, yes. And how can we determine this? What criteria are there for this? No one can give an exact answer to this question yet. In recent decades, adult reading has been studied from the standpoint of their functional literacy (or illiteracy), i.e. a set of skills to live effectively in modern society. At the same time, reading literacy is considered a basic set of skills and abilities. But it applies not only to reading texts. It is important how well a person is able to work with information

As the conducted survey of students of the third stage of higher education (graduate students) shows, for whom reading is almost the main means of acquiring knowledge, the level of reading literacy leaves much to be desired. The graduate students themselves, answering the questions of the proposed questionnaire, note that they have become slower to read; they need a lot of time to comprehend what they read; often their reading is greatly influenced by the mass media, information overload and its availability, and often the unreliability of information, etc. To eliminate this situation, it is necessary to think over a system of tasks for improving special reading skills, which can include the following: skills based entirely on the text (to extract information from the text and build judgments based on it; the ability to find information and formulate conclusions; to find information in the text presented in explicit and implicit form; based on the text, draw conclusions); skills based on their own reflections on what they read (integrate, interpret and evaluate the information of the text in the context of the reader's own knowledge; establish connections that are not directly expressed by the author; interpret them, correlating with the general idea of the text; reconstruct the author's idea, relying not only on the information contained in the text, but also on the formal elements of the text - genre, structure, language). Educational achievements to improve the reading literacy of students can be:personal, meta-subject and subject results. It is important for graduate students to form scientific literacy on the basis of reader's literacy — a competent understanding of the basic scientific concepts and principles that allows a person to draw conclusions, make decisions and follow the public discussion of controversial issues of science and technology, and, if necessary, participate in it [2; 6]. Scientific literacy is determined by a number of parameters such as: possession of the concept of experiment and logical inference, as well as basic scientific concepts and facts; the ability to formulate questions dictated by curiosity about everyday experience, as well as to find answers to them; the ability to describe, explain and predict natural phenomena; the ability to understand popular scientific articles and critically evaluate the validity of the described research; the ability to see the scientific background of social and political debates; the ability to assess the quality of discovered scientific information based on its source and methods of obtaining; the willingness to formulate their own and evaluate other people's arguments based on evidence, and use the conclusions drawn from their results in an acceptable way [2].

The International Concept of Reading Literacy distinguishes two purposes of reading: reading for your own pleasure and reading for the acquisition of information. In accordance with this, PIRLS explores the level of understanding of both fiction and popular science texts [7]. The arguments about reader literacy confirm our confidence in the ability of any educated person to build an integral series of communication of any scale on the principle of semiotic diversity, freedom of symbolic expression of information. This requires pedagogical development of the fundamentals of polysemiotics of the educational process and information and educational systems [2]. The objective need for the constant formation of new types of literacy inevitably brings humanity into the field of continuing education.

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