

Evaluation Technologies of Students' Reading Literacy and Communicative Competence Skills in Teaching Language

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Abstract

Life itself proves the effectiveness of using assessment to provide quality education to the young generation and to improve the educational process of the school. Therefore, the primary goal of teaching the language to be teaching in a communicative direction and make the students to improve their reading abilities as well. Communicative method is implemented through direct communication between the student and the teacher, forms the manner of speaking in a certain language, consists of the main system of main signs and principles characteristic of linguistic relations and methodological categories, combines effective ways of teaching the language, and practically uses the language as a means of communication. Communicative learning is formed in all forms of language activity - in choosing, speaking, reading, writing, because it ensures its implementation. The article deals also with the essence of students' reading literacy and communication skills development and assessment that is the of great importance of teaching them to extract the necessary information in continuous and non-continuous texts and use it in their own speaking activities. The concept of competence, functional literacy and reader literacy is given as well. The data characterizing the quality of test tasks, as well as the results of testing the reading literacy and communication skills of Bishkek school students and ways to improve them are presented. After a contextual introduction in this article, an example of educational mediation aimed at developing skills keys to lifelong learning and global skills for the 21st century through the reading of a certain number of selected texts are being presented.

Keywords: *Functional Literacy, Reading Literacy, Quality of Test Tasks, Assessment, Communicative Skills, Teaching Language.*

Introduction

At present, when globalization processes are taking place in the education system, all problems are becoming universal; the education system should be a priority direction for the development of society, politics, economics and other spheres. In this regard, it is necessary to modernize the education system. In order to modernize general secondary education, research is being conducted to determine the purpose and content of education, search for new approaches to learning, new educational standards are being developed, and innovative technologies are being introduced. New assessment methods are also being developed. Foreign language teacher training programs, redesigned several times in recent years, because they must always correspond to several constraints defined not only by the universities or schools themselves, but also by the public institutions responsible for the quality of the teachers, as well as the level of studies to be achieved with a view to integration in this job. All of the courses constituting these programs are distributed in three areas to be developed: (1) the foreign language in question and its culture, (2) the didactics of this language and (3) an educational-psychological module. Students are invited to acquire knowledge in these areas and at the same time develop the skills expected of teachers (Mohammed, 2018). However, in reality, they still have to face several other skills frameworks: global skills of the 21st century, key skills for lifelong learning and training, the key skills to be achieved by students, etc.

The courses registered within university study programs for future teachers should enable them to gradually harmonize all the necessary areas and to progress not only in their knowledge of subjects, but also in the mastery of different kinds of skills. The activities proposed around the reading of different texts as part of

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their training academics constitute an important tool on the path to their progression both personal and professional. Understanding literary texts selected from literature and reading them can help students develop their key skills, more particularly cultural sensitivity and expression, including the skill of communicating in a language, necessary aptitude when it comes to teaching foreign languages and together with that they should be able to speak at the language or function in the language, for that it is necessary to enhance the competence of communicative leadership which is important in nowadays paradigm of teaching (Ramirez, 2013).

The Council of Europe has taken care to define the key skills that its inhabitants should develop “to adapt flexibly to a rapidly changing world characterized by a high degree of interconnection” (Council of Europe, 2006: 13). Being able to react to changes: this is not possible only by training throughout life. This European reference framework of key skills is understood as a set of knowledge, skills and attitudes appropriate to the context. Key skills are those necessary for all individuals for personal fulfillment and development, active citizenship, social integration and employment (Council of Europe, 2006: 13). The text was modified and expanded and the emphasis was placed on the continuous development of the person: Everyone has the right to education, training and learning inclusive and quality throughout life, in order to maintain or acquire skills allowing them to participate fully in society and manage with successful labor market transitions (Council of Europe, 2018: 7). The framework contains eight key skills that support the person from his childhood until adulthood, going through all the stages of his schooling and his future training.

reading and writing skills,

multilingual skills,

mathematical competence and skills in science, in technology and engineering,

digital competence,

personal and social skills and the ability to learn to learn,

citizenship skills,

entrepreneurial skills,

skills relating to cultural sensitivity and expression (Council of Europe, 2018: 7–8).

The skills listed above form the basis of several others competency benchmarks attached to more specific situations. At the beginning of the 21st century, the emphasis on skills development is undeniable in several areas. The key skills are, in fact, incorporated into the framework of global skills defined according to needs of various professions.

So, in the coming years, the education system of Kyrgyzstan as well as Kazakhstan needs to develop such an education content, as a result of which we should form a competitive citizen with developed functional literacy. Let's deal with the terms.

In the educational arena, from kindergarten to high school, reading comprehension often results in poignant admissions of perplexity. These words, so frequently spoken, highlight a significant challenge in teaching – text comprehension, an obstacle that transcends simple deciphering skills and tests even the most experienced readers. This crucial question highlights the pressing need to develop comprehensive reading strategies that are both appropriate and effective, including various activities to improve reading comprehension. A major cause of this difficulty lies in the very design of school textbooks. While the intention to provide comprehensive coverage and maximize the economic value of the textbook is laudable, it too often comes at the cost of clarity and pedagogical effectiveness, which are essential to a truly effective reading comprehension strategy (Grassi, E., & Barker, 2009).

Reading literary texts during university studies ensures the development of one of the fundamental skills in a foreign language, that of learning, which is a real gateway to others SKILLS. Students first create declarative knowledge by adopting and sorting proposed information and sought after. Discussion on different topics arising from reading also develops their critical thinking. Awareness of the historical context and cultural aspects of the subjects worked on, the identification or not with the subjects, their comparison with other texts, for example their own literature and, consequently, the meeting of the other through the intermediary of these texts, allows the development of sensitivity and cultural expression of students. In addition, these activities also touch the curiosity and imagination of students by inspiring them with different educational projects when they enter the world of work, with a definite potential for their own professional enrichment. In Kazakhstan and Kyrgyzstan, the content of primary school curricula is currently being reformed, as is the teaching profession. Their national strategy 2030+ contains framework programs intended for elementary schools, but also at the entry of young teachers into life professional with the review of the skills deemed necessary for this mission. It appears that what our young teachers are missing is critical thinking, the ability to motivate students to work with interest and ability to define student expectations we had a survey. It could be that literature courses and reading accompanied by texts appropriate to the different subjects covered could contribute to strengthening not only the skills mentioned as insufficient in certain cases, but also become basic elements for building laboratories of development of key skills (Kaldybaev, 2008).

The new dictionary of methodological terms and concepts defines functional literacy as a person's ability to enter into relationships with the external environment and adapt and function in it as quickly as possible. Unlike elementary literacy as a person's ability to read, understand, compose short texts and perform the simplest arithmetic operations, students should have a level of knowledge, skills and abilities that ensure the normal functioning of the individual in the system of social relations, which is considered the minimum necessary for the implementation of the life of the individual in a particular cultural environment.

Thus, entering the world community, the education system should be built on the basis of a competence-based approach, strengthen its personal and practical orientation, increase its developing and creative character.

The essence of reader's literacy as one of the main types of literacy, which form the basis of the subject of PISA research, in the interpretation of the conducting organization is characterized as follows (Freeman, 2018). Part is not finished

Methodology

The research methods were questionnaires, testing.

The main experimental work was carried out based on Bishkek schools №. 29 and N 69, more than 300 students of Kyrgyz national university named after J. Balasagyn and International university "Astana" participated.

Organization and stages of the study. The study was conducted during 2022 in two stages.

At the first stage (2022), a theoretical analysis of philosophical, psychological and pedagogical literature on the research topic was carried out; a test was developed.

At the second stage (2023), testing was carried out, the results of experimental work were analyzed, generalized and systematized; the main provisions were formulated and theoretical and practical research materials were drawn up.

The Main Part

In Kyrgyzstan, experts of OECD conducted research and concluded that a full analysis and revision of the current curricula of general secondary education should be carried out, since they did not prove their

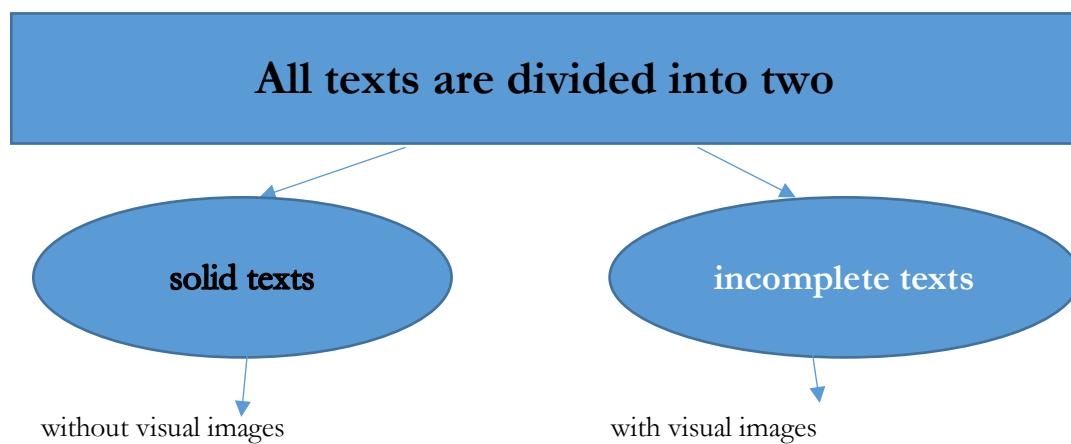
effectiveness, did not provide high academic performance, did not allow all students to achieve a minimum level of functional literacy, did not contribute to the development of high-level thinking skills. Reference is needed

Reading literacy – the ability of an individual to understand, evaluate and use information from written texts to master and expand knowledge, achieve goals, develop potential, and participate in public life.

In our understanding, reading literacy is one of the important types of functional literacy, since without the ability to read and understand what is read, it is impossible to master all other academic subjects qualitatively (Erben, 2008).

You need to read and understand not only solid texts: fairy tales, short stories, novels, poems and other genres of fiction, popular science literature and journalism, but also incomplete texts: graphs, business cards, maps, diagrams, diagrams, formulas, tables, drawings, document forms, information sheets and announcements. The classification of texts is clearly shown in the scheme 1.

Scheme 1. Classification of Texts



Also, the texts that we choose to test the formation of reader's literacy or reader's competence, that is, the ability to read and understand what we read, should be interesting, saturated with various facts, integrated into some subject. For example, in this study we took a text related to the subject of music.

Music

Music is not only entertainment for people, (1) _____ . Currently, scientists believe that music is the best treatment. The Eastern peoples have such a legend: King Solomon the Wise, who lived in ancient times, suffered from a nervous illness. Then he was cured with the help of a musical instrument (2) _____ .

Solomon listens to beautiful melodies very sincerely. Listening to music every day, (3) _____ .

A famous thinker named Euripides left these words: "if you want to be cured of dozens of diseases, listen to magical melodies. They will save you from diseases." And Plato said that (4) _____ .

Task 18. Mark in the table the corresponding numbers that are suitable for the meaning of the statement in place of spaces in the text.

which was called the harp

the rhythms of music will accompany us all our lives

he recovered from his illness

it is also known that it has medicinal properties

A	
B	
C	
D	

This task tests the competence of students to understand the meaning of statements and supplement the corresponding sentences in meaning.

The characteristics of the test task No. 18 are shown in diagram 2.

Scheme 2. The Characteristics of the Test Task № 18

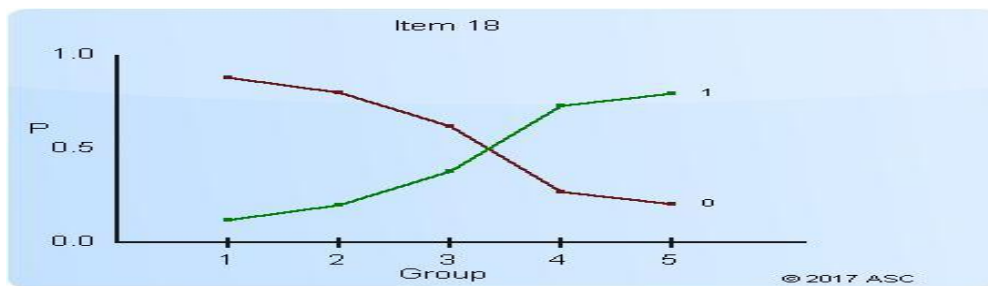


Table 1. Information About the Characteristics of The Parameters of Test Task № 18

Item Information

Seq.	ID	Key	Scored	Num Options	Domain	Flags
18	18	1	Yes	2	1	

Item Statistics

N	Mean	Total R	Total Rbis	Alpha w/o
171	0,41	0,42	0,62	0,75

Option Statistics

Option	Weight	N	Prop.	Rpbis	Rbis	Mean	SD	Color
0	0	69	0,40	-0,12	-0,15	11,09	3,55	Maroon
1	1	70	0,41	0,49	0,62	15,43	3,83	Green
Omit		32	0,19	-0,11	-0,15	10,31	4,21	
Not Admin		0						

According to the diagram and table given above, it can be observed that the reliability of the Alpha w/o task is 0.75, which meets the requirements. The difficulty of the task is 0.4.

Next, consider the following task, which tests the competence to find information explicitly and choose the appropriate answer.

Task 19. According to the above text, what contributed to the recovery of the wise King Solomon from a nerve disease?

Solomon listens to beautiful melodies very sincerely

music has healing properties

the rhythms of the music will accompany

entertainment for people

Scheme 3. The Characteristics of the Test Task № 19.

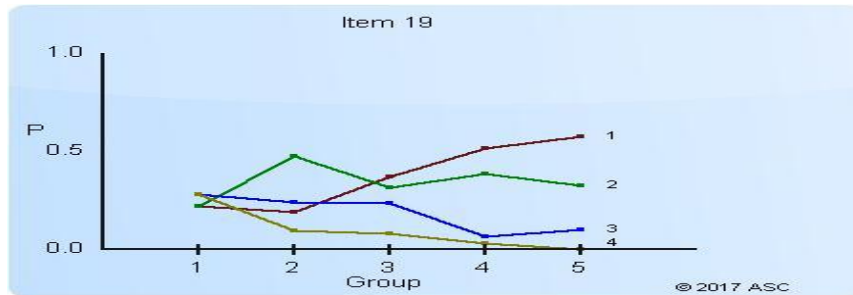


Table 2. Information About the Characteristics of the Test Task Parameters № 19

Item Information

Seq.	ID	Key	Scored	Num Options	Domain	Flags
19	19	1	Yes	4	1	

Item Statistics

N	P	Total Rpbis	Total Rbis	Alpha w/o
171	0,36	0,26	0,33	0,70

Option Statistics

Option	N	Prop.	Rpbis	Rbis	Mean	SD	Color	
1	61	0,36	0,26	0,33	14,82	4,05	Maroon	**KEY**
2	51	0,30	0,14	0,18	13,25	3,80	Green	
3	25	0,15	-0,07	-0,11	11,64	3,85	Blue	
4	11	0,06	-0,20	-0,40	9,09	3,48	Olive	
Omit	23	0,13	-0,20	-0,32	8,87	3,75		
Not Admin	0							

Quantile Plot Data

Option	N	0-20%	20-40%	40-60%	60-80%	80-100%	Color	
1	61	0,22	0,19	0,37	0,52	0,57	Maroon	**KEY**
2	51	0,22	0,48	0,32	0,39	0,33	Green	
3	25	0,28	0,24	0,24	0,06	0,10	Blue	
4	11	0,28	0,10	0,08	0,03	0,00	Olive	

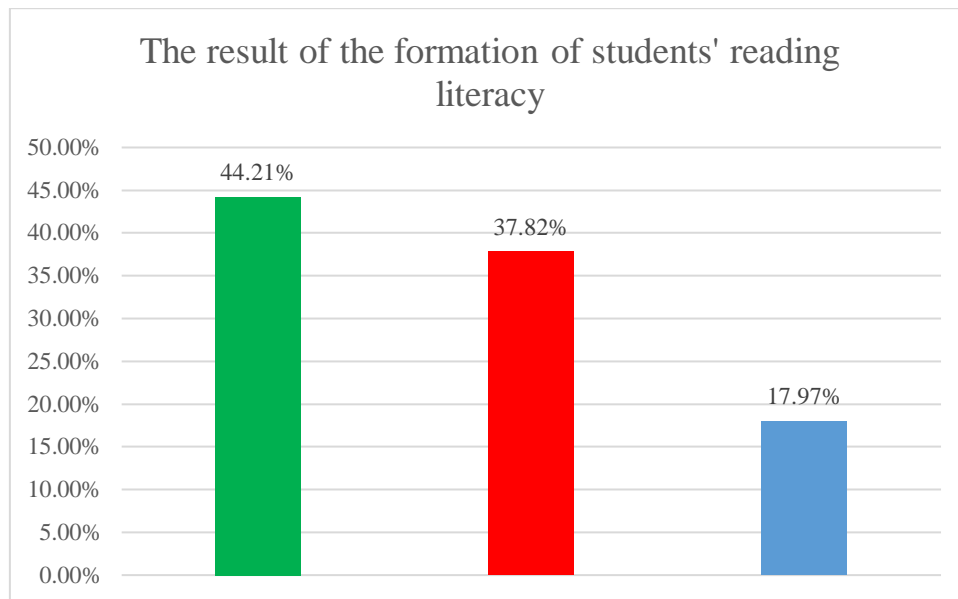
Let's analyze the results of the Iteman program: the reliability of the Alpha w/o task is 0.70, which is slightly lower than the requirements of psychometry, high reliability is characterized by 0.80. The difficulty of the task is 0.3. The ability to distinguish between weak and strong - 0.2 corresponds to the norm.

Research Results

After the tests there were developed and tested, the 9th grade students, the results of which were processed by the SPSS computer program. The test results showed that the reading competence of 5th grade students was formed only by 44.21%, as shown in Figure 1. This proves that even the basic level is not achieved.

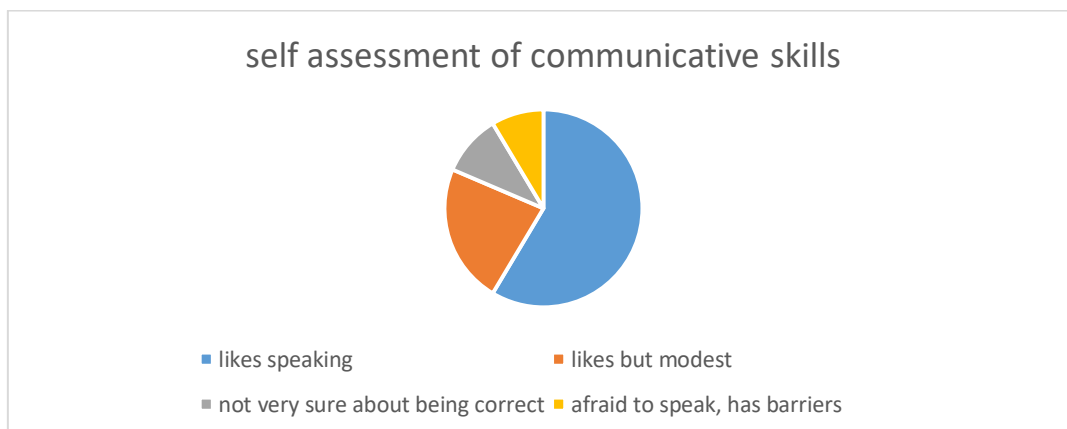
Diagram 1. Results of the Level of Formation of Reading Literacy Among 9th Grade

Students.



Where is the Legend in Diagram?

Also during the experiment there were given surveys for identification of speaking skills and it was assessed how the course which was conducted to improve the skills were worked and gave its outcomes.



Add figures on diagram

According to diagram we see how students evaluate them self in communicative skills, but unfortunately there were preserved students who have obstacles in using their communicative skills, which gives a problem to the teachers. Our conducted methodology of working in improving reading literacy and communicative skills demonstrated its outcomes and showed the education process enhancement.

Discussion

Here is a selection of several activities to improve reading comprehension and communicative competence, which teachers can wisely share with their students. These strategies are designed to benefit all students. However, for those facing specific challenges, such as dyslexia or other special learning needs, additional strategies may be necessary.

Generate Questions

Mastering reading comprehension, an essential pillar of education, requires a strategic approach adjusted to each reading level. A particularly effective tactic for working on reading comprehension, suitable for both novices and experienced readers, is to interrupt reading to ask questions. This reflective interruption focuses attention on the present content and opens perspectives on possible developments in the text. By practicing this method, students become more engaged with the material, which facilitates the assimilation of key concepts and intensifies their interaction with the reading material. In addition, a post-reading strategy encourages students to develop their own questions about the text, like those likely to be asked in a quiz or an exam. This approach pushes them to examine the content critically and exhaustively, thus transforming passive readers into active agents of their learning. In addition, by formulating questions, students allow the teacher to detect and correct possible misunderstandings, while providing immediate and valuable feedback on their level of understanding of the text (Trisnayanti, 2020).

Read aloud and monitor, Although some persist in seeing reading aloud as an educational practice intended exclusively for young elementary school students, research demonstrates its benefits for middle and high school students. Indeed, when the teacher practices reading aloud, he presents students with a reference model of good reading practices, showing them how to actively interact with a text (Heller, 2019). The art of reading aloud is more than just sounding out words. It incorporates strategic pauses to check and enrich students' understanding (Craig, 2019). It is during these interruptions that the teacher can share his thoughts, thus guiding the students in the analysis of the text at different levels: literal, inferential and critical or extrapolative. This interaction promotes the development of students' critical thinking and encourages them to explore the deeper themes and major ideas of the text. The discussions that emerge from these read-aloud sessions become a breeding ground for enriching classroom debate, pushing students to make critical connections between the text, their personal experiences, and the world around them. Thus, reading aloud goes beyond its initial role to transform into a powerful educational tool, facilitating student engagement and deepening their literary understanding (Zúñiga, 2012).

Promote Cooperative Dialogue

This strategy is very good for enhancement of communicative competence. The adoption by students of the so-called round talk strategy, which consists of stopping regularly during reading to discuss the content, turns out to be an effective method for identifying comprehension difficulties. This practice, well beyond a simple pause in reading, offers teachers valuable insight into students' cognitive processes. By listening attentively to these discussions, the teacher can glean essential information to adjust their teaching and reinforce the key concepts covered. This method fits ideally into the context of reading aloud, creating a listening experience shared by all students (Setyarini, 2020). By participating in this type of interactive dialogue, students not only consolidate their own understanding; they also contribute to cooperative learning, enriching each other through their different interpretations and perspectives. This mode of interaction, where students learn to develop reading strategies collaboratively, is considered one of the most effective educational tools. It not only promotes understanding; it also cultivates fundamental skills such as active listening, communication and critical analysis (Ambulong, 2021).

Use graphic organizers, for some students, using graphic organizers, such as diagrams and concept maps, can significantly enhance their reading comprehension. These tools offer the possibility of precisely discerning the centers of interest and the main ideas of a text. By populating these organizers with relevant information, students can deepen their understanding of the text, structuring and visualizing data more effectively (Mermelstein, 2022). As they progress through their educational journey, particularly in middle

and high school, it is crucial that teachers allow students the freedom to choose the graphic organizer that they feel is most appropriate for understanding a specific text. Encouraging students to create their own representations of reading material is an integral part of the active reading comprehension process, thereby stimulating more sustained participation and personal ownership of the content covered (UNAL GEZER, 2022).

Monitor understanding. It is fundamental to recognize that students' preferences in terms of reading techniques diverge: some favor annotation, while others find their effectiveness in writing summaries. However, everyone needs to develop a deep understanding of their own reading process. This includes not only the ability to navigate text with ease and precision, but also the ability to evaluate and analyze their own interpretation of the content. Students must therefore be able to identify the reading strategies that are best suited to them to decipher and assimilate the text (Câmara, 2021). It is important that they apply these methods while remaining open to the idea of adjusting them according to their effectiveness and their particular needs. This flexibility and thoughtful approach are essential to cultivating a deep, personalized understanding of the reading material (Wu, 2018).

Conclusions

For the most part, schoolchildren of the Kyrgyz? republic are not ready for the free use of knowledge acquired at school, especially at the level of requirements imposed in international studies.

The consequence of this is the extremes characteristic of the education system of our country in the implementation of a fundamental approach to educational standards, school curricula and textbooks. There is a pronounced academic orientation of training, no attention is paid to the formation of practice-oriented knowledge and skills (competencies), training does not contribute to the formation of their skills to go beyond educational situations and effectively use existing ideas. One of the main reasons for this situation is insufficient attention to this goal in existing standards, programs and textbooks, as well as teaching and evaluation methods. Knowledge is often presented separately in both natural science and social science subjects, the necessary efforts are not made for their integrated consideration in order to comprehend and apply. Currently, there are trends in the development of new measurement methods. These trends are related to the task of forming and evaluating a competence-based approach in education (Cao, 2021).

So, in the process of assessing the formation of reading competence among primary school students, such test tasks should be used that are based on the content of education, have three consistently complicated levels, develop critical and logical thinking, creative abilities of students, and are practice-oriented.

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