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The proceedings are the papers of students, undergraduates, doctoral students and young researchers on topical issues of natural and technical sciences and humanities.

В сборник вошли доклады студентов, магистрантов, докторантов и молодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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the phenomenon of national culture; taking into account the versatility and ambiguity of meanings embedded in the artwork; taking into account linguistic features in the knowledge of cultural realities reflected in the text

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THE IMPORTANCE OF THE CORRECT FORMULATION OF READING TASKS IN THE DEVELOPMENT OF FUNCTIONAL LITERACY IN STUDENTS

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Currently, the education system is aimed at the formation of a personality with critical thinking, conscious assimilation of information, free play and developed communication skills. In this regard, the task of improving the functional literacy of students arises.

Significant changes are being made to the educational process, the content of education is being updated. In the period of globalization, the focus is not only on the formation of a competent personality, actively participating in educational activities, being creative, being able to make decisions independently, effectively applying the knowledge gained in life, but also on creating favorable conditions for this. This is stated in the "State Program for the development of education and science of the Republic of Kazakhstan for 2020-2025" in the task of increasing the global competitiveness of Kazakhstan's education and science, the education and training of the individual on the basis of universal values.(2021) These strategic conclusions are reflected in the Order of the Minister of Education and Science of the Republic of Kazakhstan No. 348 dated August 3, 2022, "On approval of the state mandatory standards of preschool education and training, primary, basic secondary, general secondary, technical and vocational, post-secondary education" "the content of the subject" foreign language is aimed at the formation of a multilingual, multicultural personality. (2022) The content of authentic texts written in various styles should be aimed at reproducing vocabulary, improving communicative skills, implementing socio-cultural enrichment of worldview; providing opportunities for research and creative solutions to various educational tasks.

What are the parameters of a Functionally Literate student?

Educational goals: A functionally literate A functionally literate student demonstrates proficiency in the operation of computer software, programs, and applications, and uses this proficiency to achieve educational goals, including both the university's goals and their own.

Social Conventions: A functionally literate student pays attention to his or her social environment in order to use technology successfully.

Specialized Discourses: A functionally literate student is able to make use of specialized discourses associated with computers that are applicable to them.

Management Activities: A functionally literate student takes control of and effectively organizes the multitude of information stored within his or her computer.

Technical Impasses A functionally literate student is able to successfully navigate the parameters of the table when he or she reaches technological impasses. (Daurenbekov, 2022)

In teaching and educating such a generation, it is recommended to pay attention to their reading skills, not only to develop reading literacy, but also to prepare them for life.

Today, language classes are studied on the basis of international experience focused on four skills: listening, reading, writing and pronunciation. Including teaching reading in English lessons will accelerate the step towards preparing the aforementioned generation of the XXI century. Reading literacy, which is necessary for further self-education and personal development, consists of three components. This is the ability of a person to understand what is read in the learning process as the most important direction of pedagogical activity. The applied aspect of the work of a subject teacher is teaching the student to use textual information with a full answer to the question posed. And what is even more important-the ability to think as the main indicator of student activity. To assess the reader's literacy, students are invited to compare the information presented in the text, find out the author's thoughts, and in the process of preparing an answer, give arguments defending those thoughts based on their own vision of the world.

Reading literacy is responsible not only for understanding, but also for using, reflecting on and engaging with written texts, in order to achieve one's goals, develop one's knowledge and potential, and participate in society. This definition acknowledges the diversity and complexity of the processes involved in daily reading activities.

There are different types of reading: extensive reading, intensive reading, skimming, scanning, critical reading. Teaching a child to read helps them lay the groundwork for much of their academic career and many aspects of their daily lives in the future. (Rosenblatt, 1969)

To encourage students to use effective strategies when reading in a foreign language, the teacher can develop simple exercises to elicit information via targeted strategies. These exercises can be divided by the stage of reading at which they occur.

"Pre-reading" activities we help students prepare for what they are going to read and teach new words. Pre-reading activities include: brainstorming, discussions, Pictionary, predicting, KWL chart (Know, Want to Know, Learned), Cloud of words, etc.

"While-reading" exercises help students interact with the text to improve their reading. At first they read to find out the main idea. They then read the text again to learn more details. Such practice exercises might include skimming, scanning, comprehension questions, yes/no questions, true/false statements, multiple-choice questions, sentence completion, etc.

At "Post-reading" exercises we build and expand on what students have learned in the text and do activities, comprehension questions. For example, summarizing, discussions, retellings of the story, Think-Pair-Share, drawing, presentations, peer testing, etc. (Anderson, 1984)

When preparing tasks and questions try to use open questions and verbs of HOTS at Bloom's taxonomy. (Armstrong, 2022) These three broad cognitive strategies are designed to achieve a full understanding of the texts: Access and identification tasks require the reader to locate information in a text. These items include both locating a single piece of information and cycling through the text when more than one piece of information is necessary. Integrate and interpret tasks require the reader to understand the relationship between parts of the text (i.e., problem/solution, cause/effect, etc.). The evaluate and reflect tasks call on the reader to draw on information, understandings, and knowledge that are external to the text. These tasks include determining the relevance, credibility, etc. of a text. It also includes tasks that look at the register, structure of the text as well as the types of evidence that are provided.

We must use realistic materials, because we are training students for realistic situations. For large classes it is impossible to give each student individual attention. So, we have students work in pairs or small groups, and give attention to the groups as a whole. Our activities must also include extra-textual components such as pictures, logos or objects, to reflect the realistic nature of the activities.

Texts and tasks based on them are of great importance in the development of reading skills. In order to improve the students' functional literacy, I compiled tasks on reading skills and tried them in practice. I want to share with you some examples of reading tasks which make students think.

1. Read three texts about birthday. Match the statements to A-text, B-text or C-text.

A. Anar had been waiting for her birthday for a long time. When she woke up in the morning, mother was giving her a beautiful doll and a birthday card. She was over the moon. Anar would be seven. The weather was suddenly disrupted and it rained. So, Anar celebrated her birthday with her family at home. They ate cake, sang, danced, played games and had fun. The family saw a movie about friends on TV. Everyone was happy. After some time Anar was upset. They found out later that she had waited for her close friend. Her mother said that her friend might have some problems.

B. Aidos's birthday was the most precious and memorable for him. Last year, he celebrated his birthday with his family. That time it would be among his friends. Aidos went skiing with his friends. The shining sun melted the ice, so they didn't enjoy it very much. But then the events in the cafe made a great impression. In accordance with the German tradition, he blew out the fourteen candles on the cake. His friends gave him a cell phone and wished him good health and success. They apologized for not thinking about the birthday card. Aidos told his friends that their friendship was more important than a gift. He considered himself the happiest person in the world.

C. Birthdays are celebrated differently in different countries. The Danish hang a flag on the balcony, and the Mexicans grease a cake on the face of the person. None of this happened to Didar. When he saw a birthday card on his desk with the words "Happy Birthday!", he realized that he had forgotten his birthday. His colleagues and the stormy weather broke his plan of going to the cinema with his friends. They congratulated Didar and presented the laptop to him. He was so ashamed that he refused the gift. So, he stayed at the office and ordered fast food. At the table, his friend told an interesting story about his birthday with his family abroad. After that he returned home.

Which text has...

1 the bright weather on the birthday?

2 a frustrated character?

3 a birthday card that reminds the birthday?

4 the custom of extinguishing a candle on a cake?

5 a character celebrated the birthday outside?

6 the birthday celebrant who received an expensive gift?

7 the youngest birthday's owner?

2. Five sentences have been removed from the text below. For each question, choose the correct answer. There are two extra sentences which you do not need to use.

Dog camps are a new idea and are becoming quite popular in the United States, Britain and Canada. They are an alternative dog boarding accommodation to traditional kennels. Regular kennels keep dogs in an individual cage for most of the day. Being kept in a cage can be rather stressful for dogs. ____ [1] _____. At such camps dogs can play with other dogs throughout the day. The dogs can play both indoors and outdoors. ____ [2] _____. They include running, fetching balls, digging holes, chasing other dogs and playing paw ball - a dog sport a little like soccer.

There are several benefits of dog camps over traditional kennels. ____ [3] _____. Second, the dogs can all get good exercise in the fresh air, especially if they live in an urban area. ____ [4] _____. There is often a lot of space for them to run around in. Running not only makes animals relax, but also helps them to interact and exercise making them more adoptable and positive. Reports have also shown that dogs feel much more comfortable with their masters in such places. ____ [5] _____. This means the dog and its host can get to spend some time in a relaxed and friendly atmosphere.

A Foremost, the dogs can socialize.

B In addition dogs feel more stressed without their masters.

C As an alternative, dog owners can leave their pets in a dog camp.

D For this reason some camps even have places for owners to stay.

E That's why anyone can spend time with the dogs.

F Dog camps located in the countryside are good for this.

G The dogs participate in a variety of activities.

3. There are two types of multiple choice question for this text. For Questions 1-4 choose the correct answer, A, B, C or D that answers the question. For Questions 5-8 choose the correct word, A, B, C or D that matches the meaning of the word given, as it is used in the text.

The problem of wolves, nature and man, the relationship among them is told in this story. People disobeyed the natural law, destroyed the wolf's home and separated his pups from his mother.

The hunter killed a wolf and his two pups and took the youngest pup with him to the village like a prisoner. His son adopted a wolf pup. The villagers did not like the pup. The village dogs bit the pup every day. A year has passed. The pup grew up and became a big wolf. He could bite all the dogs. The wolf ate a lot of meat in pots without the permission of the owner.

The wolf missed freedom. He went to the steppe and did not return to the village. The wolf met a female wolf. Then they found food and lived together. When wolves were hungry, they attacked horses and sheep. The villagers were very annoyed.

One day, the boy went out to sheep in a storm. Then the wolves attacked the sheep. The boy fell from the horse fighting them. At that moment the wolf bit him.

A few people went looking for the wolf. They took their dogs with them. Finally they found the wolf on the ridge of a gorge. The dog had fought for a long time with the wolf. Their strength was equal...

1. How did the pup appear in the village?

- a) Hunter's son rode him on a horse.
- b) The prisoner threw the pup nearby.
- c) The pup and two pups arrived on their own.
- d) The hunter brought him to the village.

2. Which version best suits the wolf?

- a) a thief wolf
- b) a true friend
- c) a female wolf
- d) a pair of wolves

3. What does the author say about "the wolf"?

- a) A wolf's pup attacked dogs.
- b) Eight dogs bit the wolf.
- c) The dog and the wolf fought.
- d) Eight wolves bit the grandfather.

4. What is the main idea of the story?

- a) People have to respect the wolves and pups.
- b) People shouldn't be against natural law.
- c) The law must serve both the people and nature.
- d) The dogs and the wolves have the same rights.

5. separate (line 3)

- a) join b) collect c) divide d) feed

6. permission (line 8)

- a) presence b) agreement c) discussion d) prohibition

7. annoyed (line 12)

- a) angry b) hungry c) calm d) honest

8. strength (line 18)

- a) power b) width c) fight d) height

When performing tasks on these texts, students not only understand the text, but also analyze it and answer questions thoughtfully. The student does not look for information, but analyzes it.

We took a mixed method, where we incorporated a bit of both quantitative and qualitative methods. Qualitative research focuses on the meanings of experiences by exploring how people

define, describe, and metaphorically make sense of these experiences. On the other hand, Thomas (2010) refers that Quantitative research is more closely associated with deduction, reasoning from general principles to a specific situation. Quantitative research has its roots in positivism and is more closely associated with the scientific method than qualitative research. The emphasis is on facts, relationships, and causes. Quantitative research involves studies that make use of statistical analyses to obtain their findings. Subjective research, likewise, called an inductive strategy for examination, is subjective (Muijs, 2010). We wanted to measure the improvement of academic education, see the results, determine the increase in the quality of reading literacy and whether there is any change after applying new approaches. Here quantitative methods were helpful for the research. Having said that I also wanted students' opinions about the process of reading, reading tasks concerning reading literacy, identifying the basic principles for the development of functional reading literacy of students emphasize on a high level of thinking (comparison, analysis, evaluation, etc.), critical thinking skills in improving reading literacy. Of course, we used the qualitative method. Both the close-ended and open-ended questionnaires were used in the study.

We conducted an experiment on fifteen-year-old students, who participated in the Pisa study. To improve reading skills, we took simple reading tasks from one focus class and PISA reading literacy tasks from another focus class and observed the process. Also, we conducted a survey with fifteen-year-old students from five schools in the region. It included questions such as "I understood the text when I read it on my own", "I learnt the text more deeply when I discussed it with my classmates". Its result allowed one to choose the right teaching method. Here I guessed that students learn when they cooperate.

The research used both primary and secondary data. The researcher got information from reading journals, text books, publications, magazines related to this topic available in libraries. I used primary data which will be collected from the field using questionnaires, interviews and experiment guides. The researcher used secondary data from other books and other scholars in regard to strategies for improving reading culture in schools. We used different reading analyses as secondary data, recognizing the benefits of participating in these assessments, such as insights into variation in reading achievement between and within educational organizations, differences in engagement reading performance among males and females, associations between engagement and socioeconomic status, and instructional practices.

The small study concluded that how well students answer depends on their ability to prepare for the task at hand. The previous teaching process of only reading the text and narrating the content is no longer present. I think that it is the duty of teachers to analyze the information while reading and direct it to a result that can be used for something in life.

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LINGUISTIC IDENTITY OF CITIZENS IN A MULTILINGUAL ENVIRONMENT

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In the today's world of globalization, one of the most crucial subjects in the framework of sociolinguistic studies is identity. On the one hand, nowadays, there are such terms as 'cosmopolite', 'world citizen', which mean a person does not seek any belonging to a particular nationality or culture, but rather considers themselves as 'being the same everywhere', lacking any cultural features that could stand them out or make them different from others. On the other hand, however, there is a growing number of people trying to shape their cultural uniqueness wherever they go and regardless of what country they live in. For example, many world metropolises are considered to be a so-called 'melting pot', basically meaning a place where different people with different cultural background are mixed together. Yet some people are keen to express their cultural and ethnic differences. Furthermore, various political and social conflicts occurring in different parts of the world make individuals realize the value of their own nation, country, and cultural heritages. This, in turn, results in 'seeking' and preserving their own cultural feature, which brings us, linguistically speaking, to a problem of 'cultural and linguistic identity'.

Since sociolinguistics deals with the connection between language and society, an individual and their language use play a great role and lays the foundation for various research works.