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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 имолодых ученых по актуальным вопросам естественно-технических и гуманитарных наук.

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THE IMPLEMENTATION OF NON-LINEAR TEXTS IN DEVELOPING OF READING COMPREHENSION OF UNIVERSITY STUDENTS

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Introduction

In a world where modern tendencies appear every day and new technology develops rapidly, it is necessary to keep up ith the times. As the world changes constantly, we have to adapt to each change. It is obvious that the ways of learning also have to be changed from the learners' view of learning to the teacher's methods. It is known that education has always been in development, and by keeping up with new methodologies, we could improve our learning competencies. One of the examples of learning competencies that play a significant role in daily life is reading competency. Reading is one of the key skills in language learning. It is significantly important for all ages of learners, at both the school level and the college level. Mastering learners' reading skills can effectively lead to learners' success and achievements. Reading can also be defined as "a cognitive process in which readers use their prior knowledge and reading strategies to grasp a written text". Learners can gain several benefits from reading, including expanding their vocabulary, being exposed to nuances, improving their language skills, and making cultural connections. Thus, it is highly recommended to read any type of text for the acquisition a foreign language.

According to the results of the PIAAC (Program for International Assessment of Adult Skills) testing conducted under the leadership of the Organization for Economic Cooperation and Development, it was found that only a quarter of the population of Kazakhstan aged 16 to 65 years has problems with the ability to read and understand short and simple information and critical thinking (level 1). It turns out that only 1.5% of the population can boast of the highest level of reading literacy. The vast majority of the population occupies only the 2nd level. Compared to other countries in the world, 20% of the population of Japan, 10% of the population of Russia, 3% of the population of Italy and less than 1% of Turkey demonstrate a high level of reading literacy. By level 2 of reading literacy, we mean the ability to read any text and establish elementary connections between information, but it is complicated to think critically and draw conclusions at a high level.

That is, a critical analysis of the information obtained during the reading, or the determination of its unreality, is fraught with difficulties [1]. Based on this information, we can emphasize the importance of developing reading skills for the younger generation. we would like to point out that by increasing students' inspiration of learning, we can develop their cognitive and communicative abilities. The results of this study shows that the majority of our population is not able to think critically and to analyze the amount of information. Therefore, it is supposed to deal with the outcomes of revealed situation.

As we start a new modern century, we have to be introduced with Non-linear education, a type of scaffolding tool in teaching. During the history of linguistics, there are presented several classifications of texts. The classification of texts is widely represented by implementing their purposes and genres. According to the reading path, texts could be divided as linear and nonlinear texts. In a linear text, a reader can make sense of the text by reading it sequentially, from the beginning to the end. However, in a nonlinear text, the reading path is nonlinear and nonsequential; thus, the reader can choose his own reading path. Non-linear texts describes the relationship between two or more sets of measurements, it helps readers to comprehend the information visually. Non-linear texts have a diversity of types and the usage and purpose of them diffirenciate between each other.

Methodology

In today's advanced technological age, it is obvious that the information we encounter every day is often presented in the form of nonlinear texts. The content delivered by the internet media also follows this non-linear approach, as it engages readers by capturing their attention through dynamic presentation, in contrast to lengthy and monotonous traditional text formats. Given that approximately 80% of information is absorbed visually, information enriched with visual elements is more easily comprehensible. Nonetheless, navigating these types of texts also demands specific strategies. In the context of scientific articles, nonlinear text is also referred to as "hypertext." Nelson (1987) describes hypertext in this way: "Hypertext is a non-sequential writing – text that branches and allows choices to the reader, also is connected by links which offer the reader different pathways in reading" [2].

Because of the modernized world, not only the way of how we live has been changed, also the way of how we learn has met some changes. In our study we observed that young generation do not keep learning because of the dullness and boredom in their classroom. It is discovered they would like to learn new things by the usage of new methods. The decision of this issue could be solved by implementation of non-linear texts in classroom environment. Also, it should be pointed out that the usage of non-linear texts will become principal in the future.

Generally, our study hopes to boost the cognitive and critical thinking skills of students by implementing the non-linear texts in classroom enviroment. Furthermore, in this study we aim to measure the effectiveness of the non-linear texts in developing reading skills. The objectives of this research study are to introduce the students different types of non-linear texts and evaluate their perceptions; to find out the effective reading strategies in implementation of non-linear texts; to apply results of the study to teach students for reading and comprehending texts. As result, the effective implementation of non-linear texts leads to improving our generation's reading comprehension skills and assisting in becoming life-long readers.

In comparison, to printed material, where information is laid out in a linear manner, hypertext presents information in a format within a semantic network. This network connects sections of the text allowing readers to navigate through links and choose their path based on their interests or needs. Designed hypertext systems promote reader. Interaction with the text improving comprehension and developing critical reading skills. By offering access to cross references on related topics from sources hypertext encourages flexible exploration and discovery facilitating the natural connection of ideas and supporting cognitive flexibility, for integrating knowledge from diverse references. Non-linear texts have own benefits, as Rouet and Levonen (1996) suggest that the readers may become lost without exact instruction of reading the non-linear texts [3]. Foltz (1996) advices that the people with poor reading skills may struggle with reading non-linear texts,

because it is an additional competence, they are responsible for navigating the text. Foltz pointed out the two ley factors in non-linear text comprehension: the coherence of the text and how the reader's goals affected used reading strategies [4].

This research suggests that non-linear text is potentially a powerful tool for improvement of reading skills and without proper instruction, the readers may meet information overload and confusion. Because non-linear text is likely to become dominant in the future, our research explores its features and their effects on reading comprehension.

Results

Our empirical study was conducted on the basis of pedagogical practice at the Foreign Languages Departments, NJSC "The L.N. Gumilyov Eurasian National University", Astana. 1-st year bachelor degree students participated in our experiment. To conduct our experimental work, we have utilized quantitative and qualitative methods. During the experiment, students were divided into two groups to reveal the results of the study. Experimental group includes 13 students of the. course, while 19 participants of the control group are students of the   course. We see that learners of technical specialties are less interested in linguistic theories than students of philological faculty. However, we assumed that learners' needs include development of basic language skills and specific vocabulary required by their faculty. The data collection started by revealing students' level of language proficiency and level of reading comprehension. In accordance with their syllabus, the participants have the Intermediate level (B1-B2 level). They have been taught on the basis the textbook English File Intermediate Plus by Oxford University Press. Therefore, the various types of academical resources were selected to develop the pre-test and one of the samples of Cambridge Preliminary practice test has been chosen as a pre-test. This practice test is perfectly suited to the objectives of the experimental work and students' language level. The aim of our pre-test is to reveal learners' level of reading comprehension and to identify knowledge gaps in using reading techniques. Students are supposed to complete the given test by completing five kinds of reading tasks. Since our participants are 1-year students of non-linguistic specialties, the thirty five-item test was created to evaluate students' level of reading comprehension. The general aim of the pre-test was to determine the initial level of participants.

In the accordance of students' level, Cambridge Preliminary Practice Reading Test was utilized. The test helped us to elicit students' reading comprehension skills and gaps in using reading comprehension. The test was completed in paper-based formation and it was limited in 35 minutes. Teacher's explanation of some test peculiarities took about 10 minutes.

Nevertheless, all 32 students had successfully passed the reading test. The findings of the pre-test are illustrated in Table 1. In our experiment, the 35-item test was equaled to total 100 score, students from experimental group showed 58 scores and other students from control group showed 47 scores. The findings of the pre-test showed that in the 35-item test of the experimental group of 58 was slightly higher compared to the Pre-test performance of control group with 47 scores. According to the results, it assumed that the level of experimental group's reading comprehension is higher than the control groups' level of reading comprehension.

Table 1 Pre-test Score of the Experimental and Control Group

Groups	Number of students	Score	Score difference
Experimental	13	58	9
Control	19	47	

The results of pre-test showed that students have specific struggles in reading process, even they showed good performance during the pre-test. It means students' awareness about using effective reading skills also is slightly lower. The proportion is the following (figure 1):

- 35% of mistakes relates to comprehension the main idea or purpose of texts;
- 15% of mistakes were made in scanning for specific information (key words, name, data);
- 10% errors are about filling gaps by using correct vocabulary (noun, modal verbs, action verbs, prepositions);
- 40% of reading mistakes were elicited in understanding the main point of short texts and matching them.
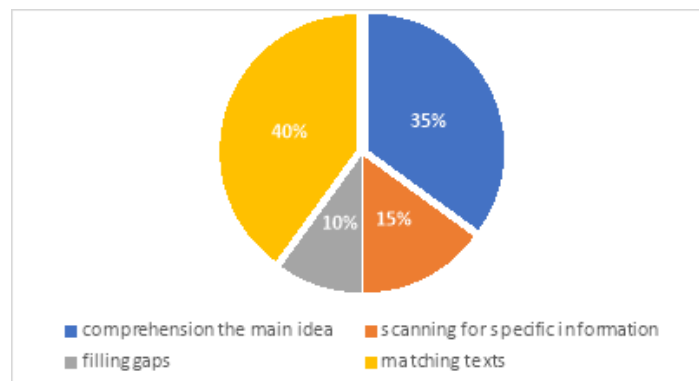
Figure 1 Students' reading skills and awareness

In the accordance of the pre-test outcomes, we have formulated the bank of tasks which include the different types of non-linear texts. During the completion of the bank of tasks, the participants have been introduced to non-linear texts and found out the effective reading strategies. Therefore, to raise students' awareness about reading strategies in implementation of hypertext was the part of our goals. The following part describes the outcomes of post-test and the questionnaire about students' perception in the usage of non-linear texts in the classroom. To evaluate our participants' progress in this study, they have passed the same sample of the 35-item test from Cambridge Preliminary Practice Reading Test. Therefore, it is supposed to find out the students' perception about using non-linear texts during this study. Thus, we have formulated the questionnaire in Google Forms platform, all the students of experimental group have answered to this questionnaire in the end of our study.

The results of post-test presented that the students of experimental group showed a good performance in post-test. It assumes that they improve their reading comprehension skills by implementation of non-linear texts. In post-test the students from experimental group showed 78.5 scores and other students from control group showed 52 scores. In the accordance of the results of post-test, we have analyzed that experimental showed a significant difference than the results of pre-test. Table 2 illustrates the results of post-test.

Table 2 Post-test Score of the Experimental and Control Group

Groups	Number of students	Score	Score difference
Experimental	13	78.5	26.5
Control	19	52	

After analyzing the results of post-test, it was significant to find out the students' perception about using non-linear texts in their classroom. The students of the experimental group have answered to the questionnaire in Google Forms platform where they have shared with their experience of implementation of nonlinear texts. According to the students' answers, 69% of the

experimental group students described their experience with non-linear texts positively, it shows that our students believe that implementation of non-linear texts affects in developing their reading skills. However, we admire that some of the students also had neutral perception in the usage of non-linear texts. Thus, to identify such positive perception from students means that they have achieved better progress in their reading comprehension.

The following illustration describes the outcomes of our questionnaire (figure 2):
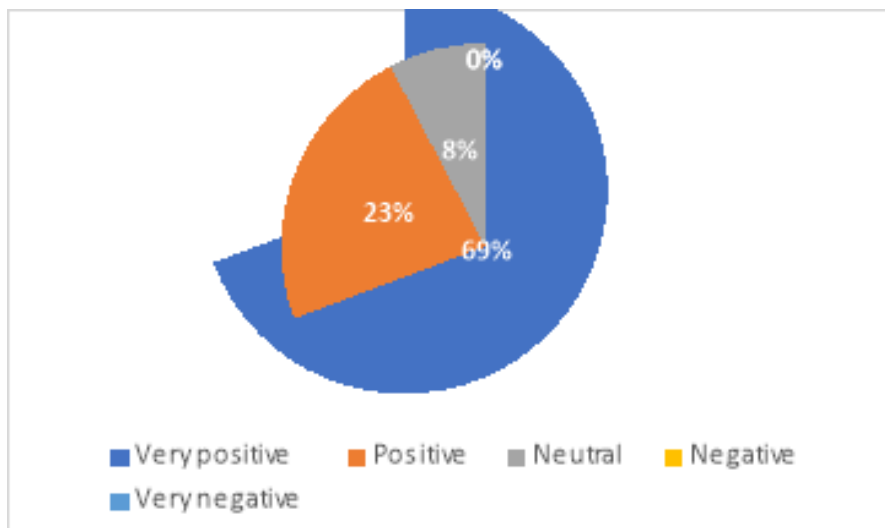
Figure 2 The outcomes of perception questionnaire

The results of our empirical study shows that the implementation of non-linear texts is one of the effective ways of developing university students' reading comprehension skills. The implementation of different types of non-linear texts leads to create active and engaged classroom environment where students may become interested in reading any papers. During reading process, to be introduced to effective reading strategies also plays a vital role, without proper instruction, the students may have some troubles with the comprehension of the text. Our study presents the importance of implementation of non-linear texts in the classroom and their effective reading strategies. Using non-linear texts not only helps in engaging students to reading process, also assists to improve theire memorization and critical thinking skills.

Conclusion

The implementation of non-linear texts in classroom environment affects the engagement to reading process and the improvement students' reading comprehension skills. Nowadays, the majority of the information we percieve presented in the form of non-linear fashion. Thus, the content of education is required to be changed by the implementation of non-linear texts. Therefore, it is significant to reveal the effective methods and strategies in using non-linear texts.

During the experimental work it is revealed that the majority of the students feel boredom and anxiety in reading lessons. In this context, the students could not concentrate in reading process and they have troubles with the comprehension of texts. Because of reducing boredom and anxiety, it is suggested to implement non-linear texts in reading lessons. The usage of non-linear texts in developing students' comprehension skills should be accompanied by revealing the effective reading strategies, since without the application of correct instruction for non-linear texts, the students may have problems with the coherence of the text.

The main results of the empirical study can be summarized as follows:

-   It is analyzed that the non-linear texts may become dominant in the future because of the modernization of the world and new technologies development;

-   In the accordance of the outcomes of experimental work, it is revealed that the implementation of the non-linear texts is one of the effective tools in developing reading skills;

- To apply proper reading strategies in reading process assists to comprehend the texts effectively.

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CULTIVATING CULTURAL COMPETENCIES FOR LIFELONG LEARNERS AT UNIVERSITY

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Introduction

As a result of the rapid development of intercultural communication and global transformations taking place in the world since the late 90s. XX century, there is a need to create an individual with a new set of qualities and competencies that are urgently needed for rational functioning in a multicultural world. The relevance of this process is determined by the fact that it is necessary to act in conditions of a competence-based approach, continuity of education and technologization of the educational process.

Education should be considered a continuous process, which ensures the self-development of the individual throughout life; it should not stop upon graduation from a particular educational institution or upon receipt of any academic degree [1]. It is this idea that is fundamental for the transition of the education system of Kazakhstan to a competence-based approach.

The competence of a specialist is determined not only by the presence of professional knowledge, skills and abilities, but also by the ability and willingness to put their knowledge and skills into practice, to apply their experience and personal qualities in the professional and social spheres, to be able to take and bear responsibility for the work done and the results of their activities.

In the contemporary world, characterized by rapid technological advancements and dynamic developments in labour market requirements, university students are expected to possess specific key competences, including: literacy; multilingual competence; mathematical competence and competence in science, technology, and engineering; digital competence; personal, social competence, and learning ability; civic competence; entrepreneurial competence; cultural awareness and expressive proficiency. 21st century skills are communication, collaboration, critical thinking and creativity. Therefore, the state educational standard specifies not only professional, but also cultural competences [2].

Methodology