

**INTEGRATED USE OF PRINTED AIDS FOR TEACHING  
READING FOR DETAIL AT THE INITIAL STAGE IN A KAZAKH  
SCHOOL (EVIDENCE FROM ENGLISH LANGUAGE)**

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**Abstract:** *English is becoming the most important means of communication among the nations of the world. The fundamentals of practical mastery of a foreign language are laid in the school so that in further educational and professional activities a person can either independently or within the framework of a certain course of study improve and further develop the knowledge, formed skills, and abilities acquired in school. Therefore, the purpose of the study was to create a subsystem of learning materials for reading for detail in English for students of 5th grade and to develop methods for their integrated use in the educational process in the Kazakh school. The research methods were the study and analysis of domestic and foreign methodological, linguistic, and psychological literature related to the subject matter; analysis of English textbooks for the first year of study in Russian schools; pedagogical observation; learning from teacher experience; pedagogical experiment; testing, surveying, conversations. Methodology was developed for using these teaching aids for the above purposes. The results of the study may also be useful in courses of methods of teaching foreign languages in pedagogical universities and in teacher training institutes of Kazakhstan.*

**Keywords:** language activity, foreign language, communication, language transfer.

In modern society, knowledge of a foreign language is an essential element of a person's culture, an integral part of their qualifications and professionalism. English is becoming the most important means of communication among the nations of the world. The fundamentals of practical mastery of a foreign language are laid in the school so that in further educational and professional activities a person can either independently or within the framework of a certain course of study improve and further develop knowledge, formed skills, and abilities acquired in the school. When teaching foreign languages, a special role is played by the initial stage of training, where the foundations of proficiency in various types of language activity (LA) are

laid – reading, listening, speaking, writing, pronunciation skills, reading technique, spelling, lexical, and grammar skills.<sup>1</sup>

The leading type of LA in teaching practical knowledge of a foreign language at a basic level is reading. At the initial stage – reading for detail, i.e. reading for copious information. In the methodology of teaching foreign languages, this problem is conventionally given quite a lot of attention both in terms of the psychology of reading for detail (Z.I. Klychnikova, I.A. Zimnyaya, A.A. Leontyev) and the methodology of teaching foreign languages (S.K. Folomkina, M.L. Weissburd, A.A. Weise, etc.).<sup>2</sup> However, an analysis of the practice of the school with the Kazakh language of instruction shows that the level of training of most students in English does not meet the requirements of the State educational standard of the Russian Federation or the Standard Program.

Students of Kazakh schools find it difficult to read both individual words in English and sentences, do not know the reading technique, often are unable to comprehend the meaning of what they read, i.e. we have to admit that the practical purpose of teaching foreign languages in the school at large and reading, in particular, is not achieved. There are many reasons for this. But among them, the most significant are the following<sup>3</sup>:

a) the absence in Kazakh schools of a textbook written specifically for Kazakh students;

b) the lack of teaching aids specifically designed for teaching English in a Kazakh school, including for reading for detail at the initial stage;

c) the underdevelopment of the problem of organizing effective training in the formation of reading skills in conditions of a limited number of hours, a large number of classes, language transfer in bilingualism.

As studies in the field of teaching a foreign language at school showed (P. B. Gurvich, R.K. Minyar-Beloruhev, A.Yu. Gorchev, M.I. Dubrovin, I.M. Koshman, M.V. Lyakhovitsky, O.Z. Mikhailova, S.P. Zolotnitskaya, E.S. Polat and others), the improvement of the process of teaching a foreign language is associated with the use of teaching aids (TA), which allow to intensify the educational process, to activate cognitive and speech activity of

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<sup>1</sup> B.K. Akshalov, T.F. Gorbunkova, E.S. Polat, *English-Russian illustrated dictionary for beginners*, AST, Moscow, 1995.

<sup>2</sup> “The role of printed teaching aids in teaching English in Kazakh schools”, in *European Science and technology: Materials of the international research and practice conference*, Germany, Wiesbaden, 2012; “Lexical interference in teaching reading to Kazakh students”, *Materials of the International scientific-practical conference “Science today: problems and ways to solve them”*, “Marker” LLC, Vologda, 2018; “Psychological features of the formation of reading skills in teaching a foreign language at the initial stage”, in *Higher School of Kazakhstan*, 2012. Available at <http://www.vshk-poisk.kz.s3-website-us-east-1.amazonaws.com/>

<sup>3</sup> “The integrative role of print media in the educational process in teaching a foreign language”, in *The Scientific World of Kazakhstan*, 2012. Available at [http://www.elibrary.kz/databases/zhurnal/section.php?SECTION\\_ID=3713](http://www.elibrary.kz/databases/zhurnal/section.php?SECTION_ID=3713)

students, to ensure effective management of this activity, individualize the process of assimilation, incentivize students and increase their interest in the subject.<sup>4</sup>

Currently, efforts are being made in the republic to create English textbooks. However, as practice shows, textbook alone will not suffice, a scientifically based system of teaching aids for various types of speech activity is required. The most urgent issue is the creation of learning tools for reading at the initial stage, primarily textbooks. Proceeding from the theoretical and experimental studies conducted at Institute of Sociology of Education of Russian Academy of Education, we concluded that it is possible and advisable to create a set of printed TA for reading for detail at the initial stage, which constitute a subsystem of the TA system (TAS) in the English language for the first year of study, with consideration of the specifics of teaching students of Kazakh schools.<sup>5</sup>

A lot of research has been done in this area; a considerable number of various TAs have been created. But most of them are focused on learning spoken language. With regard to TA for reading, such studies are clearly not enough (V.F. Shpakovsky, G.P. Sinitsyna, T.M. Fomenko, R.P. Domingo).<sup>6</sup> However, only the works of the last two authors are devoted to the initial stage, of which the work of T.M. Fomenko – teaching to read in French, and R.P. Domingo – teaching the Russian language to Hispanic students of lyceums of exact sciences of the Republic of Cuba. As for the problem of creating a printed TA subsystem for teaching to read in a Kazakh school, such studies have not yet been conducted. Therefore, the problem of creating a methodologically justified set of printed textbooks, which includes other teaching aids, seems relevant both from a theoretical standpoint and in a

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<sup>4</sup> J. Smagulova, “Ideologies of language revival: Kazakh as school talk”, in *International Journal of Bilingualism*, 2019, vol. 23, no. 3, p. 740-756; Z. Dauletbekova, A. Yermekbayeva, G. Berkinbayeva, M. Kavakli, N. Danayeva, “The premises of formation of motivations in profile school students in the process of Teaching Kazakh language”, in *Man in India*, 2017, vol. 97, no. 10, p. 217-226; Z. Badanbekkyzy, A.S. Rysbaeva, “Teaching English phonemes in comparison with the Kazakh phonemes in Kazakh schools”, in *Man in India*, 2017, vol. 97, no 13, p. 425-439.

<sup>5</sup> N.V. Makrshina, T.G. Bochina, S.K. Zharkynbekova, K.B. Urazayeva, K.S. Abylkhassova, S. Petkova, “Practical tasks of studying literature in a foreign language and communication skills”, in *Opcion*, 2019, vol. 32, no. S22, p. 964-977.

<sup>6</sup> A. Fazylzhanova, K. Kuderinova, A. Khabyeva, N. Yali, E. Utebaeva, “Kazakh linguistics: Problems, tendencies and prospects of the development”, in *Astra Salvensis*, 2017, p. 251-260; N. Khan, A. Syzdykbayeva, F. Kinzhibayeva, G. Demesheva, O. Abilova, “Organization of teaching practice of future primary school teachers in the context of dual training system: Kazakhstani experience”, in *International Journal of Educational Management*, 2018, vol. 32, no. 5, p. 942-954; A. Ydyrys, S. Srail, S. Ydyrys, Z. Basygarayev, A. Mautenbaev, T. Bidaulet, “Training biology in English language in Kazakhstani education”, in *Universal Journal of Educational Research*, 2019, vol. 7, no. 8, p. 1698-1706.

pragmatic aspect, since the textbook still remains the basis of TA complexes in foreign languages.<sup>7</sup>

The scientific novelty of the study is that at a new level in the development of foreign language teaching methods that are in line with the current state of science and school practice, a comparative linguistic analysis of linguistic material to be assimilated was performed, which allowed to identify linguistic difficulties associated with language transfer; the composition of the printed TA subsystem for the initial stage is determined; the methodological properties and functions of several printed materials included in the TA subsystem are determined, including their relationship with other TAS components of the English language at the initial stage; a methodology was developed for the integrated use of printed TA for reading at the initial stage. The practical significance of the study lies in the development of specific TA for reading for detail (a book for reading, a dictionary, banners, etc.), with consideration of the specifics of reading for detail in English in the context of bilingualism. These TAs can be used in the educational process in the Kazakh school.<sup>8</sup>

The purpose of the study is to create a TA subsystem for reading for detail in English for students of the 5th grade students and develop methods for their integrated use in the educational process in the Kazakh school.

### **Materials and methods**

An analysis of scientific research and observation of the process of teaching to read in English in a Kazakh school allowed us to formulate a hypothesis of research, which consists in the fact that the TA subsystem for reading for detail will help optimize the educational process, intensify the activities of teachers and students at the lesson, provided that the created subsystem will: correspond to the methodological concept used in practice, which is implemented in textbooks; help to increase the oral practice of each student during the lesson, since auditory-motor skills are at the heart of the formation of various types of LA, including reading; contribute to the organization of independent types of students' work on mastering reading skills and abilities; contribute to effective feedback.

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<sup>7</sup> S. Bagila, A. Kok, A. Zhumabaeva, Z. Suleimenova, A. Riskulbekova, U. Elmira, "Teaching primary school pupils through audio-visual means", in *International Journal of Emerging Technologies in Learning*, 2019, vol. 14, no. 22, p. 122-140.

<sup>8</sup> G.Z. Fahrutdinova, K.N. Bulatbayeva, O.I. Kondratova, S.N. Fedorova, O.A. Petukhova, "Updating of language training content in Kazakhstan: Implementation of new linguodidactic approaches", in *XLinguae*, 2018, vol. 11, no. 2, p. 239-255; A. Golovchun, B. Karimova, M. Zhunissova, G. Ospankulova, K. Mukhamadi, "Content and language integrated learning in terms of multilingualism: Kazakhstani experience", in *Astra Salvensis*, 2017, vol. 5, no. 10, p. 297-306.

To test the hypothesis of the study, it was necessary to solve the following tasks:

1. To conduct a comparative linguistic analysis of the language material provided for receptive learning at the initial stage (English – Kazakh – Russian) in order to identify cases of language transfer in teaching reading for detail to Kazakh students at the initial stage and determine the methodological possibilities of overcoming them.

2. To determine the role of printed TA in teaching the reading for detail to Kazakh students in English at the initial stage of training in overcoming the identified difficulties.

3. To study the methodological properties and functions of printed manuals in a foreign language, to determine the place of these teaching aids in the TA system for the English language at the initial stage of education.

4. To form a subsystem of printed TA for reading.

5. To develop guidelines for the integrated use of printed TA at the initial stage in a Kazakh school.

6. To check the effectiveness of using these TAs in the educational process in English for the 5th grade students at the Kazakh school.

Research methods: study and analysis of domestic and foreign methodological, linguistic, and psychological literature related to the subject matter; analysis of English textbooks for the first year of study in Russian schools; pedagogical observation; learning from teacher experience; pedagogical experiment; testing, surveying, conversations.

Research stages:

1. The study and analysis of domestic and foreign methodological, linguistic, and psychological literature related to the subject matter.

2. Comparative linguistic analysis of the language material to be assimilated at the initial stage in the conditions of bilingualism.

3. Development of methodological and instructional foundations for the creation and use of printed TA subsystem for reading for detail at the initial stage, determination of the methodological functions of the textbook in the teaching aids system (TAS).

4. The formation of the TA subsystem for reading for detail at the initial stage, included in the TA system.

5. Experimental verification of the efficiency of the developed TA subsystem in the English language at the initial stage (a series of laboratory experiments, searching, and systematic experiments).

**Results and discussion**  
***Psychological, linguistic, and methodological features***  
***of learning to read at the initial stage***

As a form of LA, reading is aimed at solving certain communicative problems. The communicative result of this type of activity is the understanding of a written speech message (I.A. Zimnyaya). Thus, an understanding of what is read is the purpose and implementation of the act of communication. In terms of methodology, reading can be considered as a speech skill, the possession of which allows to solve communicative problems (S.K. Folomkina). Of course, reading can function freely as an LA form only when it is formed, but it seems to us that at the initial stage of training it is necessary to strive for the communicative orientation of the reading process, it is necessary first of all to learn how to extract meaning from the material being read, that is, reading as a mental activity.

The types of reading are determined primarily by the purpose that the reader sets himself regarding the perception of the semantic content of the text: 1) to perceive the text in all details of *its* semantic content (reading for detail); 2) to perceive the general semantic content of the text, omitting details (exploratory reading); 3) to understand only the subject, the topic of the text (skimming).

Of the above types of reading – reading for learning, exploratory, and skimming – upon teaching a foreign language in the first year of study, the reading for learning is traditionally chosen, the result of which is a complete understanding of all the information contained in the text. Upon reading for learning, the object of control becomes an understanding of not only general, but also secondary, particular thoughts. Mastering this type of reading in accordance with the data of psychology involves mastering the reading technique, mastering the ability to extract complete information from the text, i.e. read the text with full comprehension, which in itself implies the presence of the skill of recognizing the lexical and grammatical structures of the text. In the first year of teaching a foreign language, not only linguistic and speech skills and abilities are formed, but also general educational ones, for example, the ability to work with reference books, the ability to extract the necessary information from a readable text, the ability to distinguish between thoughts and minor details important for understanding the text; the ability to build a contextual guess from the context, etc.

Methodological literature proves that the formation of any new skill is affected by all the previous human experience. When learning a foreign language, students use the skills developed on the material of their native language and the first foreign language if the language they are studying is not the first (N.K. Benediktova, Z.I. Gapochka, Z.I. Klychnikova, etc.). Learning English in a Kazakh school can be attributed to this particular case. Russian

acts as the first foreign language in Kazakh classes, same as Kazakh language – in Russian classes.

According to S. Isabekova, the difficulty of teaching Kazakh students to read in English is, among other things, conditioned upon the fact that English is studied in a Kazakh school through an intermediary language, through Russian. Meanwhile, it is known that the Russian language, being inflectional, belongs neither to analytic or agglutinative type, and using it as an intermediary language sometimes not as much helps the learning of English vocabulary and grammatical structure by Kazakh students, but introduces additional difficulties, creating language transfer issues. It is known that language transfer, as a rule, arises precisely based on the first foreign language.

This does not mean that when teaching English to Kazakh students, the Russian language should be excluded as an intermediary language. This means that it is necessary to clearly understand the possible cases of transfer both from the Russian language and from the Kazakh language as a native language. It is important to keep in mind not only possible language transfer, but also possible transfer (i.e., the positive influence of linguistic phenomena of one language on the study of another). For example, the formation of an indicative basis for actions upon teaching Kazakh students the English pronouns is easier to do on the basis of the Russian language, where there is also a similar grammatical phenomenon – personal pronouns (he – он, she – она, it – оно). There are no personal pronouns in the Kazakh language. Our comparative analysis of the grammar and lexical material of the English language, which must be mastered in the 5th grade, helped to identify possible cases of language transfer at the level of phonetics, vocabulary, and grammar, which cause difficulties in learning to read.

Work on the reading technique begins with the formation of grapheme-phonemic connections in students. The difficulties arising here are conditioned upon the discrepancy, on the one hand, between the systems of these connections in the native (first foreign and second foreign languages), and on the other hand, between the sound and graphic systems of the studied foreign language itself. If the discrepancies between the sound and graphic systems of the English language are well studied and described in the linguistic and methodological literature, then the difficulties associated with the discrepancies of the three language systems (English, Russian and Kazakh) require appropriate analysis in relation to the language material that is subject to receptive acquisition at the initial stage of learning. The analysis proved that the first-order difficulties are as follows.

1. New alphabet, the letters of which can be divided into: a) letters of the Kazakh, Russian, and English languages that are identical in form (A, B, C, E, K, O, P, X, etc.); b) letters matching in the English and Kazakh languages, which are not in the Russian language (i, h, etc.); c) letters that do not exist in

English and Russian (Ң, Y, Θ, etc.); d) letters partially matching in these languages (У, И, etc.); e) completely different letters (G, L, Q, V, W, etc.). The coincidence of the letter forms is in most cases a source of difficulties, since they transmit other sounds in a foreign language, and the existing letter-sound relationship in Russian or Kazakh acts as an interfering one. The difficulty is caused by the fact that the coincidence does not always apply to all variants of the letter: uppercase letters can coincide, but their lowercase variants – not, or vice versa.

2. The presence of other, compared to the Russian language, ways of transmitting sounds in letters, namely, the use of letter combinations to represent one sound, for example, sh, th, ea, her, wh, ng, etc., is more frequent than the use of unpronounceable letters in Russian and Kazakh languages, for example, English silent e, k before n in "know", gh after i in "high"; dependence of reading vowels on the type of syllable, etc.

3. Differences in the use of stress in lexical units of different languages: a) as a rule, in English, stress falls on the first syllable, except for words borrowed from other languages, where stress can fall on the second and third syllables (for example, engineer). In the Kazakh language, stress is more constant, since it is positionally related to a certain syllable and falls on the last syllable of the word. With the exception of interrogative pronouns (Қайсы – which, Қанша – how many), forms of imperative mood of the second person (Отыр – sit down, Келме – do not come), words with affixes of likening (Үйдей – like a house, таудай – like a mountain); b) in comparison with intensive English, Kazakh stress is described by much less force. In the Kazakh language, the stressed syllable does not stand out sharply from other syllables, all vowel sounds in a word are pronounced with a more or less identical degree of distinctness.

4. Distribution of consonant phonemes of the English and Kazakh languages. Kazakh consonant phonemes (б), (л), (р) do not function in the final position. A similar phenomenon is observed in Russian. English phonemes function in the final position. Therefore, Kazakh students devoice final consonants: phoneme (g) is perceived as (к), phoneme (d) as (т), and phoneme (b) as (п). In English, the longitude and brevity of vowel phonemes plays a meaningful role, in the Kazakh and Russian languages this phenomenon does not exist. Students do not perceive the contrast between long and short vowels and therefore confuse words such as ship-sheep, it-eat, four-for, etc.

5. Lexical errors caused by the interfering influence of the Kazakh or Russian languages: a) errors caused by the mismatch of the meaning of lexical units in the studied and native languages, such as: Оның, екі қызы бар – He has two girls (instead of "two daughters"). My older brother (instead of "elder brother"), etc.; b) errors caused by the interference of words that are close in



sound and meaning. For example, students mix words because of the inability to differentiate the semantic features of the lexical units "big" and "бiік" i.e. "high" (instead of "large"), artist – артист (instead of "художник"), family – фамилия (instead of семья); c) lexical units that do not coincide in the English and Kazakh languages in morphological structure: a girl – қыз бала (literally – a girl, a boy), to answer – жауап беру (literally – to give an answer); d) lexical equivalents that are not available in the Kazakh language. This may include modal and auxiliary verbs: can, may, must, do, etc.

6. The grammatical difficulties that students encounter when reading at the initial stage may also be conditioned upon the interfering influence of their native or Russian languages. The most typical of them are:

a) the order of words in the sentence. The predicate (verb) in the English sentence is in second place after the subject, in Kazakh – at the end of the sentence, in Russian – free word order. For example, I get up at 8 o'clock. Я встаю в 8 часов. Мен сағат 8-де тұрамын. When translating a sentence from Kazakh into English, a typical mistake of Kazakh students is: Мен мектепке сағат 8-де барамын. I to school at 8 o'clock go. When translating the same sentence from Russian into English, Kazakh students did not experience any difficulties, because in this sentence the word order of the English and Russian sentences coincided: Я иду в школу в 8 часов. I go to school at 8 o'clock;

b) the use of auxiliary verbs in the English language. Auxiliary verbs (do, does, to be; to have) in the interrogative sentence are at the beginning of the sentence, before the subject, and in the Kazakh language interrogative particles (ба, бе, ма, ме, па, пе) are at the end of the sentence. In the Russian language there is no such phenomenon. Do you get up at 8 o'clock? Ты встаешь в 8 часов? Сен сағат 8-де тұрасың ба?

c) the use of prepositions. English prepositions in the Kazakh language correspond to such means that join the noun. Therefore, Kazakh students, out of habit, look for an indicator of temporal or spatial relations not before the noun, as the students of the Russian school do, but after it. The difficulty is aggravated by the fact that the same English preposition in different cases can be expressed in the Kazakh language by various graphic means. For example, at school – мектепте; at the blackboard - тқтаның, жанында. In the first case, the case preposition at in the Kazakh language corresponds to the case affix – те, and in the second case – жанында – auxiliary word;

d) the use of nouns with quantitative numerals. Quantitative numerals in English and Russian require the use of a plural noun after them, which is not the case in the Kazakh language: бір мысық/екі мысық – one cat/two cats, бір алма/жиырма алма – one apple/twenty apples;

e) temporal structures of the verb. In the first year of study, students become familiar with the present tenses of the English verb (Present Indefinite and Present Continuous). In Russian and Kazakh languages there is a single

present tense. Expression of temporal dependencies in different languages always causes language transfer issues.

Thus, when teaching foreign languages in a Kazakh school, in addition to the interaction of the native and foreign languages, it is also necessary to consider the knowledge of the Russian language. In addition to the difficulties in teaching to read caused by language transfer, it is important to consider the psychological difficulties described in the literature, observed in the educational process and requiring certain methodological solutions, which can be formulated as follows: 1) to overcome the revealed difficulties associated with language transfer at the initial stage of teaching a non-native language, effective practice is required to form an indicative basis for actions based on that intermediary language (native or first foreign language), which in each individual case may turn out to be the most obvious, as well as, if possible, plentiful training, providing for effective operational feedback; 2) the skills and abilities formed at the initial stage are not yet strong, are unstable, with a low concentration of training time, they are destroyed from lesson to lesson, and they need to be restored, which also requires a significant investment of time and effort; 3) the lack of experience in the studied language at the initial stage does not allow organizing the independent work of students, in particular, reading, in sufficient amount. Therefore, the transfer of almost all work to a lesson is inevitable; 4) in overcoming the negative influence of the native language (the first foreign language), the formation of strong skills in all types of LA, it is necessary to consider the individual characteristics of students and ensure the active work of each student at their own pace.

The following groups of exercises are necessary to implement the indicated methodological tasks in teaching to read at the initial stage:

- exercises aimed at overcoming language transfer (translation exercises from native to English, indicating the possible equivalent in Russian; from Russian to English, indicating the possible equivalent in Kazakh, substitution exercises, etc.);

- exercises aimed at developing reading techniques. This includes exercises in the division of sentences into syntagmas and intonation of the phrase;

- exercises aimed at organizing the reading process with full understanding (exercises to search for unfamiliar words in a dictionary that make it difficult to understand the text; exercises on a contextual guess, identification of the meaning of words from a context; on word formation, etc.);

- exercises aimed at checking the understanding of the read text, providing for operational feedback (work in pairs; individual work);

- exercises of a post-textual nature aimed at using the information obtained in the text (summarizing; independent written or oral speech utterances related to the information of the read text).

To overcome the difficulties indicated in this chapter in teaching to read at the initial stage, for the implementation of the methodological tasks of teaching, TAs are also organized in a certain system that is optimal for given conditions.

***The role of printed ta in overcoming reading difficulties in English***

In the methodology of teaching foreign languages, attempts were made to classify certain types of TA: loop films (M.I. Dubrovin); educational paintings (A.I. Bliznyuk); slide films (O.E. Mikhailova, L.D. Tsesarsky); sound aids (A.I. Lurie, M.V. Lyakhovitsky, A.Yu. Gorchev); audiovisual media (S.B. Ablam, A.N. Schukin); films (I.A. Shcherbakova, E.P. Kovalev, V.I. Ivanova-Tsyganova, G.I. Kutuzova); training programs for computers (E.G. Azimov, E.A. Vlasov, S.B. Fadeev), as well as the general classification of TA (E.S. Polat, R.K. Minyar-Beloruhev, M.V. Lyakhovitsky, V.A. Bukhbinder, S.F. Shatilov). In the general didactic plan, such attempts were also made repeatedly (S.G. Shapovalenko, L.P. Pressman, V.P. Bespalko, etc.).

In determining the typology of printed TAs in foreign languages, we relied on the approach to the classification of TA in foreign languages and the classification itself, proposed by E.S. Polat. It subdivides TA into subgroups, which are based on the following features: 1) the method of perception of information (visual, auditory, and audiovisual); 2) the way information is displayed (technical, non-technical); 3) the nature of the visual image (static, dynamic); 4) the method of application in the lesson (display, handout materials).

As typological features of printed TA, we distinguish the following: 1) the formation of language and speech skills; 2) feedback form; 3) the use of visual aids; 4) method of application (Table 1).

**Table 1: Typology of printed TA (PTA) for reading in a foreign language for the initial stage based on distinguished typological features**

Typology of printed TA for foreign languages at the initial stage		
1. Formation of language and speech skills:		
speaking (textbook, didactic handout for work in pairs, dictionary, table)	reading (textbook, reading book, dictionary, didactic handout for work in pairs)	writing (printed base workbook, textbook, dictionary)
2. Feedback form:		
operative (didactic handout for work in pairs, printed base workbook, in	delayed (textbook, a reading book)	

some cases, a textbook)	
3. Use of visual aids:	
illustrative (substantive, situational)	graphic (verbal)
4. Method of application:	
demonstration (table)	handouts (textbook, didactic handout for work in pairs, dictionary, a reading book)

The first typological attribute defines those methodological purposes in the solution of which PTAs can be most effective in their didactic properties. The second attribute is conditioned upon the need to provide various forms of feedback that ensure the conditions for the implementation of the management of cognitive and speech activity of students. The third feature relates to the specifics of the didactic properties of printed materials, their visual nature. Peculiarities of the cognitive activity of students in solving a specific methodological problem may necessitate the use of a particular type of visualization. And finally, the fourth feature allows to determine the potential place of printed materials in the developed TA systems.

Methodological tasks to overcome the difficulties that we identified require the integrated use of TA, including the integrated combination of printed TA. This means that the printed manuals created for these purposes should consider the possibility of such combinations, and functions, for which they are intended already in the process of designing (Table 2).

**Table 2: Integrated printed TA options**

Textbook	Didactic handout for work in pairs	Reading book	Dictionary
video recording, didactic handout for work in pairs, sound recording, banner, dictionary, reading book	banner, sound recording	sound recording, didactic handout for work in pairs	textbook, reading book

Having thus studied the methodological functions of printed TAs for the initial stage, having determined their typology, we proceeded to the selection of TA in TA systems based on the topics of oral speech and reading, which allowed to further distinguish the TA subsystem for reading at the initial stage. Thus, for teaching to read for detail, the following is important:

1) to relieve the difficulties of perception of linguistic material upon reading (proper names, geographical names, realities, unfamiliar phrases). For this, it is necessary to provide for the perception of individual phrases, phrases by ear, and upon reading;

2) to relieve the difficulties of finding an unfamiliar word, which will avoid the difficulties of semantic nature in the reading process. This can be achieved using illustrative or graphic (verbal) visualization;

3) to control the reading comprehension based on ensuring feedback (internal and external);

4) to control the detailed comprehension of the read text and the activation of speech material of the text;

5) to relieve difficulties associated with language transfer.

Thus, we examined the entire logical chain preceding the selection of TA in systems of varying degrees of complexity (Table 3).

**Table 3: Learning tools to relieve initial difficulties in learning to read**

No.	Relieving difficulties in the perception of language material	Relieving the difficulties of the semantic plan upon reading	Control of understanding (internal feedback) (external feedback)	Detailed understanding
1.	sound recording (imitated paused exercises) – graphic visual phrases in exercises, books for reading	textbook, reading book (illustration)	reading book (post-text exercises in pairs: external feedback)	reading book
2.	sound recording + textbook	dictionary	exercises to choose a solution (yes, no) (internal feedback)	textbook (post-text activation exercises)
3.	sound recording + banners			
4.	tables (reading rules, collocations, etc.)			

Knowing the methodological functions of printed materials, on the one hand, and the methodological tasks of reading instruction in a Kazakh school,

on the other hand, it is possible to solve the issues of selecting printed materials in the TA system for a foreign language for the initial stage. Thus, the printed TA subsystem for reading for detail at the initial stage should include: a textbook; a reading book; sound recording (imitational paused exercises based on text); banners; didactic material for work in pairs (or exercises in pairs in a reading book); school dictionary for English-Russian or English-Kazakh languages.

The problem of the integrated use of TA in the educational process of a comprehensive school is not new. This problem was investigated by the staff of the Institute of Teaching Aids of the Russian Academy of Education both at the level of didactics (L.P. Pressman, L.S. Zaznobina, N.N. Zvolinskaya, etc.) and at the level of private methods (L.M. Zelmanova, T.S. Nazarova, I.Ya. Maurin, D.I. Poltarak, N.A. Pugal, E.S. Polat, Yu.A. Brysheva, O.A. Kozhina, A.Ya. Sova, G.G. Levitas etc.) for over 20 years. The problem of the integrated use of TA in foreign language lessons is theoretically developed in the works of E.S. Polat. Our task was to develop guidelines for the integrated use of TA in teaching to read for detail at the initial stage based on theoretical principles developed in the methodology.

The concept of the complex use of TA is associated with the use not of separate TA in the lesson or in the educational process at large, but of a certain combination of them, i.e. the optimal combination of interconnected TA, necessary and sufficient for the successful implementation of the educational tasks of the lesson. To achieve this, it was necessary to conduct a detailed analysis of cognitive actions performed by students in the lesson.

When solving the problem of the integrated use of TA, the following were considered: the specifics of the training material (topic, program issue); training phase; material development stage (familiarization, training, application); working conditions (availability of a language laboratory, the degree of equipping it with all the necessary equipment and TA, specifics of the contingent of students). Upon developing the substantive part of TA (types and kinds of exercises, visuals and sounds TA, etc.) included in the system, organizing them into TA complexes, in developing the methodology for use, methodological principles such as the communicative orientation of training were considered; consideration of the native language of students; oral advancing; comprehensive mastery of various types of LA, programming of individual links of training; integrated motivation, the intensity of the educational process.

A theoretical study, the results of which were the basis for the design of the printed TA subsystem for reading for detail, allowed to prove the theoretical validity of the hypothesis advanced. The entire set of advanced provisions for evidence of its pedagogical effectiveness was subjected to experimental verification.

***Analysis of the efficiency of the created TA subsystem for reading for detail at the initial stage in a Kazakh school***

The experimental verification took place from January to May 1994 at secondary school No. 12 in the city of Zhambyl (Kazakhstan). The experiment involved 46 students. The experiment took place in three stages: search, laboratory, and classroom systematic. The purpose of the search experiment was to determine the initial level of learning in the field of reading among students of the 5th grade, as well as the level of proficiency in the integrated use of TA by teachers and to analyze the TA fund in English classrooms in a number of schools in Zhambyl. In a laboratory experiment, the accessibility of the developed experimental materials to Kazakh students and students of Russian-speaking classes was determined. The effectiveness of the printed TA complex for learning reading was tested during a classroom systematic experiment (Table 4).

**Table 4: Parameters and indicators for checking the efficiency of the educational process with the integrated use of the proposed TA reading subsystem**

Skill	Parameters	Indicators
Reading technique	pace of reading, division into syntagmas, compliance with norms (rules), reading and intonation of phrases in context	words/min, pausing, requirements for pronunciation of the English language for this stage
Reading for detail	reading comprehension level	understanding of the main content, relevant to the content of (semantic) details
		all the details of the text (literal understanding)

The post-experimental section showed that the students of the experimental group read the text, complying with the standards of the requirements of the foreign language curriculum for high school (50-60 words/min). With that, in experimental groups, an average of three times less errors were noted in intoning sentences when reading aloud and dividing them into syntagmas. As for the formation of learning reading skills, at the beginning of experimental training, the percentage of information extracted from the text

was 45% on average. The data of the post-experimental section indicated that it increased in strong students to 100%, in medium and weak students – it did not fall below 90%. The quality of expressive and conscious reading of students in experimental classes noticeably improved. They learned to observe logical stresses and pauses when reading texts and consistently transmit the contents of what they read orally and in writing. There was a combination and variational diversity within the mastered language material, which indicated a sufficiently high (for the initial stage) speech creativity of Kazakh students associated with the text they read (retelling of the text, etc.). In the oral and speech activities of students, teachers noted the clear superiority of students in experimental classes, their greater interest and desire to learn English in comparison with students in control groups.

Our study showed that the TA subsystem that we developed for reading for detail helps: a) to optimize the learning process, intensify the activities of teachers and students; b) an increase in the oral practice of each student in the lesson, including reading; c) the organization of independent types of students' work on mastering reading skills and abilities; d) providing effective feedback. Thus, during the experiment, the research hypothesis was fully confirmed.

## **Conclusions**

Comparative linguistic analysis revealed possible cases of language transfer from both Russian and Kazakh languages. An analysis of the psychological and methodological features of teaching to read for detail at the initial stage allowed to outline ways to overcome the difficulties of mastering reading among students of 5th grade, which requires the need to increase oral practice for each student during the lesson, effective feedback, a system of exercises aimed at overcoming identified difficulties, a system of teaching aids contributing to the implementation of the methodological tasks of teaching to read at the initial stage, with consideration of the identified features of learning in a Kazakh school.

The analysis of TA classifications existing in the methodology, types and forms of visibility, the study of the methodological functions of individual TA types in comparison with the goals and objectives of learning to read at the initial stage, the methods and organizational forms used in this process, allowed TA to be selected for reading in the TA subsystem and to develop a typology of printed TA. The TA subsystem for reading at the initial stage in a Kazakh school includes: a dictionary, tables, a reading book, sound recording.

Upon selecting content in TA, it is necessary to consider the correspondence of the text content to the age characteristics and interests of children; correspondence of language material to the level of language training of students, i.e. knowledge of lexical and grammatical material; authenticity of texts; compliance with the topics defined by the educational standard for the



initial stage. The complex use of TA at a foreign language lesson has a very important property – it allows to create a favourable psychological climate at the lesson, to form a certain logic of the educational process, ensuring the effectiveness of each student in the group.

The conducted experimental study confirmed the hypothesis and the position obtained as a result of a theoretical study. This allowed to conclude that the developed subsystem for reading at the initial stage in the Kazakh school contributes to: optimizing the learning process, intensifying the activities of teachers and students; increasing oral practice and reading of each student at the lesson; organization of independent types of students' work on mastering reading skills and abilities; providing effective feedback.