

Hryvko Antonina Viktorivna
PhD, Senior Research Fellow

Monitoring and Assessment of the Education Quality Department

Institute of Pedagogy of the National Academy of Pedagogical Sciences of Ukraine,
Kyiv, Ukraine

FORMING STUDENTS' READING SKILLS: MODERN CHALLENGES

Features of the modern information and communication space, characterized by polycoding and multiplicity of texts, as well as widening the boundaries of the functioning of their environment (from print to digital) predetermine the transformation of the requirements for students literacy of reading as one of the key learning achievements, the need to develop reading skills as an inference on the basis of integration of information from multisemiotic components of plural texts, saturated with schematic, graphic, numerical information. In particular, it is urgent, given the results of pedagogical research, to formate of students' ability to retrieve and to process the information presented by various means (verbal, idiographic, pictographic).

In the course of the study conducted in 6 and 9 classes of secondary schools with Ukrainian and Russian languages [1, p. 94–96], it was found that the students had difficulties in the process of analyzing diagrams, schemes, graphs, which did not repeat verbal text information, but were only thematically related with it and had an independent character – with the help of which additional information for analysis was provided to formulate the correct conclusions according to the tasks of the tests.

According to the results of the international assessment PISA-2018, for Ukrainian students were difficult tasks aimed at integrating verbal information with graphic (26.4% of students managed) [2, p. 288], correlation of verbal and graphic information and structuring it (27.2% correct answers) [2, p. 293], judgment the content and form of texts that combine verbal and graphic information (performed by

20.1% of students) [2, p. 320], and other tasks that required assessing recipients' ability to interpret mixed (polycodic) texts. According to this background, the National Report on the Quality Assessment of Education PISA-2018 offers recommendations on the advisability of using texts with graphic objects for forming students literacy skills in the teaching and learning process [2, p. 280–321].

The results of these studies have made it possible to draw conclusions about the need to improve the systems of tasks, aimed at developing students' analytical reading skills for their learning and development.

Formation and development of general reading skills of different types of educational and scientific texts are carried out during studying all subjects, but it is actual the question of the systematic formation of skills to process polycodic (provided by different means of fixing information) texts of different types (especially electronic genres), to critically judgment texting sources, their communicative goals, and the credibility of the information they cover, to integrate messages and to make simple and complex interferences with a plurality of text messages, to utilize the information obtained in the reading process and to interact with the written texts in an appropriate communication environment.

References:

1. Hryvko A. V., Sytnyk O. V. Transformations of the textbook as a modern media in the aspect of forming students' reading skills. *Problems of the modern textbook*. 2017. No 19. P. 92–101 (In Ukrainian).

2. National Report on the Results of the International PISA-2018 Education Quality Survey / Qty. ed. : M. Mazorchuk (main author), T. Vakulenko, V. Tereshchenko, G. Bychko, K. Shumova, S. Rakov, V. Gorokh and others. ; Ukrainian Center for Educational Quality Assessment. Kyiv: UCEQA, 2019. 439 p. (In Ukrainian).