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FORMATION OF FUNCTIONAL LITERACY OF STUDENTS

Introduction. Over the past 10 years in our republic there have been major changes. Kazakhstan has become a country opened to the world, building a democratic society, a legal state with a market economy, in which on the first place should be set, a person who has a much greater measure of freedom and responsibility than before. The transformations that characterize the current stage of the country's development have affected the sphere of education. The new paradigm of education is based on new knowledge and planetary principles of thinking and consists changing priorities, when the focus is on the person, his culture, professionalism and the knowledge and skills that he possesses turn from

an end in itself to professional development and self-improvement. Therefore, the essence of the new approach in the education system is conditioned by the processes of humanization and humanitarization and consists in the self-determination of man in modern society, in the development of his abilities, values, ideals.

Modern society requires people who are able to quickly adapt to the changes occurring in the post-industrial world. An objective historical regularity at the present time is an increase in the requirements for the level of human education. It is established that the prerequisite for the development of competence is the existence of a certain level of functional literacy.

But here there are a number of questions:

1. Does the education system of the republic reflect these changes?
2. Does it the full-fledged functioning of a citizen in society?

The searching off answers to these questions was the main reason for this study.

Functional literacy is a social-economic phenomenon related to the welfare of the population and the state as a whole. It is natural that since the mid-20th century the problem of functional literacy has come to the attention of international organizations, 1990 was declared the International Literacy Year by UNESCO, the UN declared 2003-2012 a decade of literacy in a broad interpretation of this concept. Conditionally, the level of functional literacy is noted in the statement: "A modern European (citizen) should know and be able to." And is determined for each country, taking into account the cultural and regional specifics.

Due to the widening of the chronological boundaries of the acquisition of functional literacy components by a person, the threshold of functional literacy tends to a constant increase.

The term "functional literacy" was introduced in 1957 by UNESCO, to indicate the level of literacy that makes possible a full-fledged activity of an

individual in a social environment and is a necessary step in advancing on the formation of competence.

In the course of the study of terminology, the concepts of "literacy", "biological literacy", "graphic literacy" were analyzed, and the concept of "functional and graphic literacy" was defined.

Up to the beginning of the 1980s, only one meaning of the term "literacy" is fixed in dictionaries and pedagogical reference books - as a certain degree of knowledge of the laws and rules of the native language combined with the skills of oral and written speech. Literacy is primarily understood as the ability to read and write. And since the 80-ies of the twentieth century there is an expansion of the scope of this concept. So, one of the most authoritative dictionaries-the dictionary of SI Ozhegov in 1987 treats the word "literate" as follows: "1. He who knows how to read and write, and also who can write grammatically correctly: a literate person. 2. Having the necessary knowledge, information in any field. For example, a competent engineer. 3. Fulfilled without errors, with knowledge of the matter. For example, a literate drawing, a literate letter "[1, p.17].

In the encyclopaedic dictionary it is given the following interpretation of the concept of "literacy": "1) in the broad sense - the possession of oral and written speech skills in accordance with the norms of the literary language; 2) in the narrow sense - the ability only to read or write the simplest texts; 3) the availability of knowledge in any field (political literacy, technical literacy, etc.) "[2, p. 33].

In the pedagogical dictionary of G.M. Kodzhaspirova, literacy is defined as the degree of possession of human skills in reading and writing in accordance with the grammatical norms of the native language. It also has a broader interpretation: as a certain degree of knowledge in one area or another and the ability to apply them [3, p. 56].

American psychologist R. F. Macias defined reading as the process of extracting meaning from written symbols, and writing - as a process of using

signs to convey meaning. In his opinion: literacy includes the ability to read and write. The processes of writing and reading are semantic constructing and are associated with other processes of language and speech.

The difference between the Russian and American interpretation of the term literacy is the presence of the social context of the concept in the works of American researchers and the broader meaning of the word, which includes oral speech - in the domestic. The definition of "illiteracy" depends on the position of the scientist in relation to the concept of "literacy". In the opinion of those who treat literacy as competence, an illiterate person is one who does not know how to read and write at all. According to others, the same group includes those who can read or write only the most elementary sentences.

R.L. Veneski, a professor at the University of the American State of Delaware, proposed to replace the concept of "minimum literacy" with "basic" and consider it as necessary. He believes that this is the minimum level that is sufficient for self-reading for the purpose of subsequent self-education [4, p. 34-36].

Thus, in his opinion, the basic level of literacy should ensure the independent development of human literacy, and the necessary literacy, as a level that depends on the social context of a particular state, changes with time as the socio-economic situation changes. That is, he refers the basic level of literacy to a person, and the necessary level of literacy to the social environment of society.

Currently in foreign science there are two approaches to the interpretation of the concept of literacy - unitary and pluralistic. In accordance with the first of them (S. Heath, E. Millard), literacy, which combines the private and the general, is analogous to music, language and represents a wide variety of forms. In this sense, literacy is a complex of interrelated diverse skills: from graphophone to cultural, acquired during training.

The objectively arisen need for the humanitarization of education and the humanization of society as a whole forms the need for a new level of functional

literacy. The concept of functional literacy is an integrated indicator that makes it possible to characterize the functioning of a person both in everyday life and in professional activity, and the problem of studying functional literacy is becoming relevant.

Conclusions. The method of solving this problem was the organization of methodical work at school based on the cluster approach. This made it possible to identify the possibilities of cluster technology as an organizational component of the development of professional competence of teachers and to build the process of professional development of teachers in such a way that the initiative to find a scientific answer to the goal came from each listener, and throughout the process there was an alternation of independent search and partner.

The organizational and pedagogical conditions of development of professional competence of the teacher in the process of formation of functional literacy of pupils of the main school, including:

- 1) creating an educational environment for teachers, characterized by the principles of subjectivity, learning activity, learning problems, individualization of learning, reflexivity, updating the results of training;
- 2) use of cluster educational technology to organize the activities of teachers on the basis of partnership;
- 3) training of teaching staff under the program "Management of the development of professional competence of teachers in the formation of functional literacy of students".

Successful testing of the last program within the framework of the methodological system of the school suggests the effectiveness of the introduction of such courses in the system of advanced training courses for subject teachers and school managers at the district and city levels. Together with the staff of the Department "Biology" South Kazakhstan State Pedagogical University and teachers of high school № 33 named after Kenesary Kasymuly has

developed a program to use it as a problematic course for teaching staff of schools. The program was discussed at the Department, school and included in the General list of problematic courses of the Cathedral.

References

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