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**Редакцияның мекенжайы:** 010009, Астана қ., Жұмабаев даңғ., 4  
**Телефон/факс:** (7172) 561 933; e-mail: eagi.vestnik@gmail.com, сайт: ojs.egi.kz

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**Адрес редакции:** 010009, г. Астана., пр. Жумабаева, 4

**Телефон/факс:** (7172) 561 933: e-mail: eagi.vestnik@gmail.com, сайт: ojs.egi.kz

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A. BERDIKULOVA<sup>1</sup> 

\*N. SHADIYEVA<sup>2</sup> 

N. TEMUR<sup>3</sup> 

L.N. Gumilev Eurasian National University, Astana, Kazakhstan<sup>1</sup>

A. Kussayinov Eurasian Humanities Institute, Astana, Kazakhstan<sup>2</sup>

Gazi University, Ankara, Turkey<sup>3</sup>

(e-mail: [adasay.90@mail.ru](mailto:adasay.90@mail.ru)<sup>1</sup>, [nur.shad@mail.ru](mailto:nur.shad@mail.ru)<sup>2</sup>, [ilkoguz@gmail.com](mailto:ilkoguz@gmail.com)<sup>3</sup>)

### TEST-TYPE TASKS USED IN THE DEVELOPMENT OF READING SKILLS

**Annotation.** To achieve the target result in language learning, it is important to constantly monitor the quality of knowledge and determine the level of knowledge. Such control is carried out through testing. On the one hand, the test serves as an effective tool that promotes the activation of reading activity, and on the other hand determines the level of formation of communicative competence. The results of the tests allow you to create a rating scale that clearly reflects the success in learning a language; contribute to increasing the educational and cognitive motivation of the language learner.

Reading is the most commonly used of all types of speech activity skill that needs to be developed first. If so, how to improve reading skills, which are considered the basis of language learning? How to evaluate your personal achievements by reading skills? What are the best learning strategies to use in order to better pass the test that determines the level of language proficiency?

When a language learner clearly understands the purpose of performing reading tasks, he/she can correctly choose the necessary learning strategy and achieve high results in passing the test. In this research article, we aim to analyze the tasks of the Kaztest system of the test type used in the assessment of reading skills. The system of exercises in the textbooks of the Kazakh language used in the preparatory work for the reading subtest has been considered. As a result of this analysis, we have proposed learning strategies that should be used when performing reading tasks.

**Keywords:** testing, Kaztest system, reading strategies, reading tasks, Kazakh language textbook, assessment.

**Introduction.** Currently, test-type tasks are based on specific qualimetric measurements covering all types of speech activity, and are actively used as one of the methods of adequate assessment of reading skills. Despite the fact that the test was originally used in the methodology of linguistics as a means of testing knowledge, it has now become an indispensable tool for self-taught students to track and evaluate their educational achievements. That is, the test showed that this is the most effective approach in all respects, both for the language learner and for the teacher. The ability to distinguish between types of tests, a better understanding of the purpose of their transfer allows you to choose the most optimal learning strategies aimed at increasing the motivation of language learners to learn. When preparing for the test to determine the level

of language proficiency for systematic work on reading skills, it is necessary to effectively use reading strategies that correspond to the purpose of issuing test tasks.

Reading is the most commonly used of all types of speech activity skill that needs to be developed first. A person learns a new monolingual language through listening, pronunciation in a natural environment. And professionally, it is impossible to proceed to the actions of listening, pronunciation, writing, until you master the reading skills to the fullest. If so, how to improve reading skills, which are considered the basis of language learning? How to evaluate your personal achievements by reading skills? What are the best learning strategies to use in order to better pass the test that determines the level of language proficiency? Undoubtedly, questions of this nature will arise in every subject. From this point of view, our article reveals that the issue of assessing the studied reading skills in the Kazakh language is the most relevant.

Scientifically based conclusions reflecting the ways of developing reading skills, explaining the types of test tasks and ways of preparing for them, will undoubtedly be of great help to both the customer of the Kaztest test and the teacher of the Kazakh language. This underlines the importance of the topic that we bring to the object of research. Before our research article, we set a goal to conduct a scientific and methodological analysis of the system for assessing reading skills in the Kazakh language and give general recommendations for improving reading skills.

To achieve this goal, we have identified the following tasks: 1. To analyze the tasks of the reading subtest of the Kaztest system; 2. To consider the exercises for the development of reading skills in the Kazakh language textbook (level C1) and determine the relationship with the tasks of Kaztest; 3. To suggest reading strategies used in preparation for reading.

**Methodology and research methods.** At the first theoretical stage of our research work, we conducted a review of scientific papers corresponding to the research topic. Using the methods of differentiation, analysis, generalization, evaluation of research, we have divided the considered scientific and theoretical works into three parts according to content. We have systematized the opinions corresponding to the leading idea of our article.

1. Works where the theoretical problems of the test system for assessing the level of education were investigated. A review of these works identified effective aspects of the testing method. In particular, the use of test-type tasks in the educational process makes it possible to eliminate the factor of subjectivity in the assessment of learning outcomes. This type of monitoring allows you to quickly and effectively evaluate the formed competencies, if the content of a particular period of study is correctly covered. The test is considered as a tool in the form of a qualitatively verified system of tasks performed within the framework of a standardized procedure [1]. Testing is often called “a ruler for measuring the level of education”, “a tool that shows an objective idea of the quality of education” [2, 64]. Therefore, testing is considered the basis for quality control of education in an educational institution of any type.

2. The works of scientists who considered the importance of using test items in assessing the level of language proficiency.

In this regard, Z.S. Kuzekova said: “A well-prepared test can help a language learner for two reasons: firstly, such a test makes the audience, even the general public, desire to study and learn the language, and secondly, the test leads and helps the language learner to improve their language skills. The language learner only benefits from preparing for the test and discussing the results after passing it” [3, 9]. Qualimetric measurement in the educational process, on the one hand, objectively assesses the level of language proficiency of the test person, and on the other hand, helps to evaluate the results of the teacher’s pedagogical activity. E.M. Tretyakova: “Testing is one of the most effective means of control in teaching a language and the most objective method for determining the progress of students in the educational process, since the traditional type of control does not fully reflect the qualitative nature of the fully learned material. students’ skills”, – this was our position when writing this article [4, 11].

3. Works on the importance of monitoring reading skills using test-type tasks.

It is known that during the international format of the exam, the main four language skills are tested. Each exam includes test-type tasks aimed at monitoring reading, writing, listening,



pronunciation skills and determining the level of formation of lexical and grammatical skills. Our study is devoted to the analysis of test-type tasks designed to control reading skills. Having studied the works related to this issue, we saw that scientists believe that monitoring the progress of reading skills is very successful in terms of testing language, competence. Tasks in the form of tests contribute to the maximum activation of the mental activity of language learners and are an excellent mechanism for testing language skills. Reading is an active form of a student's speech activity, which includes the process of understanding and interpreting textual information. "During a complex activity aimed at a complete understanding of the read text, the interaction of many cognitive processes takes place in the human brain" [5]. Monitoring reading skills using test-type tasks is very effective in terms of testing language competencies. Because 1) the test concentrates the attention of the student, who needs to understand the content of the text being read, and contributes to the maximum activation of mental activity; 2) the test can include texts of different volume, degree of complexity and philological characteristics; 3) the reading test is an excellent mechanism for testing other language skills and abilities, which is clearly demonstrated by the results shown by students when passing international exams [6].

At the practical stage of our research work, an analysis of test-type tasks used in assessing reading skills was carried out. As research materials, tasks of the reading subtest of the Kaztest system and exercises for the development of reading skills in the textbook "Kazakh language" (level C1) were taken. The methods of statistical and content analysis were effectively used in the course of the study. The data obtained as a result of the analysis were presented in the form of tables using methods of generalization, systematization. Teaching strategies have been proposed that are considered effective when performing educational tasks using the method of pedagogical forecasting. These recommendations reflect the applied nature of the work.

**Discussion and observation.** We noticed that among the 40 questions asked there are those that were repeated several times between levels. We presented them in Table 1.

Table 1. Recurring tasks between levels

Repetition frequency	Tasks
2 times	"Complete the sentence", "Find information that does not correspond to the content of the text", "Complete the thought", "Reveal the nature of the information", "Reveal the main concept in the text", "Summarize the content of the text", "Select the main idea in the text"
3 times	"Arrange the content of the text in the order of the narrative", "Put the title on the text"
4 times	"Find a question with an answer in the text"
6 times	"Answer the question"

By removing the duplicate tasks presented in Table 2, the number of tasks was reduced from 40 to 21. That is, it was determined that the subject should prepare for these 21 different tasks.

At the next stage of our research, "How can a test-taker prepare for these tasks?", "What should he pay attention to?", "What tools can help?" To find answers to these questions, we decided to analyze the Kaztest textbooks that are offered to test-takers to prepare for the KAZTEST system test. The official website of the National Center for Testing the Kaztest system contains an educational and methodological complex, which is recommended as a guide in preparing for the exam to determine the level of knowledge of the Kazakh language [7, 12]. Among the five-level textbooks on teaching the Kazakh language posted on this site, we analyzed the reading tasks contained in the textbook C1 "Kazakh language" for the general public as a means of preparing for passing the test to determine the level of knowledge of the Kazakh language according to the Kaztest system [8, 13].

To do this, we have compiled tasks for mastering the reading of the texts given in the textbook. The textbook consists of 24 lessons. Each lesson is divided into 2 topics. According to

the content of the chapters of the textbook, 54 reading texts are presented related to the socio-economic, socio-cultural, socio-public, socio-political, official business, scientific and industrial, socio-cultural and professional spheres. We have collected the types of tasks assigned to these reading texts in accordance with the purpose of our study, and divided them into the following groups according to the purpose of their task:

**1. Word recognition tasks:** Fill in the empty space with the word used in the text; Write these synonyms and antonyms in two columns; Find in the text a word with a similar meaning; Complete a number of synonyms with these words; Find in the text words and phrases that are close in meaning to the given words, and write them down in the appropriate column; Find the extra word in the sentence; Cross out one more word from each line. Match the picture and information; Match the question and the answer; Compose a phrase from the words presented in two columns; Put the right word and complete the sentence; Match the phrases; Connect the words given in the columns; Connect the parts of the sentence according to their meaning; Match the synonyms given in the two columns; Match the regular expressions used in the text with their meanings.

These tasks are aimed at activating the new vocabulary included in the text. That is, the language learner gradually proceeds to the content of the entire text, distinguishing the meanings of individual words of the text being read.

**2. Reading-comprehension tasks:** Based on the text, mark the correct/incorrect answers; Determine if the information in the sentences is correct or incorrect; Determine the correspondence of information to the text; Mark the information in the text as familiar (+)/unfamiliar (-); Identify basic information and additional information in the text; Mark in the text «already familiar» and «new» information; Find information that does not correspond to the content of the text; Which paragraph of text does the following information correspond to?; find which paragraph corresponds to a given topic; Number and connect the information according to the sequence in the text; Differentiate the information given in the text and fill in the table; Sort the data given in the text and fill in the insert table; Fill in the semantic map according to the texts; Identify two sentences that do not correspond to the meaning of the text; Compare two texts and point out their similarities and differences; Determine what events the years in the text are associated with; The numbers in the text indicate the dates of which events?; Find and read sentences from the text that express the author's self-esteem.

**3. Reading-writing tasks:** Replace the period with the desired word; Fill in the scheme according to the content of the text; Make sentences from these words; Write the main idea of the text in three sentences; Briefly write what the text is about; Read the text and write two sentences containing the main information; Record your understanding in your own words.

**4. Reading-speaking tasks:** Give a title to the text, explain the reason; plan the text; create questions about the content of the text; Prepare a problematic question according to the text; Create two questions that you think are important to the content of the text; Ask a question according to the given answer; Answer the questions on the text; Share your thoughts on the questions asked; Find proverbs and phrases in the text and explain their meaning; Share your opinion on the text using the «Four sentences» method; Complete the text with the information you know; Complete the text with your thoughts.

These types of reading assignments, given in the textbook, were conditionally grouped. When grouping tasks, the main attention was paid to the purpose of their assignment. Compared with the above tasks of the Kaztest test, it was noted that the textbook contains many tasks aimed at working with individual words in the text, along with checking the level of understanding of the content of the text. We conditionally combined them into a group called the tasks of recognizing the meaning of words. Further, during the analysis of the tasks of the textbook, we determined the correspondence of the tasks of the Kaztest test to the types of tasks that we grouped. To do this, we summarized the tasks according to the purpose of their assignment and presented them in Table 2.

Table 2. Classification of tasks of the reading part of the Kaztest test by the purpose of passing

1. Word recognition tasks	2. Reading comprehension tasks	3. Reading-writing/speaking tasks
Find the meaning of the underlined phrase in the text; Find a sentence with a similar meaning; Choose a proverb according to the content of the text; Define the main concept in the text; Find auxiliary words in the text.	Define text content; Arrange the text content in accordance with the order of the narrative; Find information that matches the text content; Find information that does not match the text content; Determine the reason that prompted the event; Find a question with an answer in the text; Determine the main idea in the text Answer the question; Find the meaning of a phraseological unit in the text; Show the emotional state; Find the owner of the opinion.	Complete the sentence; Complete the thought; Summarize the content of the text; Determine the nature of the information, title the text.

The analysis carried out on the purpose of the textbook and assignments for reading Kaztest showed their compatibility. The reason why the reading-writing and reading-tasks are combined in the table is that the language learner can do them both in writing and orally according to their ability. The more such exercises will be included in the content of educational and methodological complexes for teaching the Kazakh language, the more help will be provided by the language learner. At the same time, the communicatively-oriented creation of tasks, their presentation in tables, pictures, and drawings has a great influence on the concentration and interest of the language learner.

**Results.** “Kaztest is a system for assessing the level of proficiency in the Kazakh language by citizens of the Republic of Kazakhstan and foreign citizens engaged in various types of activities on the territory of the country” [9]. The KAZTEST system was created in 2006 on the basis of the National Testing Center. KAZTEST is a domestic system for assessing the level of proficiency in the Kazakh language, created taking into account the principles and principles of international language assessment systems, such as TOEFL, IELTS (English proficiency assessment systems), TÖMER (Turkish proficiency assessment system), TRKI (Russian language proficiency assessment system). KAZTEST testing is carried out in accordance with the following legal documents:

- State program for the implementation of language policy in the Republic of Kazakhstan for 2020-2025;
- National standards of communicative language competencies of Kazakh language proficiency;
- Conducting tests according to the KAZTEST system.

The national standard gives a full opportunity to determine and evaluate the level of Kazakh language proficiency by the language learner and the level of his communicative and linguistic competence in terms of content and structure [10, 8].

1. V.S. Avanesov notes that when composing test-type tasks, the following requirements must be observed: “Correctness of content; logical form of utterance; correctness of form; brevity; presence of a certain place for answers; correct arrangement of task elements; uniformity of rules for evaluating answers; uniformity of instructions for all subjects; compliance of instructions with the form and content of the task compliance” [11, 9]. These requirements are important for any test-type task. The following requirements apply to the development of test tasks in the KAZTEST system:

2. Distractors, i.e. alternative false versions that can be the answer to the test task, must have properties that contribute to motivation to master the Kazakh language. For example, distributions should be obtained to test knowledge of vocabulary, semantic equivalent of a word, names of places, seasons. The text and the content of the dialogue should not contain absolutely

unspoken, unpronounceable, distractors for assessing memory and the ability to compare what is seen with the naked eye.

3. Distractors should be realistic, attractive and reliable.
4. Answer options should not extract verbatim quoted information from the text.
5. The answer options should be combined in appearance and grammatical structure and be similar, homogeneous, of the same complexity.
6. Quantitative indicators should not be requested in the task requirement.
7. The answer options should be short and small, specific, of the same size.
8. The test subject should not consist of words and terms unfamiliar to the test subject, so as not to cause complaints to the knowledge base.
9. The lexical and grammatical structure should be guided by semantic meaning, not language terms.
10. The correct answer should not differ from distractors by any formal signs.
11. The test tasks in the test version should be compiled according to the principle 'from easy to difficult'.
12. One cannot use dialect words.
13. Newly entered or newly translated words should be used only in the case of official acceptance.
14. The names of people in the test task, situations under consideration, texts should also be relevant for their age.
15. Most correct answers should ensure that they are not reduced to one option. Let's say 1-D, 2-D, 3-D, 4-D.
16. In distractors, it is not enough to simply switch places, such actions as a different formulation of information, correction, change of meaning should be taken [12, 10].

The most frequent mistakes when composing a reading subtest are noted by Zh.Zh. Kuzembekova and D.E. Kapanova: "...the ability to easily guess the correct answer using a keyword; a variety of distractors; distractors of different lengths; the test task was a fragment of text, etc.; incorrectly composed tasks; incorrect questions; the ability to easily guess the correct answer using a keyword; inconsistency criteria, etc." [13, 11]

Assessment of the level of proficiency in the Kazakh language-the KAZTEST test contains 40 tasks to test reading skills (Table 3).

Table 3. Tasks for checking reading skills in the KAZTEST test

<b>Elementary level A1 – 3 tasks</b>
1. Complete the sentence; 2. Find information corresponding to the content of the text; 3. Answer the question.
<b>Basic level A2 – 5 tasks</b>
1. Complete the sentence; 2. Find information that does not correspond to the content of the text; 3. Find a question with an answer in the text; 4. Answer the question; 5. Determine the content of the text.
<b>Intermediate level B1 – 8 tasks</b>
1. Complete the thought; 2. Find information that does not correspond to the content of the text; 3. Find a question with an answer in the text; 4. Determine the nature of the information; 5. Find the reference words in the text; 6. Answer the question; 7. Arrange the content of the text in the order of presentation; 8. Put the title to the text.
<b>Upper intermediate B2 – 11 tasks</b>
1. Complete the thought; 2. Define the basic concept in the text; 3. Find the meaning of the underlined phrase in the text; 4. Find the question with the answer in the text; 5. Find the owner of the opinion; 6. Answer the question; 7. Find a sentence close in meaning; 8. Define the main idea in the text; 9. Determine the content of the text in the order of presentation 10. Summarize the content of the text; 11. Put a title to the text.

**Advanced level C1 – 13 tasks**

1. Define the basic concept in the text; 2. Answer the question; 3. Find the meaning of phraseology in the text; 4. Find the question with the answer in the text; 5. Specify the emotional state; 6. answer the question; 7. Determine the nature of the information; 8. Determine the reason that caused the event; 9. Arrange the content of the text in the order of presentation; 10. Determine the main idea of the text; 11. Summarize the content of the text; 12. Put a title to the text; 13. Choose a proverb in accordance with the content of the text.

The level of complexity of the tasks presented in the table is determined by the communicative significance of the skill being tested, the degree of complexity of the language material and the topics of the text. The tasks are designed to determine the degree of understanding of the content of the text. The reason is obvious. The test taker is offered a text corresponding to the level vocabulary, with the help of which the level of language proficiency is determined.

**Conclusion.** Based on the analysis, we were convinced that the use of textbooks of the Kaztest system in preparing for the test from the reading section in order to determine the level of knowledge of the Kazakh language will bear fruit. We came to the conclusion that the types of exercises presented in our work can be used in the process of preparing educational and methodological complexes for teaching the Kazakh language. To summarize our research, we offer learning strategies that can be used in the reading skills exercises and in the reading subtest.

At the very first stage of working with the text you have read, you should use the skimming strategy to determine its general meaning. During one review, the subject will be able to complete tasks to determine the main topic, idea and opinion of the text. At the same time, depending on the level of preparation, the tasks of identifying the main idea and concept in the text can also be performed using this strategy.

Further, the implementation of the familiarization strategy will be effective. In this type of reading, attention is paid to individual words, phrases and sentences in the text. As a result, it will be possible to perform such tasks as identifying key words, identifying information that is relevant / incompatible with the text content, finding a question with an answer / answer to a question.

Test takers are known to leave difficult tasks for last. This is due to the fact that after full familiarization with the text, the reading strategy is activated. During this time, it will be possible to perform complex tasks such as arranging text content according to storytelling order, summarizing text content, and determining the cause of an event. Working with phraseological units and proverbs given in test tasks allows you to more deeply assess the level of language proficiency of the test.

Therefore, it is not enough to be well versed in the types of test tasks and the purpose of their purpose in order to prepare for passing the test according to the Kaztest system. Regular work with good textbooks also plays an important role. In order to master reading skills and perform at a high level on test items, the effective use of matching strategies for each item is sure to help achieve the result intended for the test.

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#### А.С. БЕРДІҚҰЛОВА

Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан

#### Н.Х. ШАДИЕВА

А. Құсайынов атындағы Еуразия гуманитарлық институты, Астана, Қазақстан

#### НЕЗИР ТЕМУР

Гази университеті, Анкара, Түркия Республикасы

### ОҚЫЛЫМ ДАҒДЫСЫН ДАМЫТУДА ҚОЛДАНЫЛАТЫН ТЕСТ ТАПСЫРМАЛАРЫ

**Аңдатпа.** Тіл үйренуде мақсатты нәтижеге қол жеткізу үшін білім сапасын үздіксіз бақылап, білім деңгейін анықтап отыру аса маңызды. Ондай бақылау тестілеу арқылы жүзеге асырылады. Тест бір жағынан оқылым әрекетін белсендіруге ықпал ететін тиімді құрал қызметін атқарса, екінші жағынан коммуникативтік құзыреттіліктің қалыптасу деңгейін анықтайды. Тест нәтижелері тіл үйренудегі жетістіктерді айқын көрсететін рейтингтік шкаланы құруға мүмкіндік береді, тіл үйренушінің оқу-танымдық уәждемесін арттыруға ықпал етеді.

Оқылым – сөйлеу әрекетінің барлық түрлерінің ішінде ең жиі қолданылатын, ең әуелі дамытылуы тиіс дағды. Олай болса оқылым дағдысын қалай жетілдіру керек? Оқылым дағдысы бойынша өз жеке жетістіктерін қалай бағалап отыру керек? Тілді білу деңгейін анықтайтын сынақты жақсы тапсыру үшін қандай оқу стратегияларын қолданған жөн? Осы сипаттағы сұрақтарға тіл үйренуші немесе сынақ тапсырушы мақаламыздан жауап ала алады.

Зерттеу мақаламызда қазақ тілінде оқылым дағдысын бағалау жүйесіне ғылыми-әдістемелік тұрғыдан талдау жасалып, оқылым дағдысын жетілдіру бойынша жалпы сипаттағы ұсыныстар берілді. Қазтест жүйесінің оқылым дағдысын бағалауда қолданылатын тест түріндегі тапсырмаларына талдау жасалды. Оқылым субтестіне дайындық жұмысын жүргізу барысында қолданылатын қазақ тілі оқулықтарындағы жаттығулар жүйесі сараланды. Осы жүргізілген талдаулар нәтижесінде оқылым тапсырмаларын орындауда қолданылуы керек оқу стратегиялары ұсынылды.

**Түйін сөздер:** тестілеу, Қазтест жүйесі, оқу стратегиялары, оқылым тапсырмалары, қазақ тілі оқулығы, бағалау.

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**А.С. БЕРДИКУЛОВА**

Евразийский национальный университет имени Л.Н. Гумилева, Астана, Казахстан

**Н.Х. ШАДИЕВА**

Евразийский гуманитарный институт им А.Кусаинова, Астана, Казахстан

**НЕЗИР ТЕМУР**

Университет Гази, Анкара, Турция

## **ТЕСТОВЫЕ ЗАДАНИЯ, ИСПОЛЬЗУЕМЫЕ ПРИ РАЗВИТИИ НАВЫКОВ ЧТЕНИЯ**

**Аннотация.** Для достижения желаемого результата в изучении языка очень важно постоянно контролировать качество знаний и определять уровень знаний. Такой контроль осуществляется путем тестирования. С одной стороны, тест служит эффективным средством, способствующим активизации читательской деятельности, а с другой стороны, определяет уровень сформированности коммуникативной компетенции. Результаты тестирования позволяют создать рейтинговую шкалу, наглядно отражающую успехи в изучении языка, способствуют повышению учебно-познавательной мотивации изучающего язык.

Чтение – навык, который следует развивать в первую очередь, наиболее часто используемый из всех видов речевой деятельности. Если так, как улучшить навыки чтения? Как оценить свои личные достижения в навыках чтения? Какие стратегии обучения следует использовать, чтобы хорошо сдать тест на знание языка? В этой статье изучающий язык или сдающий тест может найти ответы на вопросы подобного характера.

В данной исследовательской статье мы нацелены на анализ тестовых заданий системы Казтест, используемых при оценке навыков чтения. Мы дифференцировали систему упражнений в учебниках казахского языка, используемых при подготовке к субтесту чтения. В результате проведенных анализов мы предложили стратегии обучения, которые следует использовать при выполнении заданий по чтению.

**Ключевые слова:** тестирование, система Казтест, стратегии чтения, задания для чтения, учебник казахского языка, оценивание.

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#### **Авторлар туралы мәліметтер:**

**Бердіқұлова Адасай Смайылықызы** – Л.Н. Гумилев атындағы Еуразия ұлттық университетінің докторанты, Астана, Қазақстан.

**Бердикулова Адасай Смаиловна** – докторант Евразийского национального университета имени Л.Н. Гумилева, Астана, Казахстан.

**Berdikulova Adasay Smailovna** – doctoral student of L. Gumilyov Eurasian National University, Astana, Kazakhstan.

**Шадиева Нұргүл Хамзаханқызы** – педагогика ғылымдарының кандидаты, А. Құсайынов атындағы Еуразия гуманитарлық институтының доценті, Астана, Қазақстан.

**Шадиева Нургуль Хамзахановна** – кандидат педагогических наук, доцент Евразийского гуманитарного института имени А.Кусайинова, Астана, Казахстан.

**Shadiyeva Nurgul Hamzahanovna** – Candidate of Pedagogical Sciences, Associate Professor, A.K. Kussayinov Eurasian Humanities Institute, Astana, Kazakhstan.

**Незир Темур** – филология ғылымдарының докторы, Гази университетінің профессоры, Анкара, Түркия.

**Незир Темур** – доктор филологических наук, профессор Университета Гази, Анкара, Турция

**Nezir Temur** – Doctor of Philological Sciences, professor, Gazi University, Ankara, Turkey