

A. Taurbekova ^{1*} , K. Ybyraimzhanov ¹ ,

¹Zhetysu University named after I. Zhansugurov
Taldykorgan, 040006, Republic of Kazakhstan,
*E-mail: taurbekova71@mail.ru

METHODOLOGICAL SUPPORT FOR FUTURE TEACHERS IN DEVELOPING FUNCTIONAL READING SKILLS IN ELEMENTARY SCHOOL STUDENTS

Abstract

The article explores the potential for enhancing the methodological support available to future teachers as they develop the functional reading skills of elementary school students. The study's objective is to explore the relevance of methodological support for teachers during their professional training and to identify potential discrepancies between the theoretical underpinnings of reading instruction and the practical readiness of teachers to implement modern strategies in their teaching practice. The study examined the main aspects of methodological support, analyzed the existing barriers in pedagogical practice, and suggested ways to overcome them to improve the quality of future teachers' training. The methodological basis of the study was the method of thematic analysis applied to process data from semi-structured interviews with teachers. This method has a high degree of flexibility, which allows it to be adapted to different types of data and research tasks. Thematic analysis allowed us to identify the key challenges faced by future teachers in mastering functional reading techniques, as well as potential solutions for addressing these challenges. The study underscores the significance of integrating practice-oriented methods, digital technologies, and modeling pedagogical situations within the training framework for future teachers. The collaboration among educational organizations, pedagogical universities, and practitioners is vital for nurturing the competencies of future elementary school teachers. The findings of the study could be a valuable addition to the existing scientific base on the issues of functional literacy. They could inform future developments in the field of pedagogical methodology.

Keywords: instructional support, functional literacy, training of future teachers, elementary school, reading instructional strategies, thematic analysis.

Introduction

The topic of methodological support for future teachers in the development of functional reading skills of junior schoolchildren is relevant in the conditions of modernization of education and increasing requirements for the quality of students' training. The ability to not just read, but also to understand, analyze, and use the read material in different situations requires teachers to have modern methods and technologies. Future elementary school teachers need systematic methodological support that will allow them to effectively develop functional literacy of schoolchildren. Providing such training has been shown to contribute to enhancing the quality of education and facilitating the successful adaptation of pupils to the demands of the information society. The importance of the topic "Methodological support of future teachers in the development of functional reading skills of elementary school students" has been acknowledged by research and expert opinions.

The purpose of the scientific article is to explore the potential value of methodological support for future teachers in developing functional reading skills in elementary school students. It also seeks to identify potential discrepancies between the theoretical training of teachers and their practical readiness to effectively utilize modern strategies for teaching reading. The study examines key aspects of methodological support, analyzes existing barriers in pedagogical practice, and suggests ways to overcome them to improve the quality of teacher preparation for elementary school.

The scientific novelty of this study lies in the development and theoretical justification of the components of methodological support for future elementary school teachers, aimed at preparing them to foster functional reading skills in younger students. Unlike existing studies, which focus primarily on specific reading instruction techniques, this work considers methodological support as a comprehensive system that integrates practice-oriented training, digital teaching tools, and the simulation of professional teaching situations.

Based on empirical data, key contradictions have been identified between the demands of modern educational practice regarding the development of students' functional literacy and the actual level of methodological readiness among future teachers. Organizational and pedagogical conditions have been identified that contribute to improving the effectiveness of professional training for teachers in fostering functional reading skills in elementary school students.

According to Avazova, the readiness of future elementary school teachers to implement reading literacy strategies is critical to the development of critical thinking and comprehension skills in students, as emphasized by international assessments such as PIRLS [1].

Mullis and Martin (2021) suggest that teacher preparation programs might benefit from a focus on evidence-based strategies such as guided reading, differentiated instruction, and digital tools to improve reading outcomes [1. - 3].

Baer et al. (2022) found that targeted instructional programs significantly increase teachers' ability to implement effective literacy strategies, emphasizing the importance of instructional support in teacher preparation [1. - 5].

Sweet (2022) notes that teachers must continually diagnose and address reading difficulties while enriching students' reading abilities, which requires strong instructional guidance [2].

Carter emphasizes the need for teachers to create engaging pre-reading activities that prepare students socially, emotionally, and cognitively for learning to read [2. - 23].

A study of schools in the Oromia region found that although teachers have theoretical knowledge of reading strategies, they often find it difficult to effectively put them into practice, indicating a gap in instructional support [3. - 101].

The study also identified challenges such as a shortage of materials and unfamiliar texts that hinder the implementation of effective reading strategies.

The study also revealed some challenges, such as a lack of materials and unfamiliar texts, that could potentially hinder the implementation of active learning methods in reading lessons. This highlights the importance of considering ways to enhance teacher training [3.-67]. It has been suggested that organizational and methodological support during teaching practice may contribute to future teachers' readiness to implement modern educational approaches in classrooms.

Piaget's constructivist theory supports the idea that active learning and knowledge construction are necessary for the development of higher-order reading skills, which should be integrated into teacher preparation programs [1. - 4]. Overall, these findings suggest that methodological support is necessary to equip future teachers with the skills needed to effectively develop functional reading abilities in elementary school students. Research on methodological support for future teachers in developing functional reading abilities in elementary school students has examined various strategies and structures to improve reading comprehension and instructional practices. The following key findings from several studies are summarized below: Visualization tools in reading comprehension. One significant study focused on the use of visualization tools to improve reading comprehension among elementary school students. The researchers developed a theoretical model that describes the stages of effective implementation of these tools in the classroom. The stages include: preparatory stage: creating a motivating reading environment; cognitive stage: teaching students different visualization tools; practical stage: engaging students in using these tools during reading assignments. The reflective stage encourages self-assessment and feedback on understanding [4].

The study suggests that motivation plays a crucial role and proposes that teachers might benefit from training in selecting and implementing visualization tools that align with the interests and ages of their students. Teaching Reading Skills in Context (English as a Foreign Language) EFL: Another study examined reading instruction methods employed by English as a Foreign Language (EFL) teachers, with a particular focus on strategies utilized for students with low reading ability. The study identified five key strategies, including immediate error correction and modeling, that could be valuable in supporting struggling readers [5]. This underscores the importance of adapting instructional practices to meet the diverse needs of students. A qualitative study examined the state of reading instruction in elementary schools, identifying significant challenges such as the inadequate

use of effective reading methods by teachers and a lack of suitable reading materials. Observations revealed that teachers often encountered difficulties in implementing active learning techniques that are critical to engaging students in reading [3. - 80]. The results suggest that enhancing access to reading resources and training teachers in effective strategies is crucial for developing better reading skills.

Further research has analyzed various instructional strategies to promote reading comprehension in elementary education, with a focus on identifying effective approaches that teachers can use to improve students' comprehension and engagement with texts [6]. The results of this study emphasize the need for ongoing professional development for teachers to improve their instructional practices. A recent study examined how the COVID-19 pandemic affected the reading development of elementary school students who were in third grade when it began. The study's objective was to understand the long-term effects of a disrupted learning environment on students' reading abilities [7]. The results of the study can inform future pedagogical approaches as educators adapt to similar problems.

Overall, the body of research points to the urgent need for comprehensive instructional support. This support should aim to equip future teachers with effective strategies for developing functional reading skills in elementary school students. These studies identify visualization tools, adaptive teaching methods, closing resource gaps, and ongoing professional development as critical components.

If I'm not mistaken, here are the research methods and results of three studies on the topic of methodological support for future teachers in developing functional reading skills in elementary school students:

1. Explicit instruction and professional development.

Research methods: This study used a meta-analysis of 25 studies conducted between 2006 and 2015, focusing on interventions to improve early reading skills in kindergarten and third grade. The study analyzed the effects of group size, session frequency, and instructional materials. Specific interventions included explicit instruction, mentoring, coaching, and blended learning models [8].

Results: The study found that individualized interventions were more effective than small group sessions. Frequent sessions had a greater impact than fewer but longer sessions. Explicit instruction using standardized materials significantly improved decoding and phonemic awareness. Teacher professional development emphasizing evidence-based practices increased the effectiveness of these interventions [9].

2-An action research on reading fluency

Research methods: This action research was conducted with a fifth grade student who was experiencing reading difficulties. The methods employed included repeated reading, paired reading, word repetition, vocabulary notebooks, and word mapping. The study also incorporated performance-based assessments using texts appropriate to the student's reading level [10].

Results: Repeated reading showed improvements in fluency and reduced errors in recognizing sounds, syllables, and words. Paired reading with an experienced reader (teacher or peer) appeared to significantly improve comprehension and motivation. Vocabulary enrichment through word mapping and notebooks showed promising results in improving word recall and comprehension. Overall, the student's reading fluency showed notable improvement, aligning with grade level expectations [10. - 23].

3. Choral Reading and Audiobooks

Research methods: This study explored a variety of approaches to cyclical reading, including choral reading (where students read together in the classroom), paired reading, and the use of audiobooks alongside written texts. The study looked at how student engagement and progress changed over time.

Results: Choral reading showed that students could be engaged in the same way as other students, without feeling excluded if they were struggling. Paired reading showed that students could work together and learn from each other. Audiobooks have been found to support students with

dyslexia or other reading difficulties by offering auditory reinforcement in conjunction with visual text. The combined use of these methods has been shown to enhance vocabulary acquisition, fluency, and confidence in students facing challenges with reading [11]. Drawing from the research evidence concerning methodological support for future teachers in developing functional reading skills in elementary school students, several contradictions or gaps in knowledge can be identified. These gaps underscore areas where current practices and knowledge may be lacking, highlighting the need for further research and development.

Many studies have indicated a discrepancy between the scientific principles of reading and their practical application in the classroom. For instance, while evidence-based practices emphasize phonics and phonological awareness, many teachers continue to rely on outdated or ineffective strategies due to a lack of training or resistance to change [12]. This discrepancy underscores the urgent need for updated teacher education programs that will bridge the gap. The importance of research devoted to methodological support for future teachers in developing the functional reading skills of elementary school students is due to many contradictions identified in modern scientific works.

First, there appears to be a discrepancy between the need for future teachers to develop strong methodological skills in teaching reading and the insufficient organization of their training. This observation is supported by the research of Carter (2000) and other authors. Teachers recognize the importance of extracurricular activities, yet they face challenges in implementing them effectively due to a lack of practical tools.

Secondly, there appears to be a discrepancy between future teachers' awareness of strategies for working with texts and their ability to apply them in the actual educational process, as evidenced by research conducted in schools in the Oromia region. This suggests a potential gap in methodological support and practical orientation within teacher education. The lack of methodological materials and texts adapted for active learning methods also poses challenges.

Third, the analysis of methodological training of future teachers shows a gap between theoretical knowledge of constructivist approaches, such as Piaget's concept of active learning, and the practical implementation of these principles in school teaching. Future teachers often encounter difficulties integrating meaningful reading strategies and helping younger students develop skills in working with higher-order texts.

Several aspects could be considered when identifying existing gaps. These include an analysis of the content of teacher training programs, a study of teachers' practical training and internship experience, an analysis of teaching and learning materials and teaching strategies, as well as a study of organizational and resource support for future teachers. It is therefore recommended that methodological support be revised and systemic approaches to the training of future teachers be developed, to determine the relevance of further research in this area.

There appears to be a discrepancy between future teachers' theoretical understanding of strategies for developing functional reading skills and their practical readiness to apply these strategies in the educational process. There is also a gap between the need to use active methods of teaching reading and the limited methodological resources and organizational support in the process of teacher training.

Materials and research methods.

The study employed a qualitative research design aimed at examining how methodological support contributes to the preparation of future elementary school teachers for developing functional reading skills among younger learners. Given the exploratory nature of the research problem, qualitative inquiry was considered the most appropriate approach for capturing teachers' professional experiences, perceptions, and interpretations of current challenges in teacher education.

The research focused on the discrepancy frequently observed between theoretical training in pedagogical universities and the practical implementation of reading instruction strategies in elementary classrooms. Addressing this issue required access to participants' professional judgments

and accumulated teaching experience rather than numerical indicators. Semi-structured interviews were therefore selected as the primary source of empirical data [13].

Data analysis was conducted through thematic analysis following the framework proposed by Braun and Clarke (2006, 2021). This analytical approach made it possible to identify recurring patterns within participants' accounts and to explore how experienced teachers conceptualize effective methodological preparation for fostering functional reading skills. The flexibility of thematic analysis was particularly valuable because the study sought to examine a complex educational phenomenon situated at the intersection of teacher education, literacy development, and pedagogical practice [14].

Participants were recruited through purposive sampling, a strategy commonly used in qualitative research when information-rich cases are required to illuminate a specific phenomenon. Selection focused on individuals capable of providing detailed insights into the preparation of future elementary school teachers and the practical realities of literacy instruction.

The inclusion criteria comprised: (a) a university degree in education or pedagogy; (b) current employment in elementary education; (c) a minimum of ten years of professional teaching experience; and (d) direct involvement in literacy instruction and methodological activities within schools. Educators with limited classroom experience or without direct engagement in elementary literacy education were not considered for participation.

Ten elementary school teachers participated in the study. The sample included six female and four male educators aged between 35 and 55 years. Professional experience ranged from 10 to 30 years. Participants represented both public and private educational institutions, which allowed the inclusion of perspectives derived from different organizational contexts.

The principle of information power and thematic saturation guided the decision to involve ten participants. Rather than pursuing statistical representativeness, the study sought depth and richness of data. During the analytical process, substantial overlap in participants' accounts became evident after the eighth interview. Interviews nine and ten confirmed previously identified patterns and yielded only minor variations without generating additional conceptual categories. At this stage, the data corpus was considered sufficiently developed to address the research objectives, indicating the achievement of thematic saturation.

To ensure confidentiality, each participant was assigned a pseudonym (H1–H10). Identifying information was removed from transcripts before analysis. (see Table 1).

Table 1: Anonymity of respondents.

Pseudonyms	Position
H1	A teacher with 6-10 years of experience
H2	A teacher with 10-11 years of experience
H3	A teacher with 12-13 years of experience
H4	A teacher with 14-15 years of experience
H5	A teacher with 15-18 years of experience
H6	A teacher with 18-20 years of experience
H7	A teacher with 20-23 years of experience
H8	A teacher with 23-25 years of experience
H9	A teacher with 25-27 years of experience

H10	A teacher with 28-30 years of experience
Note: compiled by authors	

Data collection was conducted in November 2024 through individual semi-structured interviews. This format allowed participants to discuss their professional experiences while ensuring sufficient flexibility to explore emerging issues relevant to the research questions [13. - 56].

The interview guide was developed based on an extensive review of scholarly literature addressing functional literacy, reading instruction, teacher education, and methodological support in elementary schooling. Questions were organized around three interconnected domains: perceptions of functional reading development, experiences related to teacher preparation, and challenges encountered when implementing contemporary reading strategies in classroom practice [14. - 28].

Each interview lasted between 40 and 60 minutes and was conducted in Russian. The use of participants' preferred language facilitated nuanced discussion of professional experiences and minimized potential communication barriers. All interviews were audio-recorded following informed consent and subsequently transcribed verbatim.

In addition to audio recordings, field notes were maintained throughout the data collection process. These notes documented contextual observations, non-verbal reactions, emerging analytical ideas, and reflections relevant to the interpretation of interview data. Such records provided supplementary information during the analytical phase and assisted in preserving contextual meaning.

Data Analysis

Interview transcripts were analyzed using the six-phase thematic analysis procedure proposed by Braun and Clarke.

The first phase involved familiarization with the data. Audio recordings were transcribed verbatim and repeatedly reviewed alongside the transcripts. Multiple readings facilitated immersion in the dataset and supported the identification of preliminary patterns associated with teachers' experiences of methodological preparation and reading instruction.

The second phase focused on generating initial codes. Coding was conducted manually through systematic examination of each transcript. Meaning units consisting of words, phrases, sentences, or extended segments expressing a coherent idea were identified and assigned descriptive labels. Examples of initial codes included "lack of practical training," "difficulty adapting reading strategies," "limited methodological resources," "importance of mentoring," and "use of digital tools."

The third phase involved searching for themes. Related codes were grouped into broader conceptual categories reflecting shared meanings. For instance, the codes "lack of practical training," "insufficient teaching practice," and "difficulty transferring theory into practice" were clustered within the category "practice-oriented preparation." Similarly, codes associated with mentoring, professional collaboration, and support from experienced teachers were integrated into the category "professional support mechanisms."

The fourth phase consisted of reviewing candidate themes. At this stage, coded extracts and thematic groupings were systematically compared across interviews to assess internal coherence and conceptual distinctiveness. Several preliminary categories were merged, refined, or reorganized to ensure consistency with the research objectives and the overall dataset.

The fifth phase involved defining and naming themes. Analytical attention shifted from descriptive categorization to conceptual interpretation. Three overarching themes emerged from the analysis: (1) the theory–practice gap in teacher preparation for functional reading instruction; (2) institutional and methodological barriers affecting professional readiness; and (3) conditions supporting the development of pedagogical competence in literacy education. These themes captured the central dimensions of participants' experiences and reflected recurring concerns across the dataset.

The final phase focused on producing the report. The themes were examined in relation to the study's research questions and interpreted within the broader context of contemporary scholarship on functional literacy and teacher education. Representative quotations were selected to illustrate key patterns while preserving the authenticity of participants' perspectives.

Trustworthiness and Ethical Considerations

Several strategies were employed to enhance the credibility and trustworthiness of the study. Analytical decisions were documented throughout the coding and theme development process, creating an audit trail that increased transparency. Continuous comparison of transcripts, codes, and thematic interpretations contributed to analytical consistency and reduced the likelihood of premature conclusions.

Attention was also paid to preserving participants' meanings during transcription and interpretation. Direct quotations were retained within the analytical framework to ensure that thematic conclusions remained grounded in empirical evidence rather than abstract assumptions.

Ethical principles guided all stages of the research process. Participation was voluntary, and informed consent was obtained before data collection. Participants received information regarding the purpose of the study, procedures for data handling, confidentiality measures, and the right to withdraw without consequence. Audio recordings and transcripts were stored securely and used exclusively for research purposes. The use of pseudonyms ensured anonymity in all research reports and publications.

Through the integration of rigorous participant selection, systematic thematic analysis, and transparent analytical procedures, the study generated a detailed account of the methodological challenges and opportunities associated with preparing future elementary school teachers to develop functional reading skills among younger learners.

Results and their discussion.

Our analysis revealed five key themes that characterize the determinants of methodological support for future teachers in developing functional reading skills in elementary school students: (1) difficulties in developing functional reading in elementary school students, (2) techniques and strategies for developing functional reading, (3) problems of teacher adaptation in teaching reading at the elementary stage, (4) deficits in methodological training of future teachers, and (5) use of digital technologies in teaching reading.

Our findings suggest that one of the central challenges is junior high school students' limited attention span, which can hinder the development of functional reading. Teachers have observed that students may face difficulties in analyzing text and comprehending its structure, as noted by a respondent (H1): "Children read words but do not always understand their meaning, especially if the text contains complex logical connections." At the same time, another respondent (H2) shared the following perspective: "Students often lose the thread of the narrative, especially if the text is long or full of complex terms."

The second significant aspect that may be worth considering is the use of effective techniques and strategies for the development of functional reading. During the analysis, it was found that active reading techniques, game techniques, and text labeling have a positive impact on the development of functional reading skills. One respondent (H3) shared an illuminating perspective, stating, "game techniques not only assist children in memorizing information but also in applying it thoughtfully in their daily lives." However, another teacher (H4) shared a different perspective, noting that finding the right strategy for each student can be challenging due to variations in their level of preparation.

The third identified problem is related to teachers' adaptation to teaching reading at the elementary stage. Future teachers are faced with different levels of pupils' preparation, the need to individualize teaching, and the need to work with children with special educational needs (SEN). As respondent (H5) noted, "some children come to the first grade already knowing how to read, while others are just getting acquainted with letters, and the teacher has to organize the work in such a way that everyone benefits from the lesson". At the same time, another respondent (H6) emphasized:

“working with children with SEN requires a special approach and knowledge, which is not always given during the training of future teachers”.

The fourth aspect concerns the deficit of methodological training of future teachers. In the course of the analysis we found out that teachers often receive mainly theoretical knowledge, while they lack practical skills of individual work with pupils. One respondent (H7) stated, “at university we study the theory of functional reading formation, but when we face real problems in the classroom, we do not always know how to solve them”. At the same time, another respondent (H8) noted, “most of the techniques we study do not take into account modern realities and need to be adapted”.

Finally, the fifth significant factor that emerged is the use of digital technology in reading instruction. Despite the potential of electronic resources, teachers face the limitations of digital tools and the difficulty of integrating them into the educational process. One respondent (H9) shared an observation that digital technologies have the potential to be useful, but their implementation often requires additional time and resources, which are not always available in schools. Conversely, another respondent (H10) shared, “e-books and interactive tasks can be motivating for children, but not all teachers are yet equipped to utilize them effectively in their practice.”

Additionally, our findings indicated that the current methodological training of future teachers may not fully equip them to effectively cultivate functional reading skills in younger pupils. During their professional training, the primary focus is on the theoretical study of methods. At the same time, the practical aspects of adapting to different levels of students' preparation and individual educational needs are not as emphasized. One participant (H3) expressed a desire for more hands-on experience, stating, “We learn the techniques in lectures, but we do not always understand how to apply them in a real classroom with different children.” Other respondents echoed this sentiment, emphasizing the need for practical experience working with specific cases.

In addition, future teachers have expressed some difficulty working with children who have special educational needs (SEN). The discussion revealed a common concern among teacher education students: a sense of uncertainty regarding the adaptation of reading tasks and methods for children with SEN. One participant shared their experience, saying, “We are told that we need to take into account the characteristics of the students, but they do not explain exactly how to do it” (H2). In this regard, respondents expressed hope for the introduction of more practice-oriented courses in the curricula of teacher training colleges that focus on adapting reading techniques for different groups of children. One participant shared a valuable insight, expressing the potential value of courses that teach analysis of real learning situations and the development of solutions.

Another important aspect is the use of digital technology in reading instruction. Despite recognizing the potential of digital tools, prospective teachers report a lack of knowledge about how to integrate them into the educational process. “We are shown various platforms but rarely explained how to apply them to develop specifically functional reading” (H4). Some respondents emphasized that digital technologies are perceived as an additional, but not the main tool, and their use remains fragmented. “I tried to use interactive tasks, but I encountered the fact that not all children understand how to work with them” [H7].

Thus, methodological support for future teachers in developing functional reading skills in primary school children requires a comprehensive approach that includes improving teacher training, individualization of training, adaptation of methods, and more active use of digital technologies. It is important not only to familiarize them with theoretical foundations, but also to provide more opportunities to practice functional reading development, especially in the context of working with multigrade classes and children with SEN. Better training in digital technology can also increase the confidence of future educators and make learning more effective and accessible to all students.

This study sought to contribute to the growing body of knowledge on the methodological support available to future teachers in developing functional reading skills in elementary school students. It examined which methodological techniques, pedagogical technologies, and forms of organizing the learning process most effectively contribute to the formation of functional literacy in primary school students. Our findings suggested that integrating practice-oriented techniques, using

digital technologies, and modeling real pedagogical situations may be key factors influencing the success of future teachers' training. Our findings seem to align with those of previous studies, which underscored the significance of actively engaging students of pedagogical specialties in the practical mastery of methods of teaching reading [15], as well as the necessity to adapt methodological tools to contemporary educational requirements.

Our results underscore the potential of an integrated approach to methodological support for future teachers, which combines the theoretical study of functional reading development strategies with their active application in various pedagogical contexts. These findings align with research suggesting that integrating traditional and innovative methods of reading instruction can enhance student learning and readiness for professional practice [16].

In addition, our findings align with previous research emphasizing that the inclusion of digital tools such as interactive platforms, e-books, and adaptive educational programs has a positive impact on the development of functional reading skills [3. - 97]. It has been observed that future teachers who receive training in the use of digital resources tend to exhibit a higher level of confidence in their ability to utilize modern technologies within the educational process, as evidenced by research.

It is also important to consider introducing special courses and mentoring programs that would allow future teachers to gain practical experience working with different categories of students.

Our findings also suggest the potential value in exploring the implementation of specialized courses and mentoring programs. These programs could offer future teachers the opportunity to gain hands-on experience working with diverse student populations, including children with special educational needs. This aligns with the findings of studies that underscore the significance of tailoring learning methods to the unique needs of learners to foster effective development of functional reading skills.

The results of this study underscore the significance of comprehensive methodological training for future teachers, with a focus on developing functional reading skills in junior high school students. It is important not only to familiarize students with the theoretical aspects of reading instruction methodology, but also to provide them with opportunities to test various pedagogical strategies in practice. In the spirit of continuous learning and improvement, further research could concentrate on the development of professional development programs. These programs could provide future teachers with the necessary tools to effectively build students' functional literacy.

The analysis revealed a persistent discrepancy between the methodological preparation provided in teacher education programmes and the realities encountered in contemporary elementary classrooms. While participants acknowledged the growing importance of functional reading literacy in primary education, they repeatedly emphasized the difficulties associated with translating theoretical knowledge into pedagogical action. The significance of this finding lies not merely in identifying a gap between theory and practice, but in understanding the mechanisms through which this gap is reproduced during professional preparation.

One explanation relates to the structure of teacher education itself. University courses frequently introduce future teachers to contemporary theories of reading instruction, models of functional literacy, and evidence-based teaching strategies. However, theoretical knowledge remains largely decontextualized when opportunities for its application are limited. Participants described situations in which methodological concepts were understood conceptually. Still, they proved difficult to implement in classrooms characterized by diverse learning needs, varying levels of reading readiness, and increasingly heterogeneous student populations. Under such conditions, professional competence depends not only on knowing instructional strategies but also on the ability to adapt them to unpredictable educational contexts.

The findings indicate that the interaction between knowledge acquisition and situated professional experience shapes methodological preparedness. This observation helps explain why experienced teachers often develop instructional solutions that extend beyond formal university preparation. Classroom practice requires continuous decision-making, diagnostic assessment of students' needs, and adaptation of teaching approaches. These competencies emerge gradually

through participation in authentic educational situations rather than through theoretical instruction alone. Consequently, the reported theory–practice divide appears to reflect a structural imbalance in teacher education programmes, where methodological knowledge is frequently separated from the contexts in which it must ultimately be applied.

Another important issue concerns the growing complexity of elementary literacy instruction. Participants noted that contemporary classrooms include learners with different levels of reading proficiency, linguistic backgrounds, and special educational needs. Such diversity substantially increases methodological demands placed on beginning teachers. Traditional preparation models often assume relatively homogeneous learning environments and therefore provide limited guidance for responding to complex classroom realities. The challenges reported by participants cannot be interpreted solely as deficiencies in individual teacher preparation; they also reflect broader transformations occurring within school education. As expectations regarding inclusive education and differentiated instruction continue to expand, teacher education programmes face increasing pressure to prepare graduates for pedagogical environments that are considerably more complex than those reflected in conventional methodological training.

The findings also invite a more nuanced interpretation of the role of digital technologies in developing functional reading literacy. Existing literature frequently presents digital tools as mechanisms capable of enhancing reading engagement and supporting personalized learning. The interviews, however, revealed a more complicated picture. Participants did not question the educational potential of digital resources; rather, they expressed uncertainty regarding their pedagogical integration. This distinction is important because technological availability does not automatically translate into methodological competence. Difficulties emerged not from access to digital platforms but from insufficient understanding of how digital tools can support specific reading objectives, such as text interpretation, critical evaluation of information, or inferential comprehension. The challenge therefore appears methodological rather than technological.

The interviews further demonstrated that experienced teachers perceive mentoring and guided professional practice as essential components of methodological development. This finding may explain why practical experience was repeatedly described as more influential than formal coursework in preparing teachers for literacy instruction. Professional knowledge in teaching is not acquired exclusively through the transmission of theoretical concepts; it is constructed through observation, reflection, experimentation, and interaction with experienced colleagues. From this perspective, methodological support should be understood as a continuous professional process rather than a set of instructional techniques acquired during university study.

Conclusion

This study contributed to an in-depth understanding of the role of methodological support for future teachers in developing functional reading skills in elementary school students. The main factors influencing the effectiveness of future teachers' training were classified into four key categories: (1) practice-oriented methodologies, (2) use of digital technologies, (3) modeling of pedagogical situations, and (4) differentiated approach to teaching. The results obtained suggest that targeted methodological support contributes to the formation of students' necessary competence in teaching functional reading, as well as increases their readiness for professional activity. In addition to traditional methodological approaches, it is important to take into account modern trends in the educational sphere, providing the future generation of teachers with tools for effective teaching of schoolchildren.

Our findings suggest that a holistic system of teacher training that includes the theoretical study of methods, as well as their practical application in different educational contexts, could be beneficial. Interaction between pedagogical universities, educational organizations, and practicing teachers could play a key role in ensuring quality training of future specialists. This study contributes to the existing literature investigating the development of students' functional literacy and can serve as a reference for further developments in the field of pedagogical methodology.

However, it is important to acknowledge the study's limitations. The relatively small sample of respondents and the focus on certain methodological aspects may limit the generalizability of the results. Additionally, the study did not examine the long-term effects of methodological training on the professional performance of future teachers, which is an area that requires further research. It is therefore recommended that future research expand the study to include an analysis of the effects of different pedagogical strategies on the development of functional reading in elementary schools, as well as an examination of the effectiveness of teacher professional development programs. Another promising direction for future research could be the study of the impact of digital technologies and adaptive learning on the training of future teachers.

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БАСТАУЫШ СЫНЫП ОҚУШЫЛАРЫНЫҢ ФУНКЦИЯЛЫҚ ОҚУ ДАҒДЫЛАРЫН ДАМУДА БОЛАШАҚ МҰҒАЛІМДЕРГЕ ӘДІСТЕМЕЛІК ҚОЛДАУ

Аңдатпа

Мақала бастауыш сынып оқушыларының функционалдық оқу дағдыларын дамытуда болашақ мұғалімдерді әдістемелік қамтамасыз ету мәселесіне арналған. Зерттеудің мақсаты – мұғалімдерді кәсіби даярлау сатысында әдістемелік қамтамасыз ету қажеттілігін негіздеу, сонымен қатар оқуға үйретудің заманауи стратегияларын қолдануға мұғалімдердің теориялық негіздері мен практикалық дайындығы арасындағы қайшылықтарды анықтау. Зерттеуде әдістемелік қамтамасыз етудің негізгі аспектілері қарастырылып, педагогикалық тәжірибедегі бар кедергілер талданады және болашақ мұғалімдерді дайындау сапасын арттыру үшін оларды еңсеру жолдары ұсынылады. Зерттеудің әдістемелік негізі мұғалімдермен жартылай құрылымдық сұхбат деректерін өңдеу үшін қолданылатын тақырыптық талдау әдісі болды. Бұл әдіс икемділіктің жоғары дәрежесіне ие, бұл оны деректердің әртүрлі түрлеріне және зерттеу тапсырмаларына бейімдеуге мүмкіндік береді. Тақырыптық талдау болашақ мұғалімдердің функционалдық оқуды дамыту әдістерін меңгеру барысында кездесетін негізгі проблемаларды анықтауға, сондай-ақ оларды жоюдың ықтимал шешімдерін анықтауға мүмкіндік берді. Зерттеу нәтижелері болашақ мұғалімдерді даярлау жүйесіне тәжірибеге бағытталған әдістерді, цифрлық технологияларды және педагогикалық жағдаяттарды модельдеуді интеграциялаудың маңыздылығын көрсетеді. Болашақ бастауыш сынып мұғалімдерінің құзыреттілігін қалыптастыруда білім беру ұйымдарының, педагогикалық жоғары оқу орындарының және тәжірибелік мамандардың өзара әрекеттестігі шешуші рөл атқарады. Зерттеудің нәтижелері функционалдық сауаттылық мәселелері бойынша бар ғылыми базаны толықтырады және педагогикалық әдістеме саласындағы одан әрі әзірлемелер үшін пайдаланылуы мүмкін.

Негізгі сөздер: әдістемелік қамтамасыз ету, функционалдық сауаттылық, болашақ мұғалімдерді дайындау, бастауыш сынып, оқуға үйрету стратегиялары, тақырыптық талдау.

МЕТОДИЧЕСКАЯ ПОДДЕРЖКА БУДУЩИХ УЧИТЕЛЕЙ В РАЗВИТИИ ФУНКЦИОНАЛЬНЫХ НАВЫКОВ ЧТЕНИЯ У УЧАЩИХСЯ НАЧАЛЬНЫХ КЛАССОВ

Аннотация

Статья посвящена проблеме методической поддержки будущих учителей в развитии функциональных навыков чтения у учащихся начальных классов. Цель исследования — обоснование необходимости методического сопровождения будущих учителей на этапе профессиональной подготовки, а также выявление противоречий между теоретической базой и практической готовностью учителей к использованию современных стратегий обучения чтению. В рамках исследования рассматриваются основные аспекты методической поддержки, анализируются существующие барьеры в педагогической практике и предлагаются пути их преодоления для повышения качества подготовки будущих учителей. Методологическую основу исследования составили положения тематического анализа, примененного для обработки данных полуструктурированного интервью с педагогами. Данный метод характеризуется высокой гибкостью, что позволяет адаптировать его к различным видам данных и исследовательским задачам. Тематический анализ позволил выявить ключевые проблемы, с которыми сталкиваются будущие учителя в процессе освоения методик формирования функциональной грамотности чтения, а также определить возможные пути их преодоления. Результаты исследования подчеркивают важность интеграции практико-ориентированных методик, цифровых технологий и моделирования педагогических ситуаций в систему подготовки будущих учителей. Взаимодействие образовательных организаций, педагогических вузов и практикующих специалистов играет решающую роль в формировании профессиональной компетентности будущих учителей начальной школы. Выводы исследования дополняют существующую научную базу по вопросам функциональной грамотности и могут быть использованы для дальнейших разработок в области педагогической методики.

Ключевые слова: методическая поддержка, функциональная грамотность, подготовка будущих учителей, начальная школа, стратегии обучения чтению, тематический анализ.

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Information about authors:

Kalibek Ybyraimzhanov - professor of the departments “Methods of teaching and education”, Zhetysu University named after I. Zhansugurov, Taldykorgan, Republic of Kazakhstan

E-mail: tarmpi_school@mail.ru

ORCID: <https://orcid.org/0000-0002-9773-8890>

Ainur Taurbekova - **corresponding author**, 2nd year doctoral student of the educational program Pedagogy and methodology of primary education, Zhetysu University named after I. Zhansugurov, Taldykorgan, Republic of Kazakhstan

E-mail: taurbekova71@mail.ru

ORCID: <https://orcid.org/0000-0002-9220-7732>

Информация об авторах:

Калибек Ыбыраимжанов – профессор кафедры Методики обучения и воспитания, Жетысуский университет, г.Талдыкорган, Республика Казахстан

E-mail: tarmpi_school@mail.ru

ORCID: <https://orcid.org/0000-0002-9773-8890>

Айнур Таурбекова – **основной автор**, докторант 2 курса ОП «Педагогика и методика начального обучения», Жетысуский университет, г.Талдыкорган, Республика Казахстан

E-mail: taurbekova71@mail.ru

ORCID: <https://orcid.org/0000-0002-9220-7732>

Авторлар туралы ақпарат:

Ыбыраимжанов Калибек Турдыгазиевич - педагогика ғылымының докторы, профессор І. Жансүгіров атындағы Жетісу университеті, Талдықорған қ., Қазақстан Республикасы

E-mail: tarmpi_school@mail.ru

ORCID: <https://orcid.org/0000-0002-9773-8890>

Таурбекова Айнура Сапашовна - **негізгі автор**, І. Жансүгіров атындағы Жетісу университеті «Бастауыш оқытудың педагогикасы мен әдістемесі» білім беру бағдарламасының 2 курс докторанты, Талдықорған қ., Қазақстан Республикасы

E-mail: taurbekova71@mail.ru

ORCID: <https://orcid.org/0000-0002-9220-7732>