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THE EFFECTIVENESS OF USING DIGITAL TECHNOLOGIES IN COMPLETING TASKS AIMED AT DEVELOPING READING LITERACY

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Abstract. The article examines the effectiveness of using digital technologies in completing tasks aimed at developing reading literacy among primary school students. The digitalization of the modern educational process increases the importance of the effective use of digital technologies in developing reading literacy among primary school students. Since the ability to locate, understand, and interpret information in a text and draw conclusions constitutes an essential component of reading literacy, determining the effectiveness of completing reading literacy tasks in a digital format is particularly relevant. The purpose of this study is to determine the effectiveness of using digital technologies in completing tasks aimed at developing reading literacy. The research employed analysis and systematization of scientific and pedagogical literature, content analysis, comparative analysis, pedagogical observation, and analysis of students' task performance. The research material consisted of an informational text for third-grade students and a system of reading literacy tasks developed on its basis. The tasks were completed digitally through Google Forms and involved locating and understanding information, interpretation, generalization, and drawing conclusions. The results showed that completing reading literacy tasks in a digital format contributed to students' active participation in learning activities, development of text-processing skills,

and independent task completion. Immediate digital feedback enabled students to check the accuracy of their answers, identify errors, and return to the text when necessary. In addition, Google Forms facilitated the rapid collection and recording of students' responses and the assessment of learning outcomes. The gradual increase in task complexity supported the systematic organization of reading activities, ranging from locating explicit information to interpreting and generalizing it. The practical value of the study lies in the possibility of using the proposed task system to develop reading literacy among primary school students. It can also support teachers in organizing digital reading tasks through Google Forms, providing timely feedback, and efficiently assessing students' learning outcomes.

Keywords: reading literacy, digital technologies, digital education, primary school, learning tasks, text processing, Google Forms, digital environment

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ОҚУ САУАТТЫЛЫҒЫН ҚАЛЫПТАСТЫРУҒА АРНАЛҒАН ТАПСЫРМАЛАРДЫ ОРЫНДАУДА ЦИФРЛЫҚ ТЕХНОЛОГИЯНЫ ҚОЛДАНУДЫҢ ТИІМДІЛІГІ

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Аннотация. Мақалада бастауыш сынып оқушыларының оқу сауаттылығын қалыптастыруға арналған тапсырмаларды орындауда цифрлық технологияларды қолданудың тиімділігі қарастырылады. Қазіргі білім беру үдерісінің цифрлануы бастауыш сынып оқушыларының оқу сауаттылығын қалыптастыруда цифрлық технологияларды тиімді қолданудың маңызын арттырып отыр. Білім алушының мәтіндегі ақпаратты табуы, түсінуі,

интерпретациялауы және қорытынды жасауы оқу сауаттылығының маңызды құрамдас бөліктері болғандықтан, осы дағдыларды қалыптастыруға арналған тапсырмаларды цифрлық форматта орындаудың тиімділігін анықтау өзекті болып табылады. Зерттеудің мақсаты – оқу сауаттылығын қалыптастыруға арналған тапсырмаларды орындауда цифрлық технологияларды қолданудың тиімділігін анықтау. Зерттеу барысында ғылыми-педагогикалық әдебиеттерді талдау және жүйелеу, контент-талдау, салыстырмалы талдау, педагогикалық бақылау және білім алушылардың тапсырмаларды орындау нәтижелерін талдау әдістері қолданылды. Зерттеу материалы ретінде 3-сынып оқушыларына арналған ақпараттық мәтін және оның негізінде құрастырылған оқу сауаттылығын қалыптастыруға бағытталған тапсырмалар жүйесі алынды. Тапсырмалар Google Forms платформасында цифрлық форматта орындалып, олардың мазмұны ақпаратты табу, түсіну, интерпретациялау, жалпылау және қорытынды жасау әрекеттерін қамтыды. Зерттеу нәтижесінде оқу сауаттылығын қалыптастыруға арналған тапсырмаларды цифрлық форматта орындау білім алушылардың оқу әрекетіне белсенді қатысуына, мәтінмен жұмыс істеу дағдыларын дамытуға және тапсырмаларды өз бетінше орындауына оң ықпал ететіні анықталды. Цифрлық форматтағы жедел кері байланыс білім алушыларға жауаптарының дұрыстығын бірден анықтап, жіберген қателерін көруге және мәтін мазмұнына қайта оралуға мүмкіндік берді. Сонымен қатар Google Forms платформасын қолдану оқушылардың жауаптарын жедел жинақтауға, нәтижелерді тіркеуге және оқу жетістіктерін бағалауға жағдай жасады. Тапсырмалардың мазмұндық тұрғыдан біртіндеп күрделенуі ақпаратты тікелей табудан оны интерпретациялау мен жалпылауға дейінгі оқу әрекеттерін жүйелі ұйымдастыруға мүмкіндік беретіні анықталды. Зерттеудің практикалық құндылығы ұсынылған тапсырмалар жүйесін бастауыш сынып оқушыларының оқу сауаттылығын қалыптастыруда қолдануға, сондай-ақ мұғалімдердің Google Forms арқылы тапсырмаларды цифрлық форматта ұйымдастыруына, білім алушыларға жедел кері байланыс беруіне және олардың оқу нәтижелерін жедел бағалауына болатындығымен айқындалады.

Түйін сөздер: оқу сауаттылығы, цифрлық технологиялар, цифрлық білім беру, бастауыш сынып, оқу тапсырмалары, мәтінмен жұмыс, Google Forms, цифрлық орта

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ЭФФЕКТИВНОСТЬ ИСПОЛЬЗОВАНИЯ ЦИФРОВЫХ ТЕХНОЛОГИЙ ПРИ ВЫПОЛНЕНИИ ЗАДАНИЙ, НАПРАВЛЕННЫХ НА ФОРМИРОВАНИЕ ЧИТАТЕЛЬСКОЙ ГРАМОТНОСТИ

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Аннотация. В статье рассматривается эффективность использования цифровых технологий при выполнении заданий, направленных на формирование читательской грамотности учащихся начальных классов. Цифровизация образовательного процесса актуализирует поиск эффективных инструментов развития у младших школьников навыков поиска, понимания, интерпретации и обобщения текстовой информации. В связи с этим особую значимость приобретает оценка эффективности выполнения заданий по читательской грамотности в цифровой среде. Цель исследования - определить возможности использования цифровых технологий при выполнении заданий, направленных на формирование читательской грамотности учащихся начальных классов. В ходе исследования применялись анализ и систематизация научно-педагогической литературы, контент-анализ, сравнительный анализ, педагогическое наблюдение и анализ результатов выполнения учащимися учебных заданий. Материалом исследования послужили информационный текст для учащихся 3-го класса и разработанная на его основе система заданий по формированию читательской грамотности. Задания выполнялись в цифровом формате с использованием платформы Google Forms и охватывали такие виды читательской деятельности, как поиск и понимание информации, ее интерпретация, обобщение и формулирование выводов. Результаты исследования показали, что применение цифрового формата сопровождалось повышением учебной активности учащихся, способствовало отработке навыков работы с текстом и повышению самостоятельности при выполнении заданий. Оперативная обратная связь позволяла учащимся сразу определять правильность ответов, выявлять допущенные ошибки и повторно обращаться к содержанию

текста. Использование Google Forms обеспечивало оперативный сбор, фиксацию и обработку ответов, а также оценивание результатов выполнения заданий. Установлено, что последовательное усложнение содержания заданий позволяет системно организовать читательскую деятельность - от непосредственного поиска информации до ее интерпретации, обобщения и формулирования выводов. Практическая значимость исследования заключается в возможности использования предложенной системы заданий учителями начальных классов для развития читательской грамотности, организации работы в цифровой среде, предоставления оперативной обратной связи и оценивания результатов учебной деятельности.

Ключевые слова: читательская грамотность; цифровые технологии; начальная школа; учебные задания; работа с текстом; Google Forms; цифровая среда

Introduction. Digital technologies in the modern education system not only updates the content of education and teaching technologies, but also fundamentally changes the structure of the learning activity of primary school students, forms of working with text, methods of receiving and processing information, as well as tools for assessing learning outcomes. At the same time, digital technologies have become an integral part of the educational process, playing an important role in increasing students' motivation to learn, personalizing learning, and revitalizing learning content. Today, in primary school practice, reading materials are not limited to a single printed text, but are presented through electronic textbooks, interactive tasks on educational platforms, multimedia texts, infographics, hyperlinked materials, and various digital libraries. UNESCO associates the impact of this process on the quality of education with the potential of digital innovations to complement, enrich, and transform education, and to accelerate progress towards SDG4 goals.

However, digital tools themselves do not automatically improve the quality of learning: the limited cognitive resources of primary school children, the period of formation of attention stability, weak metacognitive control, as well as the dependence of learning motivation on external factors make it especially necessary to organize learning in a digital environment effectively. However, in the process of working with digital tools, students develop and strengthen values such as cooperation, responsibility, diligence, and independence (National Academy of Education, 2025). Therefore, identifying the theoretical methodological foundations of the formation of reading literacy of primary school students in the context of digital education is the task that forms the scientific core of the study.

Reading literacy in the modern international understanding is not limited to reading techniques or the level of correct pronunciation of words; it is described as the ability to understand, use, evaluate, reflect on and actively interact with texts to achieve personal goals, develop knowledge and potential, and participate in society. This definition is clearly confirmed in the PISA 2018 assessment

framework, which specifies that «reading literacy» includes several aspects of a student's interaction with texts (finding/selecting information, interpreting, evaluating and reflecting). The OECD's review of reading literacy notes that in the 21st century, reading will move to digital platforms and will require readers to compare and contrast different sources, navigate in two dimensions, distinguish between fact and opinion, and construct knowledge.

Literature review. In the current globalization era, the technologies of the education system is closely related to the rapid development of digital technologies. In this context, the concepts of «digital education», «literacy» and «formation of literacy» are becoming one of the relevant areas of scientific pedagogical research. In this regard, the President of Kazakhstan, K.K. Tokayev, in his 2025 address, noted that «Kazakhstan must necessarily become a digital country within three years. We need to modernize the economy as much as possible through mass digitization and the introduction of artificial intelligence technology. For this, first of all, it is necessary to adopt the Digital Code», and on January 9, 2026, he approved the Digital Code of the Republic of Kazakhstan. This code provides that «the state shall ensure equal conditions for the development of individual initiatives and competition in the digital environment (Digital Code, 2026).

The concept of «digital education» refers to the organization of the educational process through information and communication technologies (ICT). According to researchers, digital education is considered not only a means of delivering knowledge, but also a comprehensive environment aimed at developing the cognitive activity, independence and critical thinking of the learner. For example, international studies note that digital education contributes to the individualization of learning content, increasing interactivity and strengthening the motivation of students to learn. In addition, learning in a digital environment allows students to develop their skills in searching, analyzing and evaluating information.

Foreign researchers interpret the concept of «digital education» from different perspectives. For example, Selwyn (2016) considers digital education not only as the use of information technologies, but also as a reflection of social and cultural changes in the education system. Redecker (2017) describes digital education as a pedagogical ecosystem aimed at developing students' digital competence.

In addition, the international organization OECD (2021) indicates that the main goal of digital education is to prepare learners to act effectively in the information society. Comparing these views, it can be seen that digital education is not just a tool, but a complex system that restructures the content, methods and results of learning.

In recent studies, the concept of digital education is also considered from the perspective of «platformization». Decuyper, Grimaldi and Landri (2021) consider the digital education space as a complex socio-technological system closely related to platform infrastructures. According to the authors, digital platforms not only change the learning process and organizational methods, but also have a significant impact on the content of education, management mechanisms and

interaction between participants. As a result, the educational process is moving to a new format that is data-driven, algorithmically regulated and standardized.

The works of foreign researchers reviewed above show that the concept of «digital education» is multifaceted and complex. In order to systematize various scientific approaches and identify their content features, a content analysis was conducted on the works of foreign and domestic scientists. During the content analysis, the definitions of the researchers were grouped into main content areas, and the leading categories that reveal the essence of digital education were identified.

Table 1 – Table of content analysis of the concept of «digital education» in domestic and foreign countries

№	Authors, year	The content of the concept of «digital education»
1	Smowl Blog	Digital education is a teaching and training strategy designed to adapt to the new demands of the information society; it aims to improve learning through the use of innovation and technology and develop learners' digital skills.
2	«Partnerships in Digital Education 2022–2030» (project, EU/RF experience – according to Musaeva's analysis)	Digital education is a way of providing educational services using digital platforms, new educational and digital technologies, digital devices and digital educational resources (lectures, courses, services - all considered as a digital ecosystem).
3	M.E. Weindorf Sysoeva, M.V. Subocheva	Digital education is the process of organizing interaction between teachers and students in a digital educational environment in the direction of «goals – results»; that is, a new form of pedagogical communication in a digital environment.
4	E.V. Kiseleva, 2022	Analyzing various authors, the author interprets digital education as an innovative educational model that relies on modern digital tools and services, ensuring management, monitoring and personalization of the learning process (digital services, digital environment, set of digital services).
5	K.D. Buzaubakova, A.S. Amirova, A.A. Makovetskaya, 2022	In the work «Digital Pedagogy», the digital educational process is characterized by the formation of a digital educational environment (platforms, digital resources, digital footprint, Big Data, artificial intelligence, etc.), implemented in the information environment; the main emphasis is on personalized, technological learning in accordance with the characteristics of the digital generation.
6	S.T. Mussayeva, 2024	Analyzing domestic and foreign sources, the author considers «digital education» as a set of knowledge, skills and abilities obtained through the use of modern education and digital technologies; that is, a learning outcome aimed at the formation of competencies in a digital environment.
7	K.D. Buzaubakova and colleagues (chapter on the digital education process)	The digital education process is an educational process that takes place in an information digital environment, conditioned by the requirements of the digital economy, digital technologies and the «digital generation», where digital technologies (VR/AR, chat bots, blockchain, etc.) radically change the content, form, and methods of learning.

Based on the definitions of scientists, we have defined the concept of «digital education» in an integral way and considered it as «Digital education is a modern educational model that bases the learning process on digital platforms, resources and devices, providing learners with the opportunity to learn at any time and anywhere, accessible and personalized, as well as aimed at forming their digital competencies». Scientific research has proven that the appropriate use of digital technologies has a positive impact on the development of reading literacy. In particular, working with texts in digital format in modern educational practice allows learners to develop their skills in searching, analyzing and using information. For example, the transition of the international PIRLS study to a digital format has shown that primary school students have increased the importance of skills in navigating, finding information through hyperlinks and analyzing it when working with text.

However, some studies also note that there may be individual difficulties when reading from a screen, such as distraction or poor comprehension of the text (Costanza et al., 2025). However, these situations do not negate the effectiveness of digital education, but rather indicate the need for its proper pedagogical organization. Nowadays, students' learning activities are not limited to paper format, but are carried out by combining digital and traditional resources.

In this regard, the guiding and regulatory role of the teacher in the formation of reading literacy in the context of digital education is of particular importance, as it contributes to the targeted development of students' skills to effectively work with information in a digital environment.

In order to better understand the content of the concept of reading literacy, it is important to consider it from different scientific perspectives. Although scientists define this concept differently, they all note that reading literacy is not limited to the ability to understand the text. For example, OECD (2019) describes reading literacy as the ability to understand, use, evaluate and reflect on the text, paying special attention to its functional significance. According to Snow (2002), who considers reading literacy as the result of the interaction between the text, the reader and the context, which indicates its dynamic and multifaceted nature. Kintsch (1998) in her works explains the learning process through cognitive models and justifies the importance of the process of constructing meaning.

Also, Abdrashova E.T. (2024) show that the use of digital resources in combination with traditional teaching methods contributes to improving the quality of education of students. In addition, it is noted that such an approach allows for the optimal use of the time and energy of participants in the educational process and creates conditions for the introduction of new forms and methods of teaching.

A comparative analysis of these definitions shows that reading literacy has a complex structure, consisting of cognitive, metacognitive and social components. Accordingly, the formation of reading literacy is also considered as a systematic and purposefully organized pedagogical process.

Scientific research emphasizes the importance of using various strategies for

working with text to effectively develop reading literacy. Duke and Pearson (2002) have proven the effectiveness of strategies such as predicting, asking questions, identifying the main idea, and drawing conclusions in developing students' comprehension skills. In addition, Pressley (2006) points out the need to combine the active participation of students and the guiding role of the teacher in the formation of reading literacy.

Thus, the process of forming reading literacy requires, in addition to traditional teaching methods, the effective use of the capabilities of the digital environment, which in turn will become the basis for students to successfully act in the information society.

Currently, there are different approaches to interpreting the concept of «reading literacy» in the educational space. In Russian-language scientific literature, it is translated as «читательская грамотность», however, in some pedagogical practices, this concept may be interpreted as limited to organizing mass book reading or measures to increase interest in reading. Such an approach does not fully reveal the content of reading literacy.

In scientific use in the Kazakh language, the concept of «reading literacy» has a broader meaning and is considered as a complex competence that includes not only reading skills, but also the ability to understand, analyze, evaluate information and use it in various contexts.

In this context, there is a need to distinguish between the concepts of «reading literacy» and «read literacy». While reading literacy is mainly associated with the formation of interest in reading, the development of a reading culture and the ability to read consistently, reading literacy is a complex competence that includes high-level cognitive skills for working with text - interpreting information, critical analysis and its application in various life situations. In addition, while reading skills are often associated with reading techniques (correct, understandable, expressive reading; speed; transition from reading in syllables to reading in a holistic way), reading literacy includes high-level actions that are formed on the basis of reading skills - constructing the meaning of the text, recognizing the structure of the text, separating the main idea, providing evidence, evaluating and reflecting. Functional literacy refers to the extension of reading literacy into a broader social application space and the use of reading as a tool for solving life problems; while digital literacy includes the culture of searching for, evaluating, processing, safely using information in a digital environment, and using digital tools appropriately. The interrelationship of these concepts confirms the following methodological principle: the formation of reading literacy in primary school is the foundation of functional and digital literacy; and in the context of digital education, reading literacy is supplemented by strategies for interacting with digital text.

Materials and methods. The research material was an informational text for the primary education level (grade 3) (Figures 1-2) and a system of tasks based on it aimed at developing reading literacy. The content of the text was selected in

accordance with the age characteristics of the students, aimed at increasing their cognitive interest and developing their skills in active work with the text.

Мәтін

Бақа дернәсілінің жетілуі бірнеше кезеңнен тұрады. Оны метаморфоз деп атайды.

Бақа жұмыртқаларын су қоймаларына (өзен, көл, суат т.б.) салады. Шамамен екі аптадан соң жұмыртқадан бақашабақтар шығады. Олардың аяғы болмайды, бірақ желбезегі мен құйрығы дамиды. 8 апта өткеннен кейін бақашабақтың артқы аяғы шығады. 16 аптадан кейін дернәсіл мүшелері жойылады. Бақаның өсіп-жетілген сайын өкпесі дамып, құйрығы кішірейді. Осылайша жас бақа ересек бақаға айналады. Дегенмен бақашабақтың бөрі бірдей тірі қалмайды. Олардың көпшілігін жыртқыштар жеп қояды.

Голиаф – ең үлкен бақа. Оның денесінің ұзындығы – 20–32 см, салмағы 3 кг-нан асады.

Оқушының алашқы энциклопедиясы

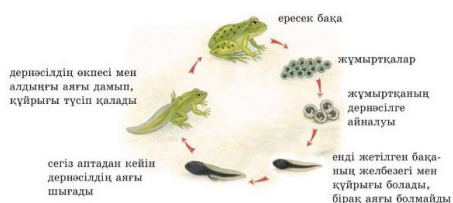


Figure 1 — Reading Literacy Text

1-тапсырма. Мәтінде айтылған метаморфоз дегеніміз не?

- а) бақаның жетілуі ұстауы
- ә) жануарлардың дене мүшелерінің біртіндеп өсуі
- б) дернәсілдің жетілуі
- в) бақашабақтың суда жүзу қабілеті

55

2-тапсырма. Неліктен бақашабақтардың бөрі бірдей ересек бақаға айнала бермейді?

3-тапсырма. 16 аптадан кейін бақаның қай мүшесі қалыптасады?

- а) құйрығы
- ә) басы
- б) көзі
- в) өкпесі

4-тапсырма. Мәтіндегі голиаф туралы дерек нені дәлелдейді?

- а) бақалардың бөрі бірдей көлемде болады
- ә) бақалардың ішінде ең ірілері де кездеседі
- б) бақалар өте кішкентай жәндіктермен қоректенеді
- в) голиаф тек суда ғана тіршілік етеді

Figure 2 — Tasks given on reading literacy

While using tasks in a digital environment, their content was preserved, and the form of their execution was changed. More specifically, the text was presented in electronic format, and students:

- read the text on the screen;
- performed tasks in an interactive format;
- had the opportunity to immediately mark their answers and find out the answer.

In addition, the task system was supplemented taking into account the capabilities of the digital environment. The task system presented in Figure 2 is aimed at understanding the content of the text and is intended to form the initial reading literacy skills of students. Such tasks include activities such as finding information in the text, understanding the main content, and making simple conclusions. They also gradually introduce students to the learning process and lay the foundation for performing subsequent more complex tasks.

The data obtained during the study made it possible to compare the features of performing tasks in digital and traditional formats. The results of the observation showed that the tasks presented in a digital environment increased the active participation of students in the learning process and had a positive effect on their motivation to learn. In addition, the presence of instant feedback allowed students to notice their mistakes in a timely manner, increasing the effectiveness of the learning outcome.

Results. In order to determine the effectiveness of the task system for the formation of reading literacy, an analysis of tasks based on informational texts for grade 3 was conducted. The tasks were considered in terms of the main processes of reading literacy - information retrieval, comprehension, interpretation and generalization skills.

The results of the study were consistent with the content of reading literacy specified in the literature review (OECD, 2019) and revealed that the proposed task system allows the development of information processing, analysis and application skills.

The tasks were prepared in digital format, given to students via Google Forms and are presented below.

1-task: What is metamorphosis in the text? This task is aimed at finding specific information in the text. The student works directly with the text by determining the meaning of the concept of «metamorphosis». Such tasks are effective in forming the initial level of reading literacy. Because they teach students to read the text carefully and distinguish key information. In this sense, the task directly corresponds to the initial level of reading activity indicated by (OECD, 2019).

The student must be able to distinguish the meaning of the main term in the text. The level of difficulty is medium, because although the information is given directly in the text, careful reading skills are required to recognize it correctly.

Assessment criteria:

Full understanding - the student chooses the correct answer («maturity of the larva»), accurately identifies the information in the text.

– Partial understanding - chooses a close, but incomplete answer (for example, «growth of animals»), that is, does not fully explain the concept.

– Incomprehension - chooses the wrong answer or does not answer.

2-task: Why don't all frogs grow into adults? The second task is more complex in content and is focused on determining cause-and-effect relationships. The student must analyze the information in the text and explain it in his or her own words. This task contributes to the development of interpretive skills. As Snow (2002) noted, reading literacy is associated with the process of constructing meaning, and such tasks lead the student to a deeper understanding of the information in the text.

The content of the task requires the interpretation of information in the text and is of high complexity. The correct answer is «predators eat them» based on the text.

The task is presented in an open format, so the student is required to understand the information in the text and express it in his or her own words, rather than choosing a ready-made answer. This develops not only the student's perception of the text, but also his or her ability to analyze it and construct meaning.

Assessment is carried out based on the following criteria: at the level of full understanding, the student clearly and accurately indicates the main reason in the text (for example, «predators eat them»); At the level of partial understanding, the answer is close to the general meaning, but is not fully revealed (for example, «some will not survive»); while at the level of misunderstanding, the learner gives an answer that does not correspond to the content of the text or does not answer at all.

3-task: Which limb of a frog is formed after 16 weeks? The third task, although aimed at identifying a specific fact, requires the student to carefully read the text

and accurately distinguish data. This task is an effective tool for consolidating basic reading literacy skills and developing attention and accuracy. In addition, it lays the foundation for performing subsequent more complex tasks.

The assessment is carried out based on the following criteria: at the level of complete understanding, the student selects the correct answer (c); at the level of partial understanding, the student selects the correct answer (c); and at the level of misunderstanding, the student gives an incorrect answer or does not answer at all.

4-task: What does the information about Goliath in the text prove? The fourth task is aimed at generalizing information and determining the main idea. The student understands the general meaning of the text by combining individual data and drawing conclusions. This indicates a high level of reading literacy. According to Kintsch (1998) theory, a full understanding of the text is achieved by integrating information, and this task allows you to form this skill.

The content of the task requires determining the main idea in the text, and the level of complexity is assessed as medium. The correct answer is «(b) there are also the largest frogs». The assessment is carried out based on the following criteria: at the level of full understanding, the student selects the correct answer (b); at the level of partial understanding, he selects an answer that is close to the content of the text, but not specific; and at the level of misunderstanding, he gives an incorrect answer or does not answer.

It was shown that the system of tasks is aimed at developing different levels of reading literacy in a relationship. In particular, the tasks include:

- information retrieval (tasks 1, 3),
- interpretation and explanation (task 2),
- generalization and conclusion (task 4).

It was found that the use of assessment criteria (full understanding, partial understanding, lack of understanding) allows for a more detailed assessment of students' learning achievements. This, in turn, contributes to increasing the effectiveness of the learning process.

The study found that using tasks in a digital environment allows for increased efficiency. Tasks provided through the Google Forms platform provided students with a convenient and quick way to complete them.

The peculiarity of this format is the interactive presentation of tasks, the ability to immediately mark answers, and automatic registration of results. This approach helps students save time, systematically organize their learning activities, and develop self-control skills.

In addition, working in a digital environment increases students' interest and increases their active participation in the learning process. The presence of instant feedback allows students to immediately see their mistakes and improves the quality of their learning outcomes.

Thus, the use of tasks on the Google Forms platform has shown that it allows for the effective organization of the process of forming reading literacy, increasing student independence, and quickly assessing learning outcomes.

Discussion. The results of the study showed that the use of tasks for the formation of reading literacy in a digital environment increases their effectiveness. It was found that if the content and structure of the tasks are based on the principle of gradual complication of the reading activity, students' skills in working with the text develop systematically.

Although tasks aimed at finding information are effective in forming the initial level of reading literacy, their effect was observed to be limited. It was found that tasks aimed at interpretation and drawing conclusions contribute more to students' deep understanding of the text, connecting information, and identifying the main idea. This indicates the importance of the content complexity of tasks in the formation of reading literacy.

Organizing tasks in a digital environment, using the Google Forms platform, increased the efficiency of their implementation. It was observed that the digital format increased the activity of students in completing tasks, increased the speed of response, and reduced the number of errors. E. V. Kiseleva (2022) points out the possibility of controlling and personalizing the learning process as an important advantage of digital education, and the results obtained prove that instant feedback and working at an individual pace in a digital format have a positive effect on the formation of reading literacy.

In order to clarify the results of the study, the performance indicators of the task system presented to 3rd grade students were analyzed, part of which is presented visually in Figure 3.

1-тапсырма. Мәтінде айтылған метаморфоз дегеніміз не?

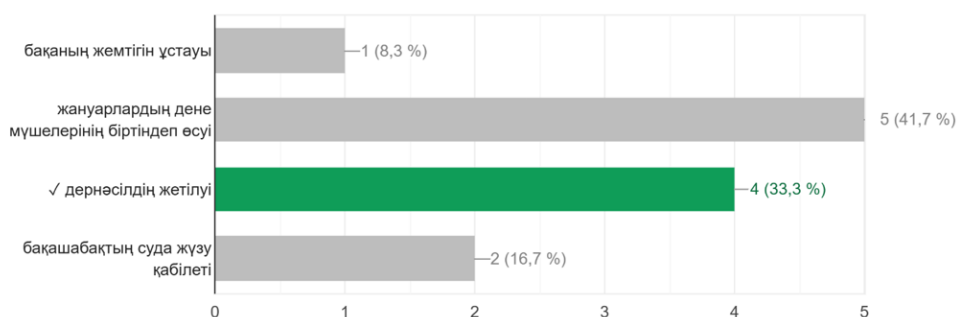


Figure 3 — Student response results for task 1

According to the results of the diagram, only a third of the students (33.3%) correctly selected the exact definition of the concept of «metamorphosis» given in the text. The majority of students (41.7%) indicated an option that, although close in meaning, did not exactly repeat the definition in the text. The answers of the remaining students did not correspond to the content of the text.

This situation indicates that students perceive the general content approximately

rather than fully understanding the text. That is, although they recognize the information and understand it to a certain level, they have difficulty accurately distinguishing the specific definition. Such a result is typical for the initial stage of the formation of reading literacy.

This feature coincides with the process of understanding the text described in scientific works. As studies have shown, students first master the general meaning of the text and only then develop the ability to accurately determine specific information (Kintsch, 1998). Therefore, such tasks play an important role as the initial step in the formation of reading literacy.

In addition, organizing tasks in a digital format (Google Forms) allowed students to quickly collect their answers and visually analyze the results. This shows that it is a suitable tool for effectively organizing the learning process and quickly assessing students' learning activities in the context of digital education.

In addition, the presence of instant feedback in a digital environment had a positive effect on the process of forming reading literacy. Students were able to immediately see the correctness of their answers and revise the text by correcting their mistakes. This helped them to deepen their level of understanding of the text and consciously organize their learning activities.

Another advantage of the digital format is the increase in the independence of students. The ability to complete tasks at their own pace allowed for the individualization of the learning process, allowing each student to take into account their individual learning characteristics.

Thus, the study proved that the use of tasks for the formation of reading literacy in a digital environment allows students to develop their skills in working with text, activate learning activities, and improve learning outcomes.

Conclusion. In the modern educational space, the process of digitization is developing rapidly, forming new forms of organizing learning activities. This situation also requires a reconsideration of the process of forming reading literacy. In particular, determining the effectiveness of using tasks in a digital environment is becoming one of the most pressing issues. The results of the study show that organizing tasks for the formation of reading literacy in a digital format has a positive effect on the quality of students' work with the text. The structural consistency and content complexity of tasks allow students to gradually develop their skills in finding, understanding, interpreting and generalizing information.

In addition, the digital environment is seen as one of the effective tools for organizing the learning process. The use of platforms such as Google Forms accelerates the process of completing tasks, provides conditions for receiving immediate feedback, increasing student activity and individualizing learning activities. This, in turn, contributes to improving the quality of learning outcomes. The data obtained during the study showed that the effectiveness of digital tools depends on their pedagogically correct organization. That is, the digital environment is not just a technical tool, it will be effective only if it is combined with a system

of tasks aimed at the formation of reading literacy. Thus, the systematic use of tasks aimed at the formation of reading literacy in the digital environment is an important condition for improving the quality of the educational process. In the current situation, the formation of a person who can deeply understand the text and work with information intelligently, using digital technologies effectively, is identified as one of the priority areas of education.

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