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THE LISTEN-READ-DISCUSS STRATEGY FOR IMPROVING READING COMPREHENSION: A CONCEPTUAL REVIEW

Abstract

Reading comprehension is a key component of literacy, which contributes to academic success and lifelong learning, although most people who study English as a Foreign language (EFL) continue to have difficulties due to limited vocabulary, lack of basic knowledge, and ineffective reading strategies. This study provides a theoretical and conceptual review of the "Listening-Reading – Discussion" (LRD) learning strategy to explain the contribution to reading comprehension. Through the narrative review of the literature, the results of research published in the main scientific databases from 2015 to 2025 are summarized. The review examines constructivism, Schema Theory, active learning, social constructivism, information processing, and metacognition to explain the learning mechanisms underlying learning using resources. The results show that learning using resources contributes to understanding by activating available knowledge, actively building meaning, encouraging joint discussion, and developing metacognitive reflection. As the main theoretical contribution of the study, a conceptual scheme is proposed that relates these processes to the results of reading comprehension. The review concludes that LRD is a science – based learning model that can have a significant impact on the pedagogy of teaching English as a foreign language, curriculum development, and future literacy teaching technologies.

Keywords: strategy, reading comprehension, conceptual framework, literacy instruction, schema theory.

Introduction

Reading comprehension is a key component of literacy and is one of the most important factors that determine lifelong academic performance, critical thinking, and learning ability. This is not just decoding written words: readers actively build meaning by combining textual information with existing knowledge, drawing conclusions, testing understanding, and evaluating ideas. Understanding reading when studying English as a Foreign Language (English as a Foreign Language, EFL) allows students

to access academic content, expand vocabulary, and develop high-grade cognitive skills necessary for effective communication and self-learning [1, p. 232], [2].

Despite ongoing reforms in the field of education, improving reading literacy remains a global problem. International Studies show that many students have difficulty understanding texts due to limited vocabulary, insufficient background knowledge, ineffective learning strategies and low motivation [3]. These issues are especially relevant in the context of learning English as a foreign language, where students must simultaneously complete linguistic and cognitive tasks. Recent research conducted in Kazakhstan has shown that learners of English as a foreign language need additional support in developing strategic reading skills, and more often use scientifically based, student-centered approaches that meet international literacy standards when teaching reading [2, p. 79], [3].

Among modern approaches to teaching, special attention is paid to The listen – read – Discuss strategy (LRD), as it combines Teacher Assistance, self-study and joint discussion into a structural sequence of teaching. By activating students' knowledge before starting reading, encouraging active interaction with texts, and developing collaborative thinking, LRD helps them better understand reading, as well as developing critical thinking and communication skills. Recent empirical research and systematic reviews suggest that LRD improves reading comprehension, enriches vocabulary, increases student engagement, and develops high-level thinking in various educational institutions [4], [5, p. 155], [6].

Although many empirical studies have confirmed the effectiveness of the “listen – read – discuss” strategy, the existing literature on the topic remains scattered. Most of the research is focused on learning outcomes in individual classes, the theoretical mechanisms underlying this strategy are not fully explained and the integration of the results obtained into a complex conceptual system is not carried out. Thus, teachers do not have a single theoretical explanation of how the LRD strategy improves reading comprehension in different educational institutions [4].

Thus, the purpose of this study is to summarize the existing literature on the LRD strategy, study its theoretical foundations, analyze empirical data on its effectiveness and propose a conceptual model explaining learning mechanisms, thanks to which the LRD strategy improves reading comprehension. To achieve this goal, the following questions were asked during the study: (1) What theoretical concepts explain the effectiveness of the LRD strategy? (2) what data confirm its effectiveness in improving reading comprehension? (3) What learning mechanisms contribute to learning comprehension? and (4) What pedagogical conclusions can be drawn on the basis of the existing literature?

Materials and methods

This study used a theoretical and conceptual approach that uses narrative literature review to explore the role of LRD learning strategies in improving reading comprehension. Unlike empirical research, where primary data is collected through experiments or surveys, theoretical and conceptual research summarizes existing knowledge to explain the relationship between concepts, identify theoretical foundations, and develop comprehensive conceptual models [7, p. 336], [8]. We found it appropriate to conduct a descriptive review of the literature, since the purpose of this study was not a statistical assessment of the effectiveness of LRD, but a comprehensive explanation of theoretical approaches, training mechanisms and the pedagogical consequences underlying this strategy. This approach allows researchers to summarize data from different studies, compare theoretical views, identify recurring topics, and formulate conceptual explanations that can serve as the basis for future empirical research [7]. Given the emphasis on teaching literacy based on factual data in Kazakhstan and abroad, theoretical analysis is a valuable guide for teachers seeking to implement effective learning strategies in EFL classrooms [3].

The literature search was carried out systematically from January to April 2026 using four major academic databases: Scopus, ERIC, Google Scholar, and the open access journal catalog (DOAJ). This database was chosen because it offers a wide range of international research in education, Applied Linguistics, literacy research, and Language Teaching. In the database, an additional search was carried out on bibliographic lists of relevant review articles to identify studies that were not found during the initial search.

The search process used keyword combinations using logical operators, including the “listen – read – discuss”, “listen – read – discuss” strategy, reading comprehension, reading literacy, Reading in a foreign language, reading learning, methodological strategies, active learning, Schema Theory, and constructivist learning. Research published in the last decade has been prioritized to ensure the introduction of the latest research in the field of education, and key theoretical works have been included as needed to explain the conceptual foundations of LRD [4], [9, p. 86].

The research was selected according to predetermined inclusion criteria to ensure the quality and relevance of the peer-reviewed literature. First, only peer-reviewed journal articles, systematic reviews and authoritative theoretical publications published between 2015 and 2025 were considered, although some classical theoretical sources were included in the review due to their contributions to constructivism and schema theory. Secondly, to ensure the uniformity of the interpretation of the data, the publications had to be in English. Third, the research was to focus on at least one of the following topics: LRD strategy, reading comprehension, reading literacy, understanding English as a Foreign language (EFL), methodological strategies, active learning or collaborative learning. Finally, we included international and Kazakhstan studies in the review in order to get a balanced understanding of world trends in the field of research and at the same time take into account the educational context of Kazakhstan, in which improving reading literacy has become an important priority [2, p. 84], [3].

The selected literature was analyzed using thematic synthesis—a generally accepted qualitative approach to combining the results of several studies into a single conceptual topic [10]. Initially, each publication was analyzed in order to determine its research objectives, theoretical perspectives, educational characteristics, methodological approach and main conclusions. The information obtained was then encoded and systematized on recurring topics that appeared sequentially in the literature.

Five main topics were allocated. The first topic addressed the theoretical foundations of LRD strategy, including constructivism, Schema Theory, active learning, and social constructivism. The second topic explored the stages of learning according to the LRD methodology, namely listening, reading and discussion, and their contribution to the development of reading comprehension. In the third topic, empirical evidence was collected on improving reading comprehension, expanding vocabulary, student activity, and developing high-level thinking skills. The fourth topic was devoted to the pedagogical advantages of the LRD methodology for teachers and students, including joint teaching, student autonomy and interaction in the classroom. Finally, the fifth topic addressed issues related to the implementation of the “listen – read – discuss” strategy, such as insufficient training of teachers, difficulties in organizing the educational process, lack of time, limited vocabulary and the need to adapt to different educational contexts.

The thematic synthesis made it possible to combine different theoretical and empirical approaches into a single conceptual explanation of how the “listen – read – discuss” strategy contributes to the understanding of reading. Instead of summarizing the results, we focused on identifying general learning mechanisms and theoretical relationships, thus creating a comprehensive conceptual framework for future research and scientifically based learning teaching methods.

Results and discussion

In the scientific literature, reading comprehension is always seen as a multifaceted cognitive process, during which students actively build meaning by combining textual information with available knowledge, vocabulary, inference skills, and metacognitive regulation [1]. In addition to decoding written language, effective reading comprehension allows students to critically analyze information, solve problems, and apply knowledge from different academic disciplines. Recent international studies confirm that reader literacy is a fundamental competence that contributes to lifelong learning and the formation of a global civic position, while studies conducted in Kazakhstan emphasize its growing importance within the framework of educational reforms aimed at improving the level of English proficiency and international competitiveness [3], [2]. However, the studies reviewed consistently note the challenges faced by learners of English as a foreign language, including insufficient vocabulary, limited background knowledge, passive learning, weak comprehension strategies, and low motivation – all of which reduce students’ ability to understand increasingly complex academic texts.

In the literature reviewed, the LRD is described as an interactive learning approach originally developed by Manzo and Casale to improve reading comprehension through structured cognitive support. The strategy consists of three consecutive stages. At the "Listen" stage, the teacher introduces students to the topic, updates their knowledge and provides contextual information before reading. At the "reading" stage, students independently work on the text, comparing the information received with the teacher's explanation. Finally, the discussion stage contributes to a joint dialogue, during which students clarify unclear points, exchange ideas and form a general understanding. These three stages are not isolated from each other, but form a continuous cycle of knowledge activation, personal meaning formation, and joint reflection that contribute to a deeper understanding [4], [5, p. 159].

The analysis shows that the effectiveness of the teaching method using audiovisual means is ensured by several additional learning theories that together explain its methodological mechanisms. Constructivism is the basis of the entire educational process, which indicates that students actively build knowledge in the process of interacting with new information and passively reject it. In the audiovisual teaching method, this process begins while listening and continues during learning and discussion. Schema theory is especially well suited for the listening phase, as it explains how activating previous knowledge facilitates the interpretation of new textual information and reduces cognitive load during learning [9]. Active learning theory manifests itself in the learning and discussion stages, where students actively analyze, compare, question, and evaluate textual information instead of reproducing facts. Finally, social constructivism, in particular Vygotsky's collaborative learning approach, is the theoretical basis for the discussion phase, in which interaction with classmates allows students to harmonize meanings through social dialogue, receive support and develop high-level thinking [11, p. 410]. These theoretical approaches show that in aggregate, LRD is an integrated learning model, not a series of self-lessons in the classroom (figure 1).

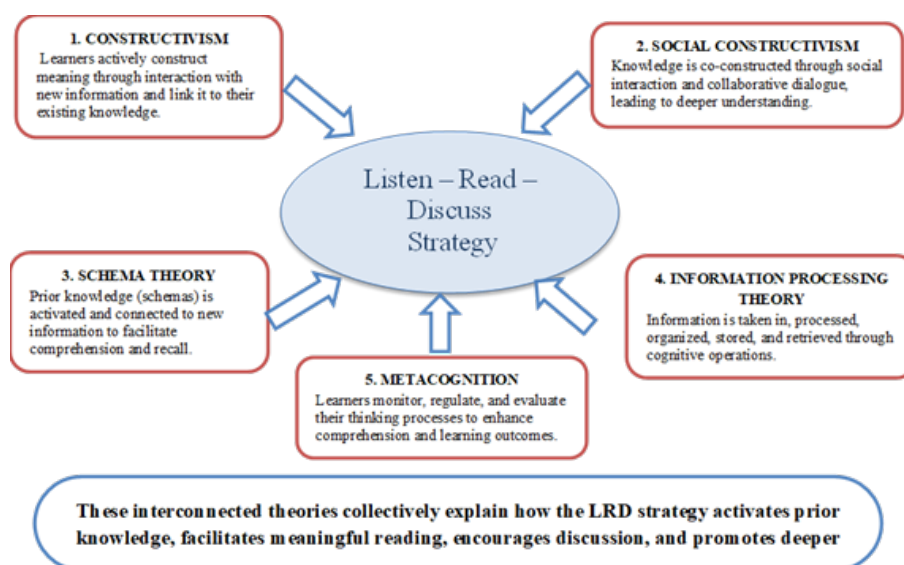


Figure 1 – Theoretical Foundations Supporting LRD

Note: Compiled by authors.

The literature reviewed consistently reports positive LRD-related learning outcomes in different educational contexts. The most powerful arguments relate to improving reading comprehension. Most empirical studies show that students trained using the listening reading teaching method have a higher performance than those trained according to the traditional methodology [6, p.63], [5]. The second repeating pattern is vocabulary replenishment, because listening under the guidance of a teacher before reading introduces students to new concepts and contributes to the assimilation of contextual vocabulary. The scientific literature also emphasizes the importance of updating background knowledge, allowing students to relate their previous experiences to New textual information, thus making it easier to understand [9]. Additional research shows that the use of literature in their native language increases

the activity of students by stimulating their active participation in the educational process. In addition, joint discussion develops critical thinking, as students are forced to explain, justify, and evaluate ideas based on textual sources. Finally, this strategy promotes the development of collaborative learning by creating opportunities for interaction between students, exchange of knowledge and solve collective problems, which contributes to a deeper understanding of the material [4].

The generalized literature shows a number of pedagogical advantages of using LRD for both students and teachers. Thanks to this strategy, students gain confidence in their abilities during learning, their motivation, autonomy in learning increases, communication skills and critical thinking develop, and are encouraged to actively participate in classes [5]. For teachers, the “listen – read – discuss” strategy is a structured learning system that supports a differentiated approach to teaching, formative assessment, and interactive classroom management. Recent research in education also shows that the “listen – read – discuss” strategy can be effectively integrated into a digital educational environment through multimedia presentations, online discussions, and interactive learning platforms, expanding the possibilities of application in blended learning and learning using technology [12, p. 434]. This flexibility makes this strategy especially important for modern literacy training.

Despite the proven effectiveness, the considered studies have identified several problems associated with the implementation of this method. For its effective application, appropriate training of teachers is necessary, so that they can conduct meaningful discussions and create the necessary conditions for learning. In addition, the three stages of training require sufficient time in the classroom, which makes it difficult to implement the methodology within the framework of strictly structured training programs. Constant restriction of vocabulary in students with low language proficiency can lead to reduced participation in discussions if additional language support is not provided. Similarly, to effectively manage a discussion, teachers must ensure a balanced participation of all students, while not allowing dominant students to control interaction in the classroom. Finally, careful selection of texts is still important, as they must correspond to the level of language proficiency, basic knowledge of students and learning goals. Addressing these issues through advanced training, careful lesson planning, and the use of technology can further enhance the effectiveness and sustainability of the listening – reading – discussion strategy in various contexts of learning English as a foreign language.

The results summarized in this review suggest that the effectiveness of the listening – reading – discussion (PDD) strategy is not explained by a single learning activity, but by the interaction of cognitive, constructivist and socio-cultural learning processes. At the initial stage of “listening”, students activate existing knowledge, which allows them to connect existing cognitive schemes with new information until they become familiar with the text. According to Schema Theory, readers learn information better when new data is combined with existing mental structures, which reduces cognitive load and makes it easier to form conclusions [9]. This preparatory stage provides a linguistic and conceptual framework, which is especially useful for those who learn English as a foreign language, whose vocabulary is limited and the level of background knowledge is insufficient.

The next stage, “reading”, turns students from passive information recipients into active meaning creators. Instead of deciphering individual words, students compare textual information with what they understand while listening. According to the constructivist theory of learning, knowledge is formed in the process of active interaction with educational materials and constant restructuring of existing knowledge [11]. Finally, at the discussion stage, understanding goes beyond personal cognition and becomes joint understanding. According to Vygotsky’s social constructivism, discussion allows students to coordinate interpretations, justify ideas, eliminate misconceptions, and develop high-level thinking in the process of interacting with peers. Thus, understanding, instead of just learning, will be the result of consistent cognitive activation, Self-processing of information, and social interaction.

Based on the literature studied, this study provides an integrated conceptual framework that explains the learning mechanisms underlying learning using LRD technology (figure 2). Unlike previous studies that mainly evaluated learning outcomes, this concept reflects the interaction of the three stages of learning that contribute to learning comprehension.

The framework illustrates the sequential instructional process of the LRD strategy. Teacher scaffolding activates learners’ prior knowledge during the listening phase, preparing them for independent reading and meaning construction. Collaborative discussion then facilitates social negotiation, critical thinking, and metacognitive reflection, leading to improved reading comprehension.

The framework demonstrates how cognitive, constructivist, and sociocultural learning processes interact to enhance vocabulary development, learner engagement, inference-making, and higher-order thinking, ultimately strengthening reading comprehension outcomes in EFL contexts.

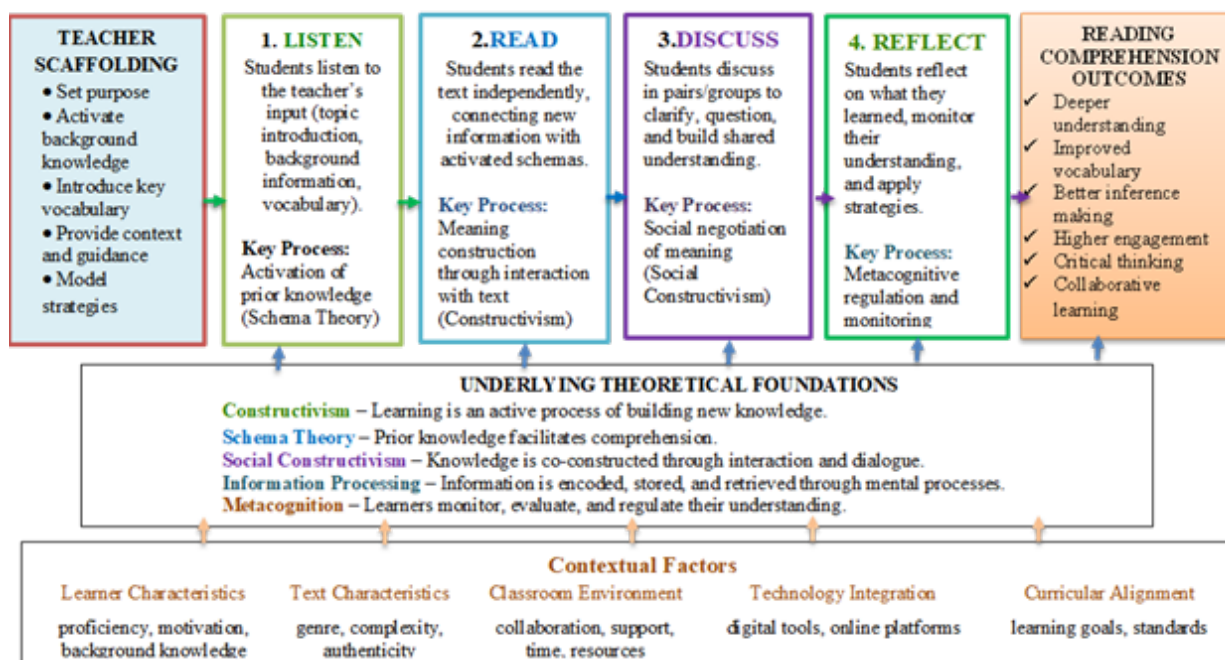


Figure 2 – Conceptual Framework Linking LRD to Reading Comprehension Outcomes

Note: Compiled by authors.

The learning process begins with the support of the teacher, during which students receive reference information, vocabulary and contextual advice. Listening activates the available knowledge and cognitively prepares students for learning. When reading on their own, students form an idea of what has been read by combining textual information with the knowledge they already have. Joint discussion promotes social interaction, clarification of misconceptions, and metacognitive reflection, resulting in a deeper understanding of learning. Instead of working as individual stages, listening, reading, and discussion form a recursive learning cycle in which cognitive processing, joint interaction, and reflection continually reinforce each other. This integrated model represents the main theoretical contribution of a given review and provides teachers with a clear understanding of how English as a foreign language is easier to understand in different contexts of learning.

Although LRD has in common with several established learning strategies, it has a number of unique pedagogical advantages. Mutual learning develops understanding through forecasting, questioning, clarifying, and generalizing. However, it shows that students have enough basic knowledge for productive interaction. The Sq3r method (survey – question – read – repeat – repeat) primarily contributes to the development of individual learning and metacognitive regulation skills, but provides little opportunity for joint thinking. Similarly, the “Think – discuss – share” method encourages mutual discussion, but lacks preparation for systematic learning and structured teacher assistance. The “reading with tips” method offers individual methodological support, but often relies on the teacher’s instructions, and not on the joint creation of knowledge.

In contrast to these methods, the “reading with tips” method combines teacher instruction, individual learning, and joint discussion into a consistent methodological scheme that simultaneously supports the cognitive, linguistic, and social aspects of understanding. Thanks to this integration, the “reading with tips” method is very suitable for classes with English speakers as a foreign language, where students benefit from additional vocabulary work before learning and interaction after learning. Recent systematic reviews also show that learning to read using the lexical-grammatical approach constantly increases the activity of students, expands their vocabulary and develops critical thinking while maintaining flexibility in different educational contexts [13].

The results obtained have a number of meanings for teaching English as a foreign language. First, teacher training programs should teach future teachers to use science-based learning strategies that include cognitive support and collaborative learning, rather than just translation or grammar learning. Second, curriculum developers should include structured tasks that are performed before, during, and after reading, and encourage students to engage in existing knowledge, interact with authentic texts, and engage in meaningful discussions. This approach to teaching is in line with the ongoing educational reforms in Kazakhstan, in which special attention is paid to student-oriented pedagogy and functional literacy [3].

In addition, the LRD shows a significant potential for inclusive education, as its multimodal structure is suitable for students with different language backgrounds and reading literacy. The strategy can also be adapted to technology-based learning through multimedia presentations, collaborative online discussions, digital annotation platforms and learning environments using artificial intelligence, thus favoring blended and distance learning.

While important empirical evidence confirms the effectiveness of LRD, several areas remain open for further research. First, longitudinal studies are needed to determine whether improvements in reading comprehension persist over a long period of time. Second, researchers should explore the possibilities of using LRD using artificial intelligence, including intelligent learning systems and generative artificial intelligence that provide adaptive support when listening and discussing. Third, future research should explore the use of LRD in multilingual and inclusive classrooms where students have different linguistic and cognitive characteristics. Finally, comparative studies comparing LRD and other science-based learning strategies can help determine in which learning conditions LRD presents the highest educational value.

Conclusion

This review summarizes theoretical and empirical literature on the LRD strategy and shows that its effectiveness is not limited to the sequence of educational activities. Based on constructivism, Schema Theory, active learning, and social constructivism, the review provides a detailed explanation of the cognitive and social mechanisms by which the “listen – read – discuss” strategy contributes to reading comprehension. The proposed conceptual scheme shows how teacher support, updating available knowledge, self-reading, joint discussion and metacognitive reflection contribute to a deeper understanding of texts.

From a practical point of view, the results obtained show that the LRD strategy provides teachers with a flexible, student-centered learning model that takes into account the characteristics of students studying English as a foreign language, expanding vocabulary, involving students in the learning process, developing critical thinking and collaborative learning skills. This concept also provides theoretical recommendations to curriculum developers and methodologists on the development of scientifically based methods for teaching reading in accordance with modern approaches to teaching literacy.

Thus, the LRD strategy should be considered not only as a classroom exercise, but as a comprehensive learning model based on cognitive, constructivist and socio-cultural learning theories that systematically contribute to a deeper understanding of learning.

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ОҚЫЛЫМДЫ ТҮСІНУДІ ЖАҚСARTУҒА АРНАЛҒАН «ТЫҢДА–ОҚЫ–ТАЛҚЫЛА» СТРАТЕГИЯСЫ: ТҰЖЫРЫМДАМАЛЫҚ ШОЛУ

Андатпа

Оқылымды түсіну – академиялық жетістік пен өмір бойы білім алудың негізін құрайтын сауаттылықтың маңызды құрамдас бөлігі. Дегенмен, ағылшын тілін шетел тілі (EFL) ретінде меңгеретін көптеген білім алушылар сөздік қорының шектеулілігі, бастапқы білімнің жеткіліксіздігі және оқылым стратегияларының тиімсіздігі салдарынан мәтінді түсінуде қиындықтарға тап болады. Бұл зерттеу оқылымды түсінуді дамытудағы Listen–Read–Discuss (LRD) («Тыңдау–Оқу–Талқылау») оқу стратегиясының рөлін түсіндіруге арналған теориялық-концептуалдық шолу болып табылады. Зерттеу барысында 2015–2025 жж. аралығында жетекші ғылыми дерекқорларда жарияланған еңбектерге баяндаушы әдеби шолу жүргізілді. Шолуда LRD стратегиясының оқыту тетіктерін түсіндіру мақсатында конструктивизм, схема теориясы, белсенді оқыту, әлеуметтік конструктивизм, ақпаратты өңдеу теориясы және метатану тұжырымдамалары қарастырылды. Нәтижелер LRD стратегиясының білім алушылардың бұрынғы білімдерін белсендіру, мағынаны саналы құрастыру, бірлескен талқылауды ұйымдастыру және метатанымдық рефлексияны дамыту арқылы оқылымды түсінуді жетілдіретінін көрсетті. Зерттеудің негізгі теориялық үлесі ретінде осы үдерістерді оқылымды түсіну нәтижелерімен байланыстыратын концептуалдық модель ұсынылды. Зерттеу қорытындысында LRD стратегиясы ағылшын тілін шетел тілі ретінде оқыту педагогикасын, оқу бағдарламаларын әзірлеуді және болашақтағы цифрлық сауаттылық технологияларын жетілдіруге ықпал ететін ғылыми негізделген оқыту моделі ретінде қарастырылады.

Тірек сөздер: стратегия, оқуды түсіну, тұжырымдамалық негіз, сауаттылыққа үйрету, схема теориясы.

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СТРАТЕГИЯ «СЛУШАЙ–ЧИТАЙ–ОБСУЖДАЙ» ДЛЯ УЛУЧШЕНИЯ ПОНИМАНИЯ ПРОЧИТАННОГО: КОНЦЕПТУАЛЬНЫЙ ОБЗОР

Аннотация

Понимание прочитанного является ключевым компонентом грамотности, обеспечивающим академическую успешность и обучение на протяжении всей жизни. Однако многие изучающие английский язык как иностранный (EFL) продолжают испытывать трудности при чтении вследствие ограниченного словарного запаса, недостаточного объема фоновых знаний и неэффективного использования стратегий чтения. Настоящее исследование представляет собой теоретико-концептуальный обзор стратегии обучения Listen–read–discuss (LRD) («Слушай–Читай–Обсуждай»), направленный на объяснение ее роли в развитии понимания прочитанного. В работе использован метод нарративного обзора литературы, включающий анализ исследований, опубликованных в ведущих международных научных базах данных в период с 2015 по 2025 гг. Для объяснения механизмов обучения, лежащих в основе стратегии LRD, рассмотрены положения конструктивизма, теории схем, активного обучения, социального конструктивизма, теории обработки информации и метакогнитивного подхода. Результаты анализа свидетельствуют о том, что стратегия LRD способствует развитию понимания прочитанного посредством активизации имеющихся знаний, построения смысла, организации совместного обсуждения и формирования метакогнитивной рефлексии. Основным теоретическим вкладом исследования является предложенная концептуальная модель, связывающая указанные процессы с результатами понимания прочитанного. Сделан вывод о том, что стратегия LRD представляет собой научно обоснованную модель обучения, обладающую значительным потенциалом для совершенствования методики преподавания английского языка как иностранного, разработки образовательных программ и внедрения современных технологий обучения чтению.

Ключевые слова: стратегия, понимание прочитанного, концептуальная основа, обучение грамоте, теория схем.

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