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Perspectives of tourism students on the development of foreign language reading through scaffolding

Abstract. Reading is an essential skill for learners of English. It helps students develop vocabulary, learn grammar and grasp the subtleties of the English language. However, reading is also crucial for fostering a love of learning and the development of critical thinking skills. While, at the same time learners may face with challenges while reading texts in foreign languages. Therefore, tutors can use Scaffolding approach in order overcome issues. Similar to scaffolding in a building, scaffolding in education serves as a supporting framework for construction. Scaffolding is a term used by teachers to describe the process of first supporting a learner and then gradually removing this assistance as the learner develops task independence. Overall, 54 learners took part from International University of tourism and hospitality in Turkestan. The descriptive research was conducted to examine how learners felt about learning to read using Scaffolding. 25 male and 29 female participants participated in this study and in addition descriptive analysis carried out; quantitative research method was used. The results were generated using SPSS version 23.0, which stands for Statistical Package for the Social Sciences. Descriptive data and variations by their year of study at the university and gender were analyzed using Mann Whitney U-test. The results of the item analyses reveal that English language learners' attitudes are confident. There were no significant differences between participants' grades and gender.

Keywords: reading, Scaffolding, pedagogical support, reading issues, effectiveness of Scaffolding, reading abilities, tourism students.

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Introduction

The importance of learning English in modern society is increasing. It is a dialect used in politics, business, and sports. It is essential for worldwide trade, banking and transportation. The scientific community also demands English language skills. Knowledge of the English language opens up many possibilities. Learning English is very important for almost all young people. Not every person who learns a language does so naturally or with the necessary skill. Many people have trouble producing grammatically correct expressions and pronouncing some of the distinctive sounds of English due to the language barrier. All these factors contribute to a decrease in interest and effort in learning English.

Reading is a crucial skill that we all need to develop in order to be successful in today's environment. Whether you're a high school student, a student with dyslexia, or someone trying to improve their reading skills, the ability to read better can have a significant impact on your life. Reading helps you build a broader vocabulary and depth of knowledge, as well as analytical and critical thinking skills. However, many of us have reading problems and it can be difficult to know where to start when trying to get better at reading [1].

Reading comprehension is a very important skill not only for children but also for adults. It is a lifelong skill for good citizenship and effective communication in today's culture. Early acquisition of this ability encourages effective use of language and fosters a lifelong love of reading. Because it develops in the mind, reading is seen as a dominant tool [2]. Children who learn to read improve their language skills and listening skills. Among the four abilities, reading comprehension is one of the most comprehensive ways to access and update information. In addition, reading techniques are powerful linguistic abilities that enhance and transform human existence. Reading, one of the basic actions of language, has the capacity to establish social connections in humans. Reading and understanding what you read is essential if you want to understand the world, adapt to innovations, and transform information [3]. In a way, reading is a very important learning tool. Problem-solving capacity while reading is an important component of improving reading methods. This includes grasping the concepts of specific texts, choosing the right reading style, and more.

One of the most important methods of developing thinking, hearing, illustrating and expressing skills, which are some of the main goals of mother tongue education, is reading. Reading has always been seen as the cornerstone of literature and even education, and has sometimes served as both a tool and an end in these two areas. However, reading has always been of great importance in the teaching of local languages. Since the improvement of reading performance is not considered independently of the areas of hearing and speech, it is vital to provide a curriculum that is linked to these areas of study. Reading comprehension is a difficult process that requires not only reading the correct words and sentences to make sense of the text, but also a comprehensive understanding of vocabulary and general knowledge. A set of words that may be longer than a sentence is then called a text. This means that when understanding a book, readers need to take into account not only individual words but also the whole collection of phrases that connect and hold together the various parts of the text [4].

Fluency, or the capacity to recognize and easily remember words while reading, is a crucial component of reading and reading comprehension. Reading fluently, there are no sudden stops or pauses as the reader tries to pronounce new words. Instead, the reader makes a natural sound. Reading difficulties in children are a growing concern today. There has been a decline in literacy levels and deterioration in various reading characteristics among children and adolescents over the past few years. Teachers are extremely worried about the simplification and coarsening of children's speech, as well as how often basic stereotypes appear in their work. Although children do not speak the language of the ancient past, they are masters of many clichés and a formal approach to classical literature. Considering that a significant part of the repertoire of literary classics, which was once coveted, is not understood, not only the culture of reading but also the culture of speaking has been lost. As electronic culture spreads, so does its impact on reading [5].

The first stage of learning to read is to visually see, separate and identify letters. Reading becomes possible by associating letters with corresponding sounds, which is based on reproducing the sound pronunciation picture of the word. The connection between the sound form of a word and its meaning makes it possible to realize what is being read. Consequently, it is possible to conditionally distinguish between two parts of reading: technique (the connection between the sound of the written word and its visual representation) and semantics, which is the main purpose of reading. According to research, "the sound form of the word with which its meaning is associated" is fundamental to understanding [6].

People should be skilled at reading as it is the primary means of acquiring knowledge. Reading practices are affected by technological progress. Reading is an important component of foreign language learning and has an impact on one's performance at school. As a result, the essence of education and training activities is the development of reading skills. As English is taught as a second language in Kazakhstan, students may encounter difficulties while studying in the language as they spend most of their time improving their writing skills. A difficult step for EFL students will be the development of reading methods.

Lack of interest in reading, misinterpretation of foreign words in texts and lack of interesting reading materials are the main factors. Consequently, it is educators' responsibility to choose ways to effectively increase students' reading literacy. Scientific studies have revealed that second language learners often misunderstand their reading style and do not find it interesting, therefore they do not like reading. Problems with learning a foreign language can have several root causes.

The scaffolding method is very important when creating reading techniques. In order to provide a more effective language education, approaches and methods have emerged as forms of theory and practice. The methods used to teach a language are consistent with one or two approaches and provide a framework for exactly how to do it. The aim of all language teaching techniques is to increase the level of teaching and learning in classrooms, although each has its own characteristics [7].

One of its most useful tools, scaffolding helps control and regulate reading activities. By 1976, scientists David Wood, Gail Ross and Jerome Bruner developed the scaffolding method. Research on the "role of tutoring in problem solving" is when the term "scaffolding" was first coined. The capacity to self-organize and solve challenges using a scaffolding technique. It shares a similar connotation with the word "support", which refers to the direction and assistance provided by teachers in the teaching and learning process. Especially for students learning other foreign languages, scaffolding is one of the positive ways. It is a coaching format in which teachers and trainers lead in key areas.

Scaffolding has clear implications, especially for school-age students and improves reading methods. Foreign language learning begins at an early age with the aim of testing the student's knowledge, but at the same time has a direct impact on the student's future profession. They rely heavily on the help and guidance of their instructors. Teachers can achieve their goals (creating a professional generation) by leading their students. The learning aid and problem solving method is provided by the Scaffolding. Using scaffolding in the classroom helps students overcome obstacles and identify strengths and weaknesses, while also helping them solve challenges. Reading exercises your visual memory, and reading aloud strengthens your auditory memory as well, all of which are important for learning the English language. The increase of the learners' vocabulary is still the primary purpose of English reading practices.

Using scaffolding makes it easier to overcome obstacles. Scaffolding is a potent technique that aids students in understanding the principles of the text they are reading as well as the primary idea of the passage. Scaffolding is one of the most important methods, especially for foreign language learners. This is a coaching model in which teachers and trainers are key. Scaffolding has a positive effect on improving write performances. Foreign language learning has become more popular in recent years among young people as a way to test their knowledge and as a direct route to a successful job in the future. As a result, they need the guidance and help of their trainers. By mentoring students, trainers can achieve their own goals and goals of developing the professional generation. When scaffolding is used in the classroom, it helps students overcome obstacles and identify their strengths and weaknesses. When scaffolding is used, second language learners are allowed to do tasks outside their comfort zone. These methods are often used in the learning process, including vocabulary building exercises that begin at the beginning of the school year [8].

Pedagogical support is a special type of educational technology that differs from traditional methods of teaching and upbringing, because it takes place precisely during the dialogue and interaction between a child and an adult, and assumes that the child determines himself in a choice situation, and then independently solves his problem.

Support pedagogy, unlike influence pedagogy, is a genuine 'understanding' pedagogy that can successfully address issues of changing the character traits of a child and an adult because both adapt their behavior and work together to create an environment of collaboration. These are the prerequisites for providing educational assistance, to use our name:

-focus on the child's ability to overcome obstacles on their own;

- teamwork, cooperation, cooperation; privacy (anonymity);
- lack of helpfulness and self-confidence;
- protection of safety, health, rights and human dignity;
- application of the “do no harm” principle and a reflexive;
- analytical approach to the pros and cons of different options.

Motivating students to show interest and commitment to their education is an important component of good teaching. It is the teacher’s responsibility to provide students with a sense of control and choice over what happens in the classroom, increase their motivation and self-confidence, and foster a sense of community and intrinsic drive [9].

Scaffolding does not last forever; it ends when students are able to do activities that are above their current level of competence. Students are motivated to take responsibility for their learning and gain independence from the constant supervision of their teachers as a result of teacher comments and feedback. Scaffolding tactics are way of moving from one safe place to another while avoiding harmful ones; they are a means and not an end in themselves [10].

The aim of a recent study was to evaluate the effects of applying the scaffolding technique and to examine how well it affected the changing reading skills of English learners.

Research questions

1. What are the undergraduate students’ attitudes towards use of Scaffolding approach on evolving reading strategies?
2. Are there significant differences according to their years of study at the university?
3. Are there significant differences according to gender of participants towards use of Scaffolding?

Materials and methods

The descriptive research approach was used in order to realize the effectiveness of the supportive strategy (Scaffolding) in helping learners to build their reading strategies. There are several types of questionnaires used in descriptive research projects. Another name of the descriptive study is statistical study. What, who, where, how and when are addressed in this answer, in addition it is used to explore current situation. Finding correlations between certain variables was the purpose of descriptive research. [11]. The aim of this study is to determine the effectiveness of Scaffolding approach and pedagogical support towards advancing reading capacities of learners. An awkward questionnaire was administered to determine the awareness of participant’s towards pedagogical support of their tutors. Quantitative methodology was chosen to realize the aims and research objectives of the research. By analyzing specific studies, quantitative research identifies them. Numbers used to illustrate the facts [12].

In the current research study took part overall 54 learners from International University of tourism and hospitality in Turkestan. To select participants for the survey, the researcher used a method known as “purposive sampling”, a type of non-probability sampling in which the researcher relies on his/her own judgment. 1st and 2nd course students participated in the activity. In the 2022-2023 academic years, the survey was conducted at the end of the semester.

Questionnaire regarding pedagogical support was developed by Muzammil. It was used to examine secondary school learner’s perception towards tutors support in reading process. Overall 12 items were in questionnaire which helped to analyze effectiveness of Scaffolding approach. Participants received a questionnaire. The instrument was used as a form of Likert scale 5. Participants were asked to select SD (Strongly Disagree), D (Disagree), N (Neutral), A (Agree) or SA (Strongly Agree) in response to each of the twelve items. The Cronbach’s alpha score of $\alpha = .922$ indicated that the questionnaire had extremely high reliability for the amount of items in the current questionnaire. (See table 1).

Table 1

Reliability of the scale

Cronbach's Alpha	N of Items
.922	12

The present questionnaire was selected according to the age and English proficiency level of the university students. The purpose of selecting each item was to examine how EFL learners felt about the use of the scaffolding method in writing strategy development. Limited English speakers can understand all 12 items. There was a previous annotation study. The use of the survey results for academic purposes was explained. The questionnaire was created using Google Form. The query of the Google form was the first task that the students honestly completed. Statistical Package for Social Sciences (SPSS) version 23.0 was used after all data were collected to modify the descriptive analysis of the current research study. Normality test was calculated to determine whether parametric analysis or non-parametric analysis would be more appropriate. The results of Kolmogorov-Smirnov and Shapiro-Wilk showed a non-normal distribution. Since the variables in the Kolmogorov-Smirnov test showed normal distribution, non-parametric test was used in the evaluation of the data.

Results and discussion

According to the first research question "What are the undergraduate students' attitudes towards use of Scaffolding approach on evolving reading strategies?" In order to calculate results of the first research question descriptive statistics was utilized. The crystal clear results presented in Table 2.

Table 2

Descriptive analysis

	N	Minimum	Maximum	Mean	Std. Deviation
Total	55	2.58	4.83	3.8576	.42814

The results of the descriptive statistics revealed that secondary school students' views on the adoption of the scaffolding technique had a high score ($M=3.85$). It showed that scaffolding strategy is something that EFL learners agree with. Their choices revealed how scaffolding helped them in improving their reading skills. In addition, Scaffolding is only used temporarily, it is crucial for the efficient construction of the building. When a challenge is beyond the scope of the student's capacity, scaffolding is necessary, involving the help of a teacher, tutor and parents [14]. The most important teaching strategy is Scaffolding, even if its purpose is to support learners' developing performance. Clarity in defining the purpose of the lesson and the methods to achieve it is useful. The scaffolding technique is a strategy for solving reading comprehension problems. Teachers' help can reveal the degree and level of the EFL learner's understanding of study practice. Learning outcomes in writing are significantly influenced by the scaffolding strategy. Scaffolding is a short-term help for EFL/ESL learners that should eventually disappear. After the student and the tutor initially share responsibility, eventually the student takes full responsibility for completing the work and achieving the goals [15]. There was a descriptive analysis carried out for each question. The outcomes are shown in Table 3 below.

Table 3

Descriptive analysis

	N	Minimum	Maximum	Mean	Std. Deviation
I like reading text in English	54	1.00	5.00	3.6481	.80464
I like reading the text when it is from my interest	54	2.00	5.00	4.0556	.78708
I like reading illustrative text	54	2.00	5.00	4.1667	.77093
I feel motivated by reading in class	54	2.00	5.00	3.9815	.96134
I need to learn more words to comprehend a text better	54	2.00	5.00	3.9444	.83365
I understand better text when I use graphic organizer	54	1.00	5.00	3.9259	.96840
I often work in pair to do reading comprehension activity in the classroom	54	2.00	5.00	3.9444	.94003
My teacher encourages me to find main ideas and the details	54	2.00	5.00	4.1296	.89118
My teacher promotes questions before starting reading activities	54	1.00	5.00	3.8704	1.02876
My teacher uses reading guide for reading exercise	54	2.00	5.00	4.0556	.94003
At the end of the reading activities, my teacher asked me to relate it with my experience	54	2.00	5.00	4.0556	.78708
Using scaffolding make me feel enjoy the process in learning	54	2.00	5.00	4.2593	.97488

12 items of questionnaire were analyzed according to the descriptive statistics, in order to calculate results of each question. The highest score obtained by items: "Using scaffolding make me feel enjoy the process in learning" (M=4.25), "I like reading illustrative text" (M=4.16), "My teacher encourages me to find main ideas and the details" (M=4.12), "At the end of the reading activities, my teacher asked me to relate it with my experience" (M=4.05) and the same score was obtained by items like: "My teacher uses reading guide for reading exercise" (M=4.05), "I like reading the text when it is from my interest" (M=4.05". While the items like: "I like reading text in English" (M=3.64), "My teacher promotes questions before starting reading activities" (M=3.87), "I understand better text when I use graphic organizer" (M=3.2), "I need to learn more words to comprehend a text better" (M=3.94) and "I often work in pair to do reading comprehension activity in the classroom" (M=3.94" obtained minimum results.

The second research question was "Are there significant differences according to their years of study at the university?". In order to calculate differences between two independent variables Mann-Whitney U-test was used. The calculated results demonstrated in Table 4.

Table 4

Results of Mann-Whitney U-test (Grade differences)

course	N	Mean Rank	Sum of Ranks	U	p	
total	1 st	26	24.27	631.00	280.000	.144
	2 nd	28	30.50	854.00		

In accordance calculated data of Mann-Whitney U-test above 1st and 2nd course learners' attitudes towards use of Scaffolding on evolving their reading performances. There was no significant difference between 1st and 2nd course students, 1st course (M=24.27) and 2nd course (M=30.50). There was slightly difference between 1st and 2nd course, because number of participants. 2nd course learners were more than 1st course students. In addition, both courses presented positive attitudes towards Scaffolding.

The latest research question was "Are there significant differences according to gender of participants towards use of Scaffolding?". Mann-Whitney U-test was used and analyzed differences between male and female participants. The results are given in Table 5.

Table 5

Results of Mann-Whitney U-test (Gender differences)

	gender	N	Mean Rank	Sum of Ranks	U	p
total	male	25	28.38	709.50	340.500	.701
	female	29	26,74	775,50		

To examine whether there was a significant difference between male and female participants, the Mann-Whitney U-test was used to determine their views on the Scaffolding technique's ability to improve their reading performance. In the most recent research study male and female participants did not differ significantly according to the final ratings. Male participants score (M=28,38), and female participants' score (M=26,74). There was no difference in the gender of the participants' attitudes towards the use of the scaffolding strategy to improve their reading skills. In addition, male's attitudes were higher than female participants. It means that male learners need their teachers support than female learners.

Conclusion

The current study determined how English learners feel about Scaffolding when it comes to building reading techniques. Some precise findings were obtained using descriptive analysis. According to the scientific article, the findings of this study can be summarized as follows: Given that it helps the development of other communication skills in addition to reading, Scaffolding has a number of advantages for learners. For both instructors and learners, Scaffolding plays a very important role. Creating a good learning environment for EFL learners is one of the most essential advantages of Scaffolding education. By providing repeated victories, Scaffolding allows learners to maintain their interest and motivation. Learners feel encouraged in a scaffolded learning environment that allows them to ask questions, develop their own understanding and increase their self-confidence. As a result, the learners had positive opinions about Scaffolding as a way to improve reading. In addition, there was little or no discrimination by gender or their year of study at the university.

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Скаффолдинг арқылы туризм студенттерінің шет тілінде оқылым дағдыларын дамытудағы перспективалары

Аңдатпа. Оқу – ағылшын тілін үйренушілер үшін маңызды дағды. Бұл студенттердің сөздік қорын дамытуға, грамматиканы меңгеруге және ағылшын тілінің нәзік тұстарын түсінуге көмектеседі. Дегенмен, оқу оқуға деген сүйіспеншілікті ояту және сыни тұрғыдан ойлау дағдыларын дамыту үшін де өте маңызды. Сонымен бірге оқушылар шет тілдеріндегі мәтіндерді оқу кезінде қиындықтарға тап болуы мүмкін. Сондықтан оқытушылар қиыншылықтарды шешу үшін Scaffolding әдісін пайдалана алады. Скаффолдинг – бұл мұғалімдер алдымен оқушыға қолдау көрсету, содан кейін оқушы тапсырманың дербестігін дамытатындықтан бұл көмекті біртіндеп алып тастау процесін сипаттау үшін қолданатын термин. Бұл ғылыми зеттеу жұмысына Түркістан қаласындағы Халықаралық Туризм және Меймандостық университетінен барлығы 54 білімгер қатысты. Сипаттамалық зерттеу – оқушылардың Скаффолдинг көмегімен оқуды үйренуге қалай қарайтынын тексеру үшін жүргізілді. Ғылыми зерттеуге 25 ер адам және 29 әйел қатысушы қатысты, сонымен қатар сипаттамалық талдау

жүргізілді; сандық зерттеу әдісі қолданылды. Нәтижелер SPSS 23.0 нұсқасының көмегімен жасалды. Сипаттамалық деректер қатысушылардың жалпы Скаффолдинг-ға байланысты ойын талдап берсе, Mann Whitney U-test көмегімен сынып пен жыныс бойынша айырмашылықтар талданды. Талдау нәтижелері ағылшын тілін үйренушілердің көзқарастарының оң екенін көрсетеді. Қатысушылардың курсы мен жынысы арасында айтарлықтай айырмашылықтар болмағандығын көрсетті.

Түйін сөздер: оқу, Скаффолдинг, педагогикалық қолдау, оқу мәселелері, Скаффолдингтің тиімділігі, оқу қабілеттері, туризм студенттері.

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Перспективы развития навыков чтения на иностранном языке через Скаффолдинг у студентов, изучающих туризм

Аннотация. Чтение – важный навык для изучающих английский язык. Оно помогает учащимся развивать словарный запас, изучать грамматику и постигать тонкости английского языка. Однако чтение также имеет решающее значение для воспитания любви к учебе и развития навыков критического мышления. В то же время учащиеся могут столкнуться с трудностями при чтении текстов на иностранных языках. Поэтому преподаватели могут использовать подход Scaffolding для преодоления проблем. Подобно строительным лесам в здании, строительные леса в образовании служат вспомогательной основой для строительства. Scaffolding – это термин, используемый преподавателями для описания процесса оказания первой поддержки учащемуся, а затем постепенного прекращения этой помощи по мере того, как учащийся развивает самостоятельность в выполнении заданий. В целом в исследовании приняли участие 54 ученика из Международного университета туризма и гостеприимства в Туркестане. Описательное исследование проводилось с целью изучения отношения учащихся к обучению чтению с использованием скаффолдинга. В исследовании приняли участие 25 мужчин и 29 женщин, кроме того, был проведен описательный анализ; использовался метод количественного исследования. Результаты были получены с помощью программы SPSS версии 23.0, которая расшифровывается как Statistical Package for the Social Sciences. Описательные данные и различия по классам и полу анализировались с помощью Mann Whitney U-test. Результаты анализа пунктов показывают, что отношение учащихся, изучающих английский язык, является уверенным. Значительных различий между курсами и полом участников не было.

Ключевые слова: чтение, Scaffolding, педагогическая поддержка, вопросы чтения, эффективность Scaffolding, читательские способности, студенты туризма.

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