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The level of learners' functional literacy is one of the main assessment criteria of modern education. Participation of Kazakhstan in 2009 in the international program of assessment of 15-year-olds learners' achievements PISA (Programme for International Student Assessment) for the first time exposed the level of functional literacy of Kazakhstani schoolchildren to the comparative evaluation. According to the results of PISA 2009, where 65 countries took part, our learners took 53 place in the mathematical functional literacy, 58 place in natural science literacy and 59 place in the reader's literacy. These results gave rise to a review of Kazakhstan's educational content, which is responsible for the development of key competencies and functional literacy.

The analysis of international trends in the development of the world's functional literacy on the example of Finland, Estonia, Canada, South Korea and Japan was conducted. Approaches to the understanding of UNESCO, OECD, European Union and others' functional literacy were considered. Regulatory and legal acts, regulations, instructions, describing the development of learners' functional literacy in leading foreign countries were analyzed. The activity of secondary schools for the development of learners' functional literacy in leading foreign countries was investigated.

In the result of conducted analysis of the best international practices in the area of understanding the specific steps of learners' functional literacy, the recommendations to improve educational process in Kazakhstani schools have been developed.

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