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HOW TO IMPROVE READING COMPREHENSION

Annotation

This article discusses the stages of reading process and how to improve reading comprehension skill. It also includes some reading activities.

Key words: Reading comprehension, the stages of reading, reading activities, reading strategies.

РАЗВИТИЕ ПОНИМАНИЯ ПРОЧИТАННОГО

Аннотация

В этой статье рассматриваются этапы процесса чтения и способы улучшения навыка понимания прочитанного. Она также включает некоторые упражнения для чтения.

Ключевые слова: Понимание прочитанного, этапы чтения, читательская деятельность, стратегии чтения.

O'QIB TUSHUNISH QOBILIYATINI RIVOJLANTIRISH

Annotatsiya

Ushbu maqolada o'qish jarayonining bosqichlari va o'qishni tushunish qobiliyatini qanday yaxshilash mumkinligi muhokama qilinadi. Shuningdek, u o'qishga oid mashg'ulotlarni ham o'z ichiga oladi.

Kalit so'zlar: O'qishni tushunish, o'qish bosqichlari, o'qish mashg'ulotlari, o'qish strategiyalari.

Introduction. Practicing reading skills is one of the cornerstones of language learning and they do not only improve the overall language competence but they also enhance the learners' critical thinking, analytical skills and as a source of information.

Reading comprehension is the ability to process the written text, understand its meaning. Reading comprehension relies on two abilities that are connected to each other: word reading and language comprehension. Comprehension specifically is a "creative, multifaceted process" that is dependent upon four language skills: phonology, syntax, semantics, and pragmatics.

Some of the fundamental skills required in efficient reading comprehension are the ability to:

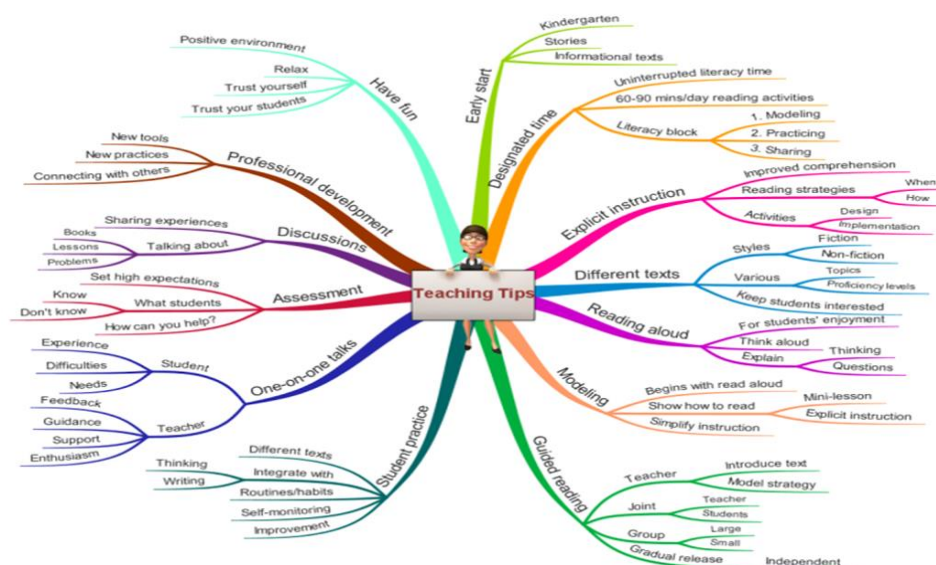
- know the meaning of words;
- understand the meaning of a word from a discourse context;
- follow the organization of a passage and to identify antecedents and references in it;
- draw inferences from a passage about its contents;
- identify the main thoughts of a passage;
- ask questions about the text;
- answer questions asked in a passage;
- visualize the text;
- recall prior knowledge connected to text;
- recognize confusion or attention problems;
- understand the situational mood (agents, objects, temporal and spatial reference points, casual and intentional inflections, etc.) conveyed for assertions, questioning, commanding, refraining, etc., and also
- determine the writer's purpose, point of view, intent, and draw inferences about the writer (discourse-semantics).

Comprehension skills that can be applied as well as taught to all reading situations include:

- Summarizing;
- Sequencing;
- Inferencing;
- Comparing and contrasting;
- Drawing conclusions;
- Self-questioning;
- Problem-solving;
- Relating background knowledge;
- Distinguishing between fact and opinion;
- Finding the main idea, important facts, and supporting details.

Literature analysis on the subject: As Elizabeth Eskar points out, "Reading comprehension is the foundation for all other academic skills. It helps children expand their vocabulary, explore the world, and understand complex concepts. There are many reading strategies to use in improving reading comprehension and inferences, these include improving one's vocabulary, critical text analysis, and practising deep reading. The ability to comprehend text is influenced by the readers' skills and their ability to process basic information. If the word recognition is difficult, students tend to use too much of their processing capacity to read individual words which interferes with their ability to comprehend what is read. Liu and Pei said that, students will guess the meaning of unknown words by looking for clues within the reading context. It is the first aspect of reading comprehension. Duke told the second aspect is that motivation does good to an individual's cognitive process, which is an essential component of reading success (et al., 2021)

Reading comprehension strategies help students better understand the meaning of text. There is given teaching tips of reading process:



Brookbank, Grover, Kullberg, and Strawser (1999) indicated that the application of various reading strategies increased learners' reading comprehension proficiency. Golinkoff (1975) showed that poor readers read different texts similarly and did not try to learn through reading strategies. Ahmadi and Pourhossein (2012) represented that reading strategy has a positive effect on the reading comprehension proficiency of readers. Reading strategy ameliorated the reading skill of proficient and less proficient readers. Readers applied different reading strategies and knew what, when, how, and why to use them in their reading comprehension process.

It is important for all educators to be familiar with the seven core reading comprehension strategies:

Corner Statements: The teacher prepares 4 sentences expressing opinions about the topic, then sticks them in 4 corners of the classroom and students go and stand near the opinion they disagree with the most. The group explains why they disagree about the topic.

Guessing from words or pictures: The teacher boards the keywords from a reading, students work in pairs or groups and try to guess the text. In the same way, the pairs or groups may be given some topic-related pictures and they need to give the main idea of the text.

Positive or Negative words: The teacher divides the class into two groups and gives two sets of different words taken out from the text. One group is given words with a positive connotation, the second group needs to deal with negative connotation words. They need to guess the story having in mind those words. As a result, the class comes up with two totally different versions of the same text.

KWL Charts: Ask students to write everything they know about the topic (K column) and everything they want to know (W column) and what they learned after the reading (L Column). K and W aspects can be practiced as pre-reading activities.

While-reading activities help students to focus on aspects of the text and to understand it better. The goal of these activities is to help learners to deal with the text as if it was written in their mother tongue.

Topic Sentences: Each paragraph stands for one main idea. Students are asked to find the topic sentence and explain how it describes the whole reading passage and the given paragraph.

Guessings: Read the text (skimming the text for general information) to see if the guessings and predictions are met.

Scanning: Students look for specific information from the text. Learners may be also asked to write comprehension questions for their peers.

Post-reading activities mainly aim at integrating the target material into the real-life and personalized practice in order to

keep the authentic use of the language, make the learners feel that whatever they learn they turn into real-life experience in terms of language use.

Discussions: Learners are divided into groups and are given a set of text-related questions to discuss. Questions may be about some characters, their behaviour, how the text has interested students, what they have learned from it, etc.

Story Continuation: Students may be given exact time to think and come up with the continuation of the story. They may change some traits of the main characters and imagine how the text would proceed to take into account those changes.

Analysis and results. In order to improve reading and reading comprehension the top strategies are highly proficient, effective readers utilize a number of different strategies to comprehend various types of texts, strategies that can also be used by less proficient readers in order to improve their comprehension.

These include: **Making Inferences:** In everyday terms we refer to this as "reading between the lines". It involves connecting various parts of texts that are not directly linked in order to form a sensible conclusion. A form of assumption, the reader speculates what connections lie within the texts and they also make predictions about what might occur next.

Planning and Monitoring: This strategy centers around the reader's mental awareness and their ability to control their comprehension by the way of awareness. By previewing the text (via outlines or table of contents) one can establish a goal for reading: "what do I need to get out of this"? Readers use the context clues and other evaluation strategies to clarify texts and ideas, and monitoring their level of understanding.

Asking Questions: To solidify one's understanding of passages of texts, readers inquire and develop their own opinion of the author's writing, character motivations, relationships, etc. This strategy involves allowing oneself to be completely objective in order to find different meanings within the text.

Self-Monitoring: Asking oneself questions about top reading strategies, whether they are getting confused or having trouble paying attention [9].

Determining Importance: Pinpointing the important ideas or messages within the text. Readers are taught to identify direct and indirect ideas and thus, to summarize the relevance of each.

Visualizing: With this sensory-driven strategy, readers form mental and visual images of the contents of text. Being able to connect visually allows for a better understanding of the basic text through emotional responses.

Synthesizing: This method involves marrying multiple ideas from various texts in order to draw conclusions and make comparisons across different texts; with the reader's goal being to understand how they all fit together.

Making Connections: A cognitive approach also referred to as "reading beyond the lines", which involves:

finding a personal connection to reading, such as personal experience, previously read texts, etc. to help establish a deeper understanding of the context of the text;

thinking about implications that have no immediate connection with the theme of the text;

Conclusion and suggestions. The findings of this study showed that reading strategies have a high impact on the students' reading comprehension ability. Students must not be just passive receivers of information but they are active makers of meaning. Successful readers try to use numerous skills and strategies to grasp meaning from the texts. Readers should be involved in the

reading process by using various strategies to monitor their meaning. This study emphasized the idea that comprehension processes are influenced by a lot of strategies. All of these strategies work together to construct the meaning process so easily and effectively. Based on the findings of this study, it is concluded that Students must know the reading strategies and utilize them during the reading process in order to understand a text easily and they should be related to the students' proficiency levels. Teachers have a big responsibility to motivate their students in reading these materials, should be very sensitive to their learners' comprehension difficulties, in a nutshell they can better understand the different texts.

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