

EFFECTIVE READING STRATEGIES FOR INCREASING STUDENTS' COMPREHENSION

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ABSTRACT

Reading methods, as a mental activity, assist the reader in comprehending text more efficiently. In other words, they are the tools that readers employ to comprehend what is printed on a page. These practices, which are crucial for literacy development, can be taught directly to pupils. Reading comprehension is also affected by the genre of the reading passages. Tales and stories are simple to understand, whereas extracts from informational textbooks, manuals, and literary novels are difficult for readers to decipher. Nonverbal imagery such as images, sketches, emoticons, and bitmojis make text easier to interpret. The present article discusses some methods that are efficient for increasing students' comprehension.

Key words: *reading comprehension, strategies, visualization, pair reading, schema, a competent reader, inferring, summarizing, technique, skimming, scanning, in-depth reading.*

АННОТАЦИЯ

Методы чтения, как умственной деятельности, помогают читателю более эффективно понимать текст. Другими словами, это инструменты, которые читатели используют для понимания того, что напечатано на странице. Этим практикам, имеющим решающее значение для развития грамотности, можно обучать непосредственно учащихся. На понимание прочитанного также влияет жанр прочитанного. Сказки и рассказы просты для понимания, тогда как выдержки из информационных учебников, пособий и литературных романов читателям трудно расшифровать. Невербальные образы, такие как изображения, наброски, смайлики и растровые изображения, облегчают интерпретацию текста. В настоящей статье обсуждаются некоторые методы, которые эффективны для улучшения понимания учащихся.

Ключевые слова: *понимание прочитанного, стратегии, визуализация, парное чтение, схема, компетентный читатель, умозаключение, обобщение, техника, беглый просмотр, просмотр, углубленное чтение.*

INTRODUCTION

There are numerous ways for teaching reading. Reading comprehension strategies are essential. These differ depending on the difficulties, such as new concepts, foreign terminology, long and complex sentences, and so on. Attempting to deal with all of these difficulties at once may be unrealistic. Nonetheless, tactics should be tailored to the learner's skill, aptitude, and age level. Reading various types of texts necessitates the employment of various reading tactics and approaches. Making reading a visible and active activity can be quite beneficial to struggling readers. A competent reader interacts with the text to get an understanding of the information presented to them. "Predicting, linking, inferring, summarizing, analyzing, and criticising are some strong reading strategies" (Hamra, & Syatriana, 2010). There are numerous materials and activities available to reading educators and instructors to assist with reading methods in certain curriculum areas and disciplines. Graphic organizers, talking to the text, anticipation guides, double entry journals, interactive reading and note taking aids, chunking, and summarizing are a few examples. When studying to increase reading comprehension, it is critical to employ effective comprehension practices. "These tactics provide step-by-step directions for developing and maintaining comprehension skills in people of all ages" (Berkeliy, 2011). Using ways to achieve overt phonemic awareness with intermittent practice has been shown to improve reading in young children, particularly those with mental disorders.

METHODS USED

Teachers employ tactics such as reading aloud, group work, and additional reading assignments. Annemarie Sullivan Palincsar and Ann L. Brown pioneered reciprocal teaching in the 1980s, which trained students to predict, summarize, clarify, and ask questions about sections of a text. The employment of tactics such as summarizing after each paragraph has been shown to be useful in increasing students' comprehension. The notion is that if the teacher provides specific mental tools for dissecting text, pupils will develop stronger reading comprehension skills on their own (Pressley, 2006). Educational conversations, also known as comprehension via discussion, provide students with higher-level thinking possibilities by encouraging critical and aesthetic thinking about the text. Class dialogues, according to Vivian Thayer, help students produce fresh ideas and questions. "All our knowledge emerges from questions," stated Dr. Neil Postman, "which is another way of stating that question-asking is our most significant intellectual instrument" (Response to Intervention). A teacher should concentrate on the following types of questions:

remembering; assessing understanding; application or solving; inviting synthesis or creation; and evaluating and judging. Instructors should use "think-alouds" to model these types of questions before, during, and after reading a text. A student "makes a connection" when they can relate a chapter to an experience, another book, or other facts about the world. Creating connections assists pupils in comprehending the author's intent and the fiction or non-fiction material. (Bell, 2016). There are elements that, if identified, make it easier for the reader to comprehend the written content. The genre, such as folktales, historical fiction, biographies, or poetry, is one. Each genre has its own text structure qualities that, if understood, aid the reader's comprehension. A plot, characters, environment, point of view, and topic comprise a story. Informational books educate students with real-world knowledge and include features such as headers, maps, vocabulary, and an index. Poems can be composed in a variety of styles, the most common of which are rhymed verse, haikus, free poetry, and tales. Alliteration, repetition, rhyme, metaphors, and similes are all used in poetry. "As youngsters become acquainted with genres, organizational patterns, and text features in books they read, they are better equipped to create those text factors in their own work." Another is to arrange the material according to perceptual span and to show the text in a way that is appropriate for the reader's age level (Tompkins, 2011). Nonverbal imagery refers to media that use schemata to generate connections, whether intended or unplanned, and is most typically used in context, such as a passage, an experience, or one's imagination. Emojis, emoticons, cropped and uncropped photos, and, more recently, emojis, which are visuals designed to inspire comedy and comprehension, are some famous examples (Vargs, 2016). Visualization is a "mental image" that a person creates in their mind when reading text that "brings words to life" and improves reading comprehension (Cohen, 1997). Students will improve their visualization skills by asking sensory questions (Bell, 2016). Children can practice visualizing by imagining what they "see, hear, smell, taste, or feel" while reading aloud a page of a picture book without being shown the picture. Users can then share their visualizations and compare their level of detail to the illustrations.

RESULTS AND DISCUSSION

Pair reading is a strategy designed for two people. The teacher selects two novels for the students to read. First, students and partners must read their own books. After that, they are given the opportunity to write their own comprehension questions for their partner. Students exchange books, read them aloud to one another, and ask each other questions about the books they read. There are various levels of this. There are others at the bottom who require extra assistance in recording the strategies. The

average person will still require assistance. The children require no assistance at a good level. Pupils at the highest level are several years ahead of their peers. “This technique gives a model of fluent reading and assists pupils in learning decoding skills by providing positive feedback” (Partner Reading, 2016). It allows a teacher to roam throughout the classroom, observe students, and offer individual remediation. Reading programs and educators provide a variety of reading practices. “Successful reading practices for second language learners may differ from those used by native speakers” (Tanyeli, 2009; Iwai, 2008). The National Reading Panel found favorable impacts for only a selection of activities, including summarizing, asking and answering questions, comprehension monitoring, visual organizers, and cooperative learning. The Panel also underlined the “effectiveness of a combination of tactics, such as those utilized in Reciprocal Teaching” (Ben, 2016). “The use of effective comprehension tactics that provide explicit instructions for acquiring and keeping comprehension skills, as well as intermittent feedback, has been shown to improve reading comprehension in people of all ages, particularly those with mental disorders” (Berkeliy, 2011).

According to reading and comprehension research, highly proficient readers use a variety of tactics to comprehend various sorts of texts, strategies that less proficient readers can also use to increase their comprehension.

Drawing Conclusions: We call this "reading between the lines" in ordinary parlance. It entails linking several elements of texts that are not directly related in order to generate a logical conclusion. The reader speculates on what links exist within the texts, which is a type of assumption.

Planning and Monitoring: The reader's mental awareness and ability to manage their comprehension through awareness are important to this method. By previewing literature (through outlines, table of contents, etc.), one might define a reading goal: "what do I need to acquire out of this"? Readers use context clues and other evaluation tools to explain texts and concepts, keeping track of their degree of comprehension. In order to consolidate their grasp of text passages, readers query and form their own opinions about the author's writing, character motivations, connections, and so on. This method entails “being entirely objective in order to identify various meanings inside the text” (Hamra, & Syatriana, 2010).

Determining Importance: Identifying the key ideas and messages in the text. Readers are taught to distinguish between direct and indirect ideas and to summarize the significance of each.

Visualization: Using this sensory-driven method, readers create mental and visual representations of the text's contents. By emotional responses, being able to connect visually helps for a deeper understanding of the content.

Synthesizing is the process of combining several concepts from diverse texts in order to draw conclusions and make comparisons across different texts; the reader's goal is to comprehend how they all fit together.

Making Connections: A cognitive approach to reading that involves (A) 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, or (B) “thinking about implications that have no immediate connection with the theme of the text” (Deacon, 2009).

Extremely competent readers boost students' reading comprehension by employing the following seven cognitive strategies:

Priming the cognitive pump to recall relevant prior knowledge and experiences from long-term memory in order to extract and construct meaning from text is what activating is.

Inferring is the process of combining what is spoken (written) in the text, what is unspoken (unwritten) in the text, and what the reader already knows in order to extract and create meaning from the text (Abebersold, 1997).

Monitoring/clarifying refers to thinking about how and what one is reading, both during and after the act of reading, in order to determine if one is grasping the material and to clarify and correct any errors.

Questioning entails participating in learning dialogues with text (writers), peers, and teachers using the following strategies: self-questioning, question generation, and question answering.

Searching-Selecting is the process of exploring a range of sources for relevant information in order to answer queries, define words and concepts, clarify misconceptions, solve problems, or gather information. **Summarizing** is the act of restating the meaning of a text in one's own words — words that differ from those used in the original text.

Visualizing/Organizing is the process of creating a mental image or graphic organizer in order to extract and generate meaning from text.

Reading with expression is the practice of training kids to read aloud (Bernhardt, 1991). If there is an exclamation point at the conclusion of a sentence, they should read it loudly. If students read a sentence that ends with a question mark, they should employ an interrogative voice. This requires very little training and practice, but it improves students' comprehension of what they are reading by engaging them in the

material. This can greatly improve their comprehension and help them develop fluency.

Another successful technique for teaching reading comprehension is to set a reading goal. Teachers should have students write out their objective before assigning a novel or short story to read.

“Schema is one of the most effective ways for teaching reading” (Carrel, 1998). This technique requires pupils to make connections between what they currently know and new concepts provided in the text. The theory is that if they can connect new material to what they already know, they will learn it faster and remember it for longer. For example, if kids know how to drive a car and are told that it has four cylinders under the hood, they will grasp that these objects allow their engine to function properly because they already know how an engine works. This allows them to learn faster than someone who knows nothing about vehicles or engines.

Making reading enjoyable is one of the most crucial tactics. Instructors can accomplish this “by engaging students in reading-related activities such as games and crafts” (Amer, 1997). This is especially beneficial if they have an older child who is having difficulty reading. When they are having fun, they are more inclined to participate in activities that require reading.

It is suggested that “students make connections between what they already know and the theme of the narrative or book they will be reading” (Bernhardt, 1991). Instructors could ask students to guess what will happen in the story or text based on the title, drawings, or cover; they should also be asked if they believe characters will change as the story unfolds.

Using reading tactics before, during, and after reading has various advantages. Knowing how text is arranged can assist children in understanding what they read. Before reading and utilizing this information, a reading approach such as previewing can provide an overview of the text organization. Reading, on the other hand, can assist you read a text in detail or skim it. Reading techniques can aid in comprehension monitoring by assessing what children understand during and after reading. They can assess their understanding by asking questions while reading. After reading, summarizing and recounting might help you review your understanding. “There are numerous methods for retrieving information from memory that can help with comprehension” (Bernhardt, 1991). For example, recalling facts from a text is made easier if children utilize a mnemonic device to make a link between new and familiar information previously stored in their long-term memory. Students can use reading skills to gain access to information that is not directly expressed. They “assist readers in deducing meaning, drawing conclusions, and generalizing information.

Reading methods are useful for reading books with complicated ideas and language” (Amer, 1997). Pupils can utilize them to improve their comprehension and reading skills.

CONCLUSION

Overall, reading strategies are acts that a reader performs to aid in the construction of meaning from text. Reading comprehension refers to the ability to comprehend what is read. Early childhood education programs allow children to learn to read. Early intervention has been demonstrated to considerably increase a child's reading success. “When reading strategies are used, the possibilities are limitless” (Hamra, & Syatriana, 2010). Reading methods enable readers to make sense of the text. This can be challenging for some kids who haven't been taught specific skills to assist them understand what they're reading. There are simple, easy-to-implement tactics that can assist you in becoming a successful reader. Reading techniques can provide children with a road map for becoming better readers. Your pupils will be more invested in the novels they read, which will keep them interested. “Reading is one of the most important and significant courses in any school or university curriculum. Students are urged to read as much as possible, however many people find it difficult to read a book, and others even find it uninteresting” (Abebersold, 1997). Nonetheless, reading is one of the most important components in academic success since good readers are also good writers. Reading methods assist pupils in understanding what they read in ways that they can grasp. They also assist kids in discovering new ways to make reading more enjoyable and accessible in order for them to absorb what they have just read. Skimming, scanning, and in-depth reading are the three sorts of reading methods. Reading strategies is a broad phrase that refers to the planned and explicit behaviors that can assist readers in translating print to meaning. Reading methods are only used to improve text comprehension. Reading methods are critical for teaching pupils how to think like competent readers. Teachers can improve students' reading comprehension and enjoyment of reading by applying reading methods and modifying how they read.

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