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THE ACHING METHODS OF READING

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ABSTRACT

This article deals with the development of reading strategies in studying foreign languages. The article provides information on the rules that are important to the understanding and effective interpretation of the text. At the same time, there are some differences in reading comprehension between weak and strong pupils present in all classes and groups.

KEYWORDS: *Skills In Studying Languages, Types Of Competence, Ability To Read, Reading Strategies, Effective Reading Comprehension, Intensive Reading, Intensive Implementation, Figurative Image, Visual Image, Basic Tendency.*

INTRODUCTION

Reading is one of the core competences that students acquire during their elementary school years. The ability to read and interpret textbooks and other assigned material is a critical component of success at university level. Reading skills form the basis for learning and are an important element for obtaining knowledge in academic learning in all subject areas. However, research on both L1 (first language speakers) and L2 (second language speakers) reading indicate that proficient reading is a complicated process that involves a combination of different abilities and strategies at the same time to compensate for each other in processing a text. These competencies are an integral part of communicative competence and are essential for developing students' ability to read fiction texts.

REVIEW OF LITERATURE

While the research cited to this point has relied upon the use of mature accomplished readers, the present study seeks to determine the influence of schemata on the comprehension skills of a sample with less reading experience and a greater diversity of reading aptitude. Brown and Smiley (1) have argued that a reader's ability to detect the structure or theme of a passage and to utilize this information in determining which statements within the passage are important

develops with age. The ability to apply an external structure may be subject to the same developmental constraints. A similar prediction can be made in regard to the grouping of students by general reading competence. Obviously, it is expected that good readers will be able to recall more information. However, this study seeks to determine if the assigned perspective causes good and poor readers to differ in the pattern of their recall. If asked to take a perspective, the superiority of the good readers should be most obvious in this group's recall of information related to then perspective. If good and poor readers are given no perspective, the good readers should retain all material at a uniformly higher rate

According to Zare-ee1 (2), "Reading comprehension is essential to academic learning areas, to professional success, and to lifelong learning." The struggle to improve the quality of education provided to students relies on the necessity of teaching reading comprehension strategies. The comprehension of written text is now embedded in all content areas, which is assessed on the standardized test given to our students. According to the No Child Left Behind Act of 2001 (2002), for schools to continue to receive government funding, all state schools must show "continuous and substantial improvement" for all students including students with disabilities, minorities, English as a second language, and the low income population. In order to raise standards in the public school system standardized testing is used to measure accountability. In order for students and teachers to obtain a fair evaluation, students must know how to use reading comprehension strategies to provide the accountability data.

Reading comprehension is the main factor that all content standards have in common. In order to provide growth opportunities in every subject matter, reading comprehension strategies must be taught to obtain the knowledge needed to satisfy the accountability standards.

One of the most important opportunities for the development of reading competencies is the fact that a pupil is able to work on the text. In fact, in any classroom, we categorize pupils into strong and weak categories. The question arises as to how the pupil should read the texts and what they should pay attention in order to develop reading comprehension skills. It is also natural to wonder how strong and weak pupils differ from one another. Based on the results of his research, Duke / Pearson (3) acknowledges what the reader needs to pay attention to in reading and using strategies:

- a strong pupil actively monitors the learning process and initially works on the basis of a clear learning objective;
- continuously focuses on the correctness of the purpose of the reading process;
- a strong pupil will look at the text before reading it in detail and determine the purpose of the reading with the help of specific features such as text structure;
- the pupil makes different hypotheses about the continuation of the text in the reading process;
- the pupil is constantly confronted with some questions in selective reading, such as what I read quickly or slowly, what I should read again;
- a strong pupil records and controls the content of what he or she is reading;
- they activate their previous knowledge and link it with the content of the text;

- learns about the author, reflects on the style of reading and the purpose of the text, on historical relationships;
- the pupil strives to understand the meaning of unfamiliar words or concepts in the text;
- they focus not only on the content and the quality of the text, but also on it intellectually and emotionally;
- a strong pupil reads different types of text in different ways;
- they study the text not only in the reading process but also in the short pause and the reading;

We can see from studies that weak students' attitudes toward learning and the use of reading strategies differ from strong students. At the same time, we must note that low levels of knowledge about auxiliary and important strategies are less relevant to the use of reading strategies.

On the other hand, weak pupils have a lack of motivation to study. Intensive reading with texts is essential to successful reading. Intensive implementation of strategies also requires extra effort and attention. A weak pupil not only becomes passive in the learning process but also avoids strategic exercises. It is important to recognize that the reading strategies available to strong pupils are supported by all students in the classroom.

The development of reading skills in the learning process requires the use of learning strategies and self-training. It is also important that pupils have sufficient time for performing text and exercises related to reading skills.

It is important to choose the right texts to increase your interest in reading, for example, be aware of the information contained in the text, understand the rules and regulations of the game and so on. They can understand different types of text if they have sufficient reading and writing skills. In conclusion, we must also note that the understanding of the text always applies to the knowledge of the reader. In this way, by reading a well-chosen text, the reader not only learns new words about the topic, but also focuses on their use in the text.

Teachers can have students diagram the *story grammar* of the text to raise their awareness of the elements the author uses to construct the story. Story grammar includes:

METHODS

As we have demanded, it is important for linguists not only to read and understand all types of texts they understand, but also to write different texts. As a result of the link between reading and writing skills, writing develops in writing, and writing develops in reading.

Based on the above considerations, let us focus on the following steps in developing new strategies. They are:

- express and explain the strategies;
- provided by the teacher and learner;
- general use;
- to do exercises in small groups based on instruction;

- independent expression of the strategy;
- re-examination and identify the acquired knowledge and skills.

The teacher should always pay attention to how the strategies of the learner are used in the use of these particular stages. In this way, they will develop their reading and understanding skills. It is important to choose other approaches when presenting or explaining additional guidelines in order to avoid ineffective and simple use of the strategy. Language learners should independently test the use of strategies and understand their own skills and shortcomings in reading and understanding the text.

Several strategies for effective reading comprehension are presented. Students' knowledge of the topic will be revealed during the pre-text exercise. As you read the sequel, you will see whether the points you make are true or false. Written data is abstract because it is difficult to remember. Figurative images help us to understand and relate the text as well as being specific and easy to remember. Visual images present textual information in graphics, diagrams, models, or drawings. Moving to a visual form enhances the relationship between the learner's ability to read and understand and interpret the text. Summing up the above points, we would like to present below the purposes that are important to the structure of the conversation and the questions that are necessary to continue the conversation.

<i>Purpose</i>	<i>Questions</i>
To start the conversation	What does the author want to report about? What is the author going to say ?
Identifying the author's opinion	What is the author going to say and what does it mean?
Identifying of data connection	What kind of information has the author given us? How can we respond to the information given by the author?
Determine the existing barriers to text comprehension	What kind of shortcomings we have in understanding the content of the text? What can we find?
Read the text to determine whether the comments and conclusions are relevant	Has the author told about that? Have we found the answers from the opinions given by the author?

CONCLUSION

In summary, most language learners need detailed instruction and exercises to perform complex tasks and to understand the text (oral and written). In understanding and interpreting the text, we would like to draw attention to the following rules:

1. Delete insignificant information;
2. Delete excessive information;
3. Express the idea, which was expressed in many words, in one word;
4. Expressing the events in one word;
5. Choose the basic tendency;
6. They should create the basic tendency themselves.

Mentioned rules play an important role not only in the understanding of the text, but they give effective results in conclusions. In summary, the effectiveness of students' learning competences will be enhanced if the effective use of learning tools is based on the above-mentioned pedagogical and didactic factors. Forming students' reading comprehension competencies also includes teaching them to think, summarise, analyze, make conclusions and express their own ideas. By giving students a creative approach, they can develop a sense of patriotism, respect for their profession and hard-working.

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