



READING TECHNIQUES TO IMPROVE PUPILS' READING COMPREHENSION

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ABSTRACT	KEYWORDS
The article dwells on how to construct effective learning techniques to foster reading skills which have been included in the syllabus of each and every primary and secondary schools.	techniques, ability, comprehension skills, reading assignments.

The ability to process text, understand its meaning, and integrate it with what the reader already knows is referred to as reading comprehension. Knowing the meaning of words, understanding the meaning of a word from its context, following the organization of a passage and identifying antecedents and references, drawing inferences from a passage about its contents, identifying the main thought of a passage, answering questions answered in a passage, and recognizing literary devices or propositional strides are all fundamental skills required for efficient reading comprehension. There are many reading strategies to improve reading comprehension and inferences, including improving one's vocabulary, critical text analysis (intersexuality, actual events vs. narration of events, etc.) and practicing deep reading. Ability to comprehend text is influenced by readers' skills and their ability to process information. If word recognition is difficult, students use too much of their processing capacity to read individual words, which interferes with their ability to comprehend what is read.

Some people learn comprehension skills through education or instruction, while others learn through direct experience. The ability to recognize words quickly and effortlessly is required for proficient reading. It is also determined by an individual's cognitive development, which is "the construction of thought processes".

Prior knowledge about the subject, well-developed language, and the ability to make inferences from methodical questioning and monitoring comprehension are examples of passage questioning.

Teachers frequently explain genre styles, model top-down and bottom-up strategies, and introduce students to the necessary complexity of text comprehension before beginning instruction on comprehension strategy. The second stage, which comes after the contiguity interface, entails the gradual release of responsibility, in which teachers gradually allow students the freedom to use the learned strategies on their own, with remedial guidance as necessary. This stage helps with error management. With increasing amounts of exercise and assessment, the students are guided toward a self-regulated learning state, which results in overlearning and the development of reflexive or "second

nature" skills. The teacher as reading instructor is a role model of a reader for students, demonstrating what it means to be an effective reader and the rewards of being one.

"Reading comprehension" refers to the ability to understand information presented in written form. Comprehension is a "creative, multifaceted process" that is supported by four language skills: phonology, syntax, semantics, and pragmatics.

Reading comprehension and vocabulary are closely linked. Knowing how to recognize, pronounce, and decode words is obviously important, but knowing what they mean is essential for comprehending any given chapter while quickly skimming a book. It has been shown that students who have a lower vocabulary than their classmates comprehend less of what they read. In order to improve comprehension, it has been suggested that strengthening word groups, expanding vocabulary to include homonyms and terms with multiple meanings, and using figurative language like idioms, similes, collocations, and metaphors are all beneficial strategies.

Before reading a book to students, teachers should give out topic-related words and phrases, teach topic-related word groups, synonyms of words, and their meanings in relation to the context. Andrew Biemiller also suggests that teachers should acquaint students with the sentence structures in which these words frequently appear. According to Biemiller, this intensive method offers students the ability to expand their mental understanding of the subject matter and study it beyond the conversation. There is, however, no proof that this strategy is the best one. Although it has been shown to be an unreliable approach for enhancing comprehension and is no longer used to teach children, incidental morphemic examination of words—including their prefixes, suffixes, and roots—is nevertheless thought to promote understanding of the vocabulary.

To teach reading, a variety of techniques are employed. To aid with reading comprehension, strategies are essential. They differ depending on the difficulties, such as novel ideas, strange vocabulary, lengthy and intricate phrases, etc. It could be unreasonable to attempt to handle all of these difficulties at once. However, learning procedures should be appropriate for the learner's age, aptitude, and degree of skill. Reading aloud, group activities, and more reading assignments are a few of the technique's teachers employ.

Reading is a wonderful habit that can profoundly alter a person's life. It can amuse us, educate us, and enlighten us with the knowledge and experiences that are shared. There exist some reading techniques, which if mastered at a growing stage can help us, be better and far more comprehensive readers. These skills might not necessarily be learned as rigid theories or rules but if understood well once they can definitely enhance the reading skills and increase the quality and quantity of output that we get from after reading.

The followings are seven styles/techniques of reading used in different situations:

1. Reading Technique-Scanning

A reading technique called scanning the text is used to focus on a few key elements while reading the entire passage. The summary, the preface, or the first and last chapters of a book can all be quickly read by readers to emphasize its key ideas.

This method, for instance, is applied when looking up a name in the phone directory.

2. Reading Technique–Skimming

This reading technique is used for getting the gist of the whole text lead. We generally use this technique at the time of reading a newspaper or magazine. Under this technique, we read quickly to get the main points and skip over the detail.

It is useful in getting a preview of a passage before reading it in detail or reviving understandings of a passage after reading it in detail.

3. Active Reading Style

Gaining a thorough grasp of the text is the goal of active reading. With this method, the reader engages directly with the text as they read it. Skimming or scanning through the content will not provide you with a thorough understanding of it.

4. Detailed Reading

This technique is used for extracting information accurately from the whole text. Under this technique, we read every word for understanding the meaning of the text.

In this careful reading, we can skim the text first for getting a general idea and then go back to read in detail. We can use a dictionary to find the meaning of every unfamiliar word.

5. Speed Reading

Speed-reading is actually a combination of various reading methods. The aim of speed-reading is basically to increase the reading speed without compromising the understanding of the text reading.

6. Structure-Proposition-Evaluation

This is an interesting reading technique suggested by Mortimer Adler in his book *How to Read a Book*. This reading technique is mainly applicable to non-fiction writing. This technique suggests reading as per the three following patterns:

7. Reading Techniques: Survey-Question-Read-Recite-Review

This method aims to facilitate a clear understanding of the text that the reader would be able to teach whatever he has learned during the process of reading.

The process involves five different steps, which are as follows:

- **Survey**

The survey involves getting a quick idea of the whole writing piece. For example, reading the introduction or summary of a book will be enough to get an idea of that book.

- **Question**

We are not just reading the words or looking at the words but are actually trying to make out the underlying meaning of the text. So we should prepare questions in our mind and look for the answers while reading the text.

- **Read**

The reader should read selectively if they are looking for any specific.

- **Recite**

The reader should answer the questions in his own words using only the keywords that are required to sum up the complete idea.

- **Review**

The reader should review the entire things in his mind.

In conclusion, reading serves as the basic foundation upon which people's intellectual capacities are built. Given how important reading is, elementary schools place a lot of emphasis on it. Many individuals believe that reading is a reliable predictor of academic success. The majority of our classes are based on the simple concept of reading, understanding, analyzing, synthesizing, and gathering knowledge.

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