



THE EFFICACY OF PROFICIENT READING STRATEGIES IN ENHANCING READING COMPETENCIES.

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Annotation. Perusing is an natural cycle where perusers create a noteworthy depiction of a content utilizing capable understanding frameworks. Effective perusing procedures are considered colossal capacities that have gotten the interesting highlight on learners' understanding appreciation capability. In this paper, the investigators characterize the term unendingly understanding cognizance, make sense of the sorts of perusing, report models of the understanding cycle, state theories of understanding recognition, study the effective methods for understanding appreciation, in conclusion take note disclosures of students' understanding strategies and their perusing discernment capability. The study of composing appears that perusing strategies expect a colossal portion in assist creating the learners' perusing recognition ability.

Keywords: perusing comprehension, sorts, models, hypotheses, methodologies.

Anderson branded reading as the most common way of making important from composing texts. It needs the congruity of a lot of related wellsprings of data. As for Wixson, Peters, Weber, and Roeber, reading is the most common way of making implying that includes: (a) the reader's current information; (b) the text data; and (c) the understanding setting. Grabe characterized reading as an



intuitive cycle between readers and texts that outcome in understanding familiarity. Readers cooperate with texts as they attempt to remove importance and there are various kinds of information: phonetic or fundamental information (base up handling) and schematic information (hierarchical handling). Pourhosein Gilakjani and Ahmadi expressed that the principal objective of reading is to acquire the right message from a message that the essayist expected the reader to get. As designated by RAND Reading Study Gathering, perception is the method involved with inspiring, and what's more, making significance through collaboration and inclusion with composed language. McNamara and Magliano underlined that this cycle is an errand of both readers and that's what text factors occur inside a bigger social setting. Duke expressed that perception is a cycle wherein readers make meaning by cooperating with the text through the mix of earlier information and experience, data in the text, and the perspectives of readers connected with the text. Kintsch and van Dijk Kintsch characterized reading cognizance as the method involved with making significance from the text. ^[1]

The object is to get a comprehension of the message instead of to procure significance from individual words or sentences. The result of reading perception is the psychological portrayal of a text implying that is joined with the readers' past information. This is known as a psychological model or a circumstance model. This model characterizes what has been realized. Keenan, Betjemann, and Olson communicated that reading understanding necessities the effective extension and plan of a ton of lower-and more elevated level cycles and abilities.

¹ Ahmadi, M. R., & Pourhosein Gilakjani, A. (2012). Reciprocal Teaching Strategies and Their Impacts on English Reading Comprehension. *Theory and Practice in Language Studies*, 2(10), 2053-2060. <http://dx.doi.org/10.4304/tpls.2.10.2053-2060>



As needs are, there are many hotspots for a conceivable understanding break and these sources are different in light of the expertise levels and time of readers. There are various definitions for broad reading. Fence depicted it as skimming and examining exercises while Hafiz and Tudor communicated that presenting students with enormous amounts of significant and captivating materials and exercises will fundamentally affect the students' information on L2. A parcel of scientists has shown extraordinary interest in broad reading somewhat recently.

A three-month broad reading study was done by Hafiz and Tudor. The subjects of this review were Pakistani ESL students in a UK school. The outcomes got from this exploration demonstrated a critical progression in the presentation of the trial subjects, especially their composing abilities. The subjects' improvement was some way or another connected with openness to numerous lexical, syntactic, and literary highlights in the understanding materials and the idea of the broad understanding materials. Support proclaimed that broad reading contrasts in light of students' inspiration and School assets. A profoundly energetic and thoroughly prepared instructor can unquestionably choose fitting materials and exercises for their students. Fence focused on that because broad reading helps with growing students' understanding expertise, it ought to be integrated into the EFL/ESL programs given that the picked texts are legitimate and arranged.

When students read a lot, they become more independent. They can do this in class or at home. Carrell and Eisterhold believe that reading a variety of books can help students become independent thinkers and find meaning in what they read. It is important for students to choose books they are interested in so they enjoy reading them. The way people usually choose what to read is by thinking about whether they'll enjoy it, if it's too hard or too easy, and how long it is. Fence



explained that reading a lot has many benefits such as improving language skills, understanding better, learning about society, feeling more confident and motivated in learning. In this type of reading, students read a page to understand its importance and learn how to write. By reading this, students can practice important strategies with different materials. These methods can focus on either the words or the students themselves.

The first includes acknowledgment of text association and the second includes systems like semantic, schematic, and metacognitive methodologies.

Yang, Dai, and Gao communicated that serious reading is valuable to foster understanding perception. As indicated by Waring, serious reading is vital for learning jargon and understanding how text is shaped. Stahl observed that there is a connection between concentrated understanding exercises and language capability. As indicated by Paran, educators need escalated reading to build the three periods of learning called pre, during, and post-reading for better language availability, maintenance, and enactment techniques. Pollard, Durodo, Gonzalez, Simmons, Kwok, Taylor, Davis, and Simmons said that concentrated reading is considered a critical instrument for further developing an understanding of cognizance. There are a ton of techniques for understanding perception. These techniques are made sense of exhaustively in this segment. In this technique, readers actuate their experience information and apply it to help them grasp what they are reading.^[2]

This information is about how people experience the world and how they understand written words, like knowing what a word means and how it looks on

²Alyousef, H. S. (2005). TEACHING READING COMPREHENSION TO ESL/EFL LEARNERS. *The Reading Matrix*, 5(2), 143-154. Retrieved from <http://www.readingmatrix.com/articles/alyousef/article.pdf>



a page. It also talks about how written text is put together. The mapping idea is important in the process of understanding. This idea is based on how people organize and start remembering things they experienced before. This guess makes sense: As people learn about the world, they create a series of pictures or drawings to help them understand. These things are made and change when people learn new things through experience and reading. For instance, a child's idea of a dog might be a furry, white, and playful pet. When a child spends more time around many dogs in different places, their understanding of dogs grows and they can learn more about them.

It can connect with other construction sorts of canines like shades of canines; food sources that canines eat; where they stay when the family is on vacation; and perilous canines. Mental researchers expressed that fruitful readers forever relate their earlier information to the new information they face in texts. Great readers enact their mapping when they begin reading.

The main blueprint influences how readers fathom and respond to a text. Diagrams are especially vital for understanding appreciation. At the point when students know about a text's association, this can assist them with seeing better that text. In this system, readers pose relevant inquiries in reading the text. This methodology helps readers to join data, perceive principal thoughts, and sum up data. Posing proper inquiries licenses fruitful readers to focus on the main data of a text. Making important inquiries assists great readers to focus on troubles with understanding and making the essential moves to tackle those issues. Readers evaluate or make determinations from data in a text. In this system, journalists don't necessarily give full data about a point, spot, character, or occurring. All things being equal, they give data that readers can use to peruse by causing inductions that coordinate data of the text with their past information.



Through this interaction, readers can work on their abilities to make meaning. Having the option to make inductions is a significant element for readers' fruitful reading. In this methodology, readers can acquire importance from a text by making reasonable deductions. Fruitful readers apply estimates to make their current information to new data from a text to get importance from what they read. Before reading, readers might apply what they are familiar with as an essayist to conjecture what a text will be about. The title of a text can work recollections of texts with a similar substance, allowing them to figure out the substance of another text. During reading, fruitful readers can make forecasts about what will happen straightaway, or what feelings the essayist will propose to help a conversation. Readers attempt to survey these forecasts incessantly and change any forecast that isn't endorsed by the reading. ^[3]

Readers can make a mental image of a text to grasp the processes they face during reading. This expertise shows that a reader sees a text. Readers who structure a psychological picture as they read are better ready to recollect what they have perused than the individuals who don't picture. Imagining is vital when it is utilized for story texts. At the point when readers read story texts, they can without much of a stretch comprehend what's going on by envisioning the spot, characters, or tasks of an arrangement. It can likewise be utilized for the reading of descriptive texts. Readers envision steps in a cycle or stages in an event or shaping a picture that assists them with reviewing a few dynamic thoughts or critical names.

³ Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading. In P. D. Pearson, R. Barr, M. L. Kamil, & P. Mosenthal (Eds.), *Handbook of reading research* (pp. 255–292). New York: Longman. Retrieved from <http://hdl.handle.net/2142/31284>



Conclusion. The findings of the present study reveal that reading methodologies exert a significant influence on learners' capacity for reading comprehension. The student body can be viewed as both passive recipients of information and active generators of meaningful content. Proficient readers endeavor to employ diverse skills in order to comprehend the significance of written material. Engaging readers with the reading system involves employing diverse methodologies to assess the material's pertinence. This study highlights the potential impacts of various techniques on cognitive processes. These methodologies concur to cultivate the significance of interaction efficiently and genuinely. In accordance with the revelations of this review, it is posited that the assimilation of material and accompanying exercises must be tailored to students' aptitude levels and designed in a highly engaging manner in order to facilitate effective text comprehension.

Educators shoulder a significant responsibility to advance their pupils in comprehending assigned materials, with a requisite sensibility to their respective perceptual challenges. To this end, teachers must endeavor to transform their students' attitudes towards reading and instill optimistic outlooks towards this indispensable exercise, thereby facilitating their enhanced proficiency in deciphering diverse texts.

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