



POLAND



POLAND

THE MODERN APPROACHES AND METHODS FOR DEVELOPING READING COMPREHENSION

Olomova D.J.

Uzbekistan state world languages university

English faculty II

alimovadina002@gmail.com

+998 99 599 86 55

Gilyazetdinov E.Z

Senior teacher,

Teaching English language methodology department

eldar_85g@mail.ru

+998 91 576 42 57

<https://doi.org/10.5281/zenodo.10890539>

Keywords: reading comprehension, foreign language, pedagogical intervention, intervention program, secondary school, divergent thinking.

Teaching reading comprehension in a foreign language at secondary school is based on the stimulation of cognitive processes in the first stages of working with a foreign language text, which requires mainly the effort of simpler cognitive processes such as attention, memory and perception. At secondary school, the comprehension of a foreign language text acquires a new dimension; the student strives to understand both implicit and explicit information from the text and to make inferences about the text. Many times students are motivated to read, they read various texts, but they cannot respond to questions, which is also confirmed by testing. This means that the targeted reading and working with the text do not always develop comprehension. For this reason, we consider the practice and development of text comprehension through intervention to be extremely important. The article focuses on the specifics of foreign language reading and the intervention of reading comprehension in German, using intervention program as a tool for effective and complex development of reading comprehension.

Reading comprehension is one of the basic components of communication competence, which plays an irreplaceable role in obtaining knowledge, but also in acquiring a variety of information and professional skills. Reading literacy also plays an important role in comparative studies such as the OECD PISA (Organisation for Economic Co-operation and Development 's Program for International Student Assessment) and IEA PIRLS (International Association for the Evaluation of Educational Achievement 's Progress in International Literacy Study). Nevertheless, both international and national studies have shown that



current students read significantly less than in previous decades and the quality of reading comprehension skill is declining [1, p.136]. Reading comprehension has an extremely complex character, which is reflected in the transformational experience influencing the thinking and perception of the individual. The most modern reading models therefore represent text comprehension as an interaction between the text and the reader. While working with the text, not only cognitive and metacognitive processes are involved, but also phenomena at the affective and social level. Reading in a foreign language brings into the process of comprehension other elements of ambiguity and uncertainty that the reader must face. This is not only unknown vocabulary, but also the need for sufficient socio-cultural knowledge and skills in the field of stylistic conventions of writing in the target language. To overcome these barriers, it is necessary to develop the divergent and creative thinking of the reader. By stimulating the mentioned processes and phenomena, we have the opportunity to develop to a greater extent comprehension, perception of the text and thinking about it, which can be achieved by intervention, respectively an intervention program.

Reading comprehension models can help us to understand the various skills and processes that are part of working with the text. We can divide the processes of comprehension into two phases: micro-processes, meaning local comprehension, from word to word, from sentence to sentence, focusing on details and macroprocesses, which mean global comprehension, when the recipient creates the so called information core in their brain. Lutjeharms proposes the model of interactivity, which is described by a cyclical character. The reader activates his previous knowledge, creates expectations, while expectations depend on the information contained in the text.

Although the above mentioned cognitive processes are generally valid for reading activity, the comprehension of a foreign language text has many more obstacles than reading in the mother tongue. The specifics of foreign language reading are manifested at the level of both lower and higher cognitive functions. While pedagogical practice often emphasizes the acquisition of vocabulary and grammar rules, researchers also point out the importance of stylistic knowledge about the norms of standard text construction, which is necessary to correctly predict the content of the text based on its structure. The cultural assumptions and knowledge are another factor that affects text comprehension. The authors of the texts usually assume this cultural knowledge on the part of the reader, so they remain unspoken in the text. Therefore, the proper functioning of inferences and anticipations requires the skill to see the deeper meaning and



connections behind the individual words. We consider the higher cognitive functions, such as inferential, creative and divergent thinking to be an essential prerequisite for the interpretation of foreign language text.

Divergent thinking is one of the most important components of creativity [2]. We apply it especially in situations and tasks when there is no single right solution, respectively the right solution is not predetermined in the task, the goal is to create as many alternative answers as possible. People with the developed ability of divergent thinking are characterized by the ability to look at a given problem from several perspectives, to create new and unusual solutions, to cross accepted and known boundaries of knowledge.

In connection with education in mother tongue and foreign language, we can state that divergent thinking is closely connected with the language, respectively it can be manifested in the use of language and in the domain of verballity. People with strong divergent thinking have a more loosely arranged vocabulary (mental lexicon) with a large number of connections that allow the production of large numbers of associations [3]. In complex tasks that require reference and inferential thinking, respectively producing multiple alternative responses, students with advanced divergent thinking give better performances than their classmates with dominant convergent thinking. Thus, in the process of text comprehension, the individual characteristics of the students may manifest, they focus on different characteristics and layers of the text, which may lead to different interpretation of the meaning of the text. At the same time, we can assume that by developing divergent strategies in reading and comprehension we can achieve a deeper and more accurate interpretation of the text being read.

The intervention program represents a conscious and deliberate application of psychological methods and interpersonal attitudes, in order to help participants modify their behaviour, cognitive abilities, emotions and other characteristics or processes in accordance with the objectives of the program. The intervention programs are based on the theory of social learning and group forms of work and they work with a small social group. In the field of education, the intervention programs in a broader sense represent a modern approach to education, strengthening the humanistic perspective of education. Their strength also consists of experiencing authentic emotions in processing the experience. The principle of learning consists of personal experience and its reflection.

The essence of the reading comprehension intervention program is the development of comprehension, the cognitive processes (from the simplest to



the most complex, i.e. from attention to critical thinking), the development and support of motivation to work with the text, the motivation for foreign language reading, the development of the affective level by working with the activities before, during and after reading the text, respectively the student's experience with text working through various techniques and activities [4, p.127]. It is an eclectic connection of a wide range of methods and their elements, which support not only the development of reading comprehension, but also personal and social characteristics. Working with the text is often confused with working with test tasks, which does not teach the students to work with the text, respectively we do not develop comprehension, but we test comprehension, i.e. whether the learner has understood the text.

The intervention in learning and teaching a foreign language is a challenge and creates different educational situations for students than which they have been accustomed to so far. In this sense, learning emphasizes the learning process itself. As our intervention program was designed to be realized in the school environment, embedded in a normal school day, we consider the appropriate student training to be extremely important.

In reading comprehension we can distinguish three stages: before, during and after reading the text. Each phase is specific and includes different strategies and activities. Javorčíková et al. divide activities when working with the text into warm-up and pre-text tasks - task while reading - tasks after reading. The aim of this stage is primarily to prepare students to work with the text, on the topic of the text and to provide language preparation before reading the text. The pre-reading phase also activates students' prior knowledge, helping them to more easily understand the meaning of the text. Harmer emphasizes the importance of the pre-reading phase in the class, because even in this phase it is possible to work with students' metacognitive skills, i.e. students can predict what the text will be about. The main aim of the phase while reading the text is to understand the author's intention, to understand the text structure. In addition to clarifying parts of the text, forecasting also plays an important role here, i.e. deducing partial conclusions about the next section of the text that follows their verification in the next reading, by which the student concentrates on the intended content. Activities after reading the text should give students the opportunity to think about the meaning of the texts and evaluate them. Post-reading tasks are not directly related to the text, but they are based on it. The main aim of this phase is to reflect on what has been read and to relate the text to students' knowledge, interests or views [5. p.124-137].



While we try to improve reading comprehension the lesson should consists of three parts:

1) the introductory stage: warming up the group(warm-up and motivational activities),

2) the main stage: productivity of the group (working with the text, assignments while reading, activities after reading, the information part is combined with the experimental part),

3) the final stage: dissolving the group (finishing the topics, evaluating the previous progress, closing the emotional topics in the texts, relaxing, etc.).

At the beginning of the lesson, there may not always occur both a warm-up and a motivational activity. The lesson can be introduced either with a warm-up or with a motivational activity. However, we recommend working with warm-up activities, which are not always directly related to the topic of the text (they often give the impression that they are detached from the context), but subconsciously they support the development of the specific predictor (of the cognitive and metacognitive process), link the work of language and cognitive processes, activate the affective level of the students by breaking down fears of the foreign language and naturally directing them to work with the text or topic.

The main part of the lesson consists of pre-reading, assignment while reading and post-reading activities, which also focus on developing the specific predictor in the given intervention unit. The aim of this part is to link the work with the text together with the development of comprehension at a certain level, the level is developing in a spiral towards more complex processes. The rate of activities and assignments is not the same in every intervention unit. In some topics we work more with assignments while reading, in others to a greater extent with activities after reading, which means that in one unit two assignments occur while reading, one activity before reading and one activity after reading. It depends on the character of the intervention, what we want to focus on in the unit. Each activity contains a description as well as a bilingual instruction (English or Russian) that the teacher speaks.

This study explores the interplay of pragmatic and methodological considerations in the effective teaching of reading comprehension, emphasizing the importance of incorporating contextually relevant strategies and pedagogical approaches to enhance learners' cognitive and linguistic skills. By examining the dynamic relationship between pragmatic language use and methodological frameworks, this research aims to contribute valuable insights into optimizing reading instruction for diverse learners in educational settings.



Abstract: In the realm of language education, the acquisition of reading comprehension skills is a multifaceted process influenced by both pragmatic considerations and methodological approaches. This thesis delves into the intricate interplay between these two dimensions, aiming to shed light on the pragmatic nuances that shape effective reading instruction and the methodological strategies employed to foster comprehension.

Pragmatically, this study investigates how language use in context, including the socio-cultural and communicative aspects, impacts the development of reading skills. Understanding the pragmatics of reading comprehension involves recognizing the role of discourse markers, cultural references, and contextual cues in interpreting written texts. By acknowledging the pragmatic dimensions of language, educators can tailor their instructional methods to align with the real-world applications of reading skills, thereby enhancing learners' ability to comprehend diverse textual materials.

Methodologically, the research explores various pedagogical approaches and instructional techniques employed in teaching reading comprehension. From traditional methods to innovative strategies, the study analyzes the effectiveness of different methodologies in addressing the needs of diverse learners. It investigates the integration of technology, the use of authentic materials, and the implementation of interactive activities as potential methodologies to engage students and optimize their comprehension abilities.

The synergy between pragmatic considerations and methodological frameworks is examined through the lens of adapting teaching practices to accommodate individual differences among learners. This research not only seeks to identify best practices but also to provide a comprehensive understanding of the dynamic relationship between pragmatic and methodological aspects in the teaching of reading comprehension. By doing so, it aims to offer practical insights for educators to create inclusive and effective instructional environments that empower students to become proficient readers with a deeper understanding of textual content.

In contemporary language education, the cultivation of effective reading comprehension skills stands as a pivotal goal, demanding a nuanced exploration of both pragmatic considerations and methodological approaches. This thesis endeavors to unravel the intricate dynamics between the pragmatic use of language in context and the diverse methodologies employed in teaching reading comprehension. By delving into this intersection, the study aims to provide educators with a holistic perspective that informs their pedagogical



decisions and fosters a comprehensive understanding of reading as a multifaceted skill.

The pragmatic aspects of reading comprehension involve deciphering the implicit meanings embedded in language use, considering cultural nuances, and navigating the socio-communicative context of written texts. An in-depth analysis of discourse markers, cultural references, and contextual cues forms the foundation for developing strategies that enable learners to engage with and interpret diverse textual materials. This pragmatic lens allows educators to bridge the gap between classroom instruction and real-world language use, facilitating a more authentic and transferable comprehension skill set.

The research scrutinizes various methodological frameworks employed in teaching reading comprehension, ranging from traditional approaches to contemporary innovations. It investigates the role of technology, authentic materials, and interactive activities in enhancing learners' engagement and comprehension abilities. By evaluating the strengths and limitations of different methodologies, educators can tailor their instructional practices to cater to the diverse needs and preferences of their students, thereby fostering a more inclusive and effective learning environment.[6. p.446]

The study aims to uncover synergies between pragmatic considerations and methodological frameworks, emphasizing the need for a dynamic and adaptive teaching approach. It explores how educators can leverage an understanding of pragmatics to inform and enhance their choice of methodologies, ensuring that instruction aligns with the real-world applications of reading skills. By fostering a reciprocal relationship between pragmatic awareness and methodological flexibility, educators can create a learning environment that nurtures not only linguistic competence but also critical thinking and cultural literacy.

In conclusion, this thesis seeks to contribute valuable insights into the complex dynamics surrounding the teaching of reading comprehension by examining the interplay of pragmatic considerations and methodological approaches. By acknowledging the symbiotic relationship between language use in context and instructional strategies, educators can refine their pedagogical practices, ultimately empowering learners to navigate the diverse landscape of written communication with proficiency and cultural acumen. The reading comprehension intervention program has an interdisciplinary character, linking linguistic, pedagogical and psychological goals, making its content remarkable and applicable on several levels. We tried to contribute to the expansion of knowledge of the methodology in the field of foreign language reading and



comprehension through intervention, respectively the intervention lessons to improve reading comprehension and stimulation of cognitive and metacognitive processes from the lower to higher cognitive processes. In practice, language skills are associated with different ways of acquiring reading as well as language acquisition and they overlap in the real language environment, so in the teaching process we recommend applying the complex approach of developing all skills in addition to developing reading comprehension and at the same time to make provision for the affective and social levels of these processes. [7, p.186]

We consider that working with reading comprehension intervention and the stimulation of predictors (cognitive and metacognitive processes) to be necessary and currently indispensable, because it connects not only the interaction of language processes with cognitive and metacognitive processes, support at the affective and social level, but mediates various methods of working with the text so that the acquired skill of reading comprehension is applied in personal and professional life.

References:

1. Baer J. Creativity and Divergent Thinking: A Task-specific Approach. New York, The Guilford Press Publ., 2014. – 136 p.
2. Ehlers S. Entwicklung von Lesekompetenz in der Fremdsprache. *Babylonia*, vol. 6, no. 3-4, 2006. – P.31-38
3. Fabricius-Hansen C. Texte in der Fremdsprache Lesen und Verstehen: Überlegungen zu Einem Vernachlässigten Thema. *SPRIKreports -Reports of the Project Languages in Contrast*, vol. 16, 2002. – P.1-18
4. Gavora P. Ziak a Text. Bratislava, Slovenske Pedagogicke Nakladatel'stvo Publ., 1992. – 127 p.
5. Haji G.R., Shokrpour N. The Impact of Task Type and Divergent Thinking on Reading Proficiency. *International Journal of English Language and Literature Studies*, , vol. 2, no. 2, 2013. – P.124-137
6. Harmer J. The Practice of English Language Teaching. Edinburgh, Pearson Publ., 2013. – 446 p.
7. Hockickova B., Stranovska E., Szabo E., Ficzer A., Stancekova S., Weiss E. *Intervencny Program Citania s Porozumemim pre Nemecky Jazyk A2*. Praha, 2020. – 186 p.