

## STRATEGIES OF IMPROVING READING SKILL.

**Kosimova Dilobar Tursunaliyevna**

an English teacher in Academic Lyceum  
of Tashkent State University of Economics  
<https://doi.org/10.5281/zenodo.10648748>

**Annotation:** This article focuses on teaching reading strategies is a key element in developing student comprehension. However, many teachers lack a solid foundation for teaching these reading comprehension strategies. Therefore, teachers need to be prepared on how to design effective comprehension strategies and how to teach these strategies to their students.

**Key words:** Reading strategies, small sections, text clue, questions, vocabulary

Comprehension is an important aspect of reading. When you read, strive to understand and extract meaning for better overall awareness of what you are reading. By learning and implementing reading strategies and changing how you read, you can improve your reading comprehension abilities and make reading easier and more enjoyable.

There are several reading strategies that you can begin implementing today to improve your reading comprehension skills. The more you practice, the better you will become at understanding what you are reading. The following are seven simple strategies you can use to work on your comprehension skills:

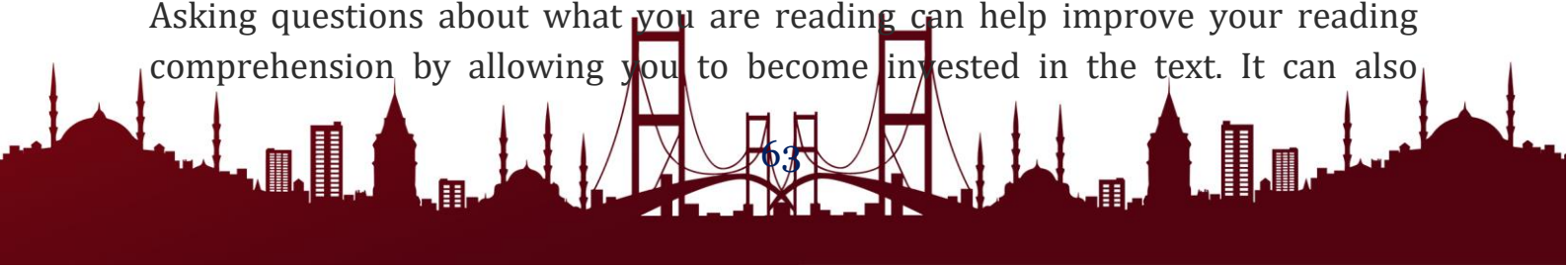
### 1. Improve your vocabulary

Knowing what the words you are reading mean can improve your ability to comprehend the meaning of the text. To improve your vocabulary, you can:

- Take an online vocabulary quiz to assess your current level of vocabulary understanding
- Use flashcards to quiz yourself on words you don't know once or twice a week
- Make a point to use newly learned words in verbal and written communication
- Read as much as possible to improve your ability to guess what a word means in a certain context
- Make a list of unfamiliar words as you read and look them up in the dictionary

### 2. Come up with questions about the text you are reading

Asking questions about what you are reading can help improve your reading comprehension by allowing you to become invested in the text. It can also



broaden your overall understanding of what you are reading by enabling you to explore themes, motifs and other components of text that you otherwise wouldn't inquire about. The following are examples of questions you could pose as you read:

- Why did the author begin the book at that location?
- What kind of relationship do these two characters share?
- What do we know about the main character up to this point in the book?
- Are there any themes that have consistently come up throughout the book? If so, what do they mean?

The more specific your questions, the more likely you will gain further insight into the text and its meaning.

### **3. Use context clues**

Using context clues is a great way to understand what you are reading even if you don't know all the vocabulary being used. Context clues can be found in the words and sentences surrounding the word that you aren't familiar with. To use context clues, you can focus on the key phrases or ideas in a sentence and deduce the main idea of a sentence or paragraph based on this information. You can also look for nearby words that are synonyms or antonyms of the word you don't know.

### **4. Look for the main idea**

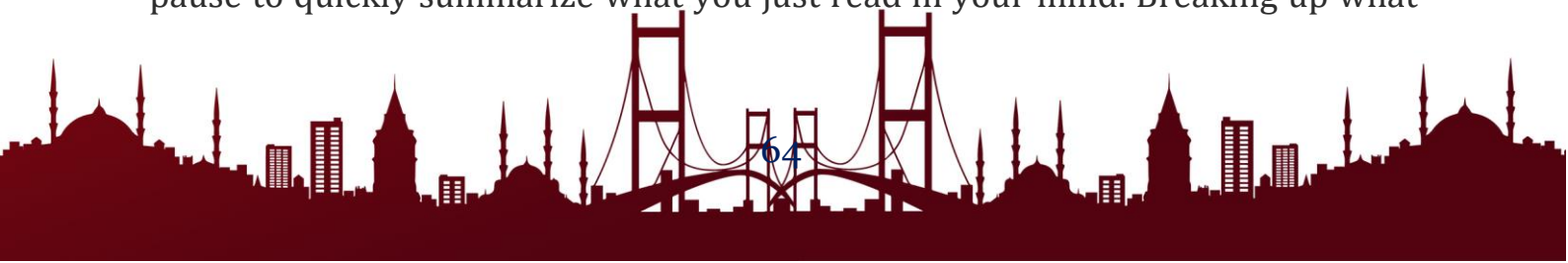
Identifying the main idea of a paragraph or article can help you determine the importance of the article. Understanding why what you're reading is important can give you a better comprehension of what the author is trying to convey. When reading, pause every few paragraphs and see if you can decipher what the main idea is. Then, try to put the main idea in your own words for even further understanding.

### **5. Write a summary of what you read**

A great way to increase your knowledge of what you have read is to write a summary. Summarizing requires you to decide what is important in the text and then put it in your own words. Summarizing allows you to determine if you truly understand what you have read and better remember what you have read in the long term.

### **6. Break up the reading into smaller sections**

If you are reading longer or more challenging text, consider breaking it up into smaller sections. For example, you could read two paragraphs at a time and then pause to quickly summarize what you just read in your mind. Breaking up what



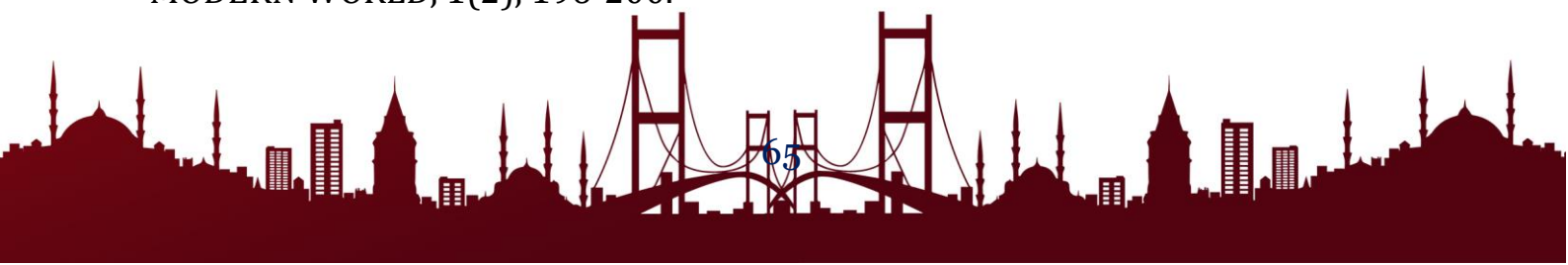
you are reading can help you feel less overwhelmed and give you a better chance of truly comprehending the information in the text.

### 7. Pace yourself

Pacing yourself is also an effective way to work on your reading comprehension skills by allowing you to set realistic goals for your reading practice and habits. This is especially true for books or other literature that you find challenging. Set a goal for yourself that you know you can meet each day. For example, rather than saying that you want to read an entire book in two days, say that you will read three chapters a night. This allows you to reach your goals and also provides adequate time for you to process what you are reading between each session

### References:

1. Harvey, S., & Goudvis, A. (2000). Strategies that work teaching comprehension to enhance understanding. York, ME: Stenhouse Publishers.
2. Raqiboyevna, G. M. (2023). Hereditary Pigmentary Degeneration. American Journal of Pediatric Medicine and Health Sciences (2993-2149), 1(10), 146-149.
3. AMINOVA, Z., & KHALILOVA, O. MATERIALS IN ESP COURSES. Иностранные языки в Узбекистане. 2019 (3): 83-93.
4. Aminova, Z. P. (2020). THE ESSENTIAL ROLE OF IT IN INCREASING STUDENTS'MOTIVATION. Modern Science, (6-4), 90-92.
5. Aminova, Z. P. (2020). WORLD OF EDUCATION ARE USING ELECTRONIC PLATFORM SUCH AS MOODLE SYSTEM. Modern Science, (5-1), 276-278.
6. Aminova, Z. P. (2018). Importance of Implementing Pedagogical Technologies to Education System. Eastern European Scientific Journal, (2).
7. Хосиятов, Х. О. (2022). ҚАШҚАДАРЁ ВА СУРХОНДАРЁ ВИЛОЯТЛАРИ МУЗЕЙЛАРИНИНГ НУФУЗЛИ ХАЛҚАРО ТАШКИЛОТЛАР ВА ХОРИЖИЙ МАМЛАКАТЛАР БИЛАН АЛОҚАЛАРИ. Gospodarka i Innowacje., 28, 186-190.
8. Хосиятов, Х. О. (2020). МУСТАҚИЛЛИК ЙИЛЛАРИДА ТЕРМИЗ АРХЕОЛОГИЯ МУЗЕЙИ. ВЗГЛЯД В ПРОШЛОЕ, (SI-1№ 4).
9. Khosiyatov, K. O. (2020). ВЛИЯНИЕ КРАЕВЕДЧЕСКОГО МУЗЕЯ В КАРШИ НА ДУХОВНОСТЬ МОЛОДЁЖИ. Theoretical & Applied Science, (6), 686-692.
10. Tursunnazarova, E. T. (2022). THE USE OF LITERATURE IN THE LANGUAGE CLASSROOM. THE ROLE OF SCIENCE AND INNOVATION IN THE MODERN WORLD, 1(2), 196-200.



11. Yusubjonova, M. I., Vallamatova, S. S., & Tursunnazarova, E. T. (2022). CONSECUTIVE TRANSLATION AND ITS PECULARITIES. THE ROLE OF SCIENCE AND INNOVATION IN THE MODERN WORLD, 1(2), 50-55.
12. Agytaevna, A. G. (2023). FUNCTION OF LANGUAGE IN PRESERVATION OF NATIONAL ETHNO-CULTURAL INFORMATION (on the example of materials of the Kazakh language). American Journal of Interdisciplinary Research and Development, 16, 151-156.
13. Gazizova, L. K., & Ermatova, B. O. (2023). SOME ASPECTS OF AGE-RELATED MACULAR DEGENERATION. Solution of social problems in management and economy, 2(13), 28-34.
14. Gazizova, L. K., & Ermatova, B. O. Prevention of Age-Related Macular Degeneration. SCHOLASTIC: Journal of Natural and Medical Education.
15. Ermatova, B. O., & Gazizova, L. K. (2023). RELEVANCE OF OPEN ANGLE GLAUCOMA IN ELDERLY PEOPLE. Theoretical aspects in the formation of pedagogical sciences, 2(21), 26-31.
16. Uralovna, B. Z., & Ravshan o'g'li, A. Y. (2023). Hozirgi o'zbek she'riyatida badiiy ko'chimlarning obyektiv va subyektiv asoslari. Yangi O'zbekiston taraqqiyotida tadqiqotlarni o'rni va rivojlanish omillari, 2(2), 9-15.
17. Uralovna, B. Z. (2023). The Place of the Uzbek Language in the World Community. Genius Repository, 25, 35-37.
18. Kaipbergenova, S. (2024). APPROACHES IN COMPUTER LINGUADIDACTICS IN TEACHING FOREIGN LANGUAGES USING NETWORK TECHNOLOGIES. Models and methods in modern science, 3(1), 255-257.
19. FAYZULLAEVA, S. U. THEMATIC DIRECTIONS OF THE NATURE OF THE LYRICAL EVENING. THEORETICAL & APPLIED SCIENCE Учредители: Теоретическая и прикладная наука, (5), 157-159.
20. Isakovna, I. R. (2023). LITERARI THE ROLE OF IMAGE ENHANCEMENT TECHNIQUES IN THE PROGRESS. International Journal Of Literature And Languages, 3(07), 48-52.
21. Gafurov, B. Z. (2019). RESEARCH OF SEGMENTAL BACKGROUND VALUES OF NAMES OF EXISTING UZBEK LANGUAGE WHICH BEGIN FROM THE AGREEMENT LETTER "K". Scientific and Technical Journal of Namangan Institute of Engineering and Technology, 1(6), 272-274.
22. Zakirovich, G. B. (2022). Discourse about the peculiarities of the theme of male gender in advertising texts in Russian and Uzbek (on the material of medical vocabulary). EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE, 2(2), 4-8.

23. Zakirovich, G. B. (2022). Discourse about the peculiarities of the theme of male gender in advertising texts in Russian and Uzbek (on the material of medical vocabulary). *EUROPEAN JOURNAL OF MODERN MEDICINE AND PRACTICE*, 2(2), 4-8.
24. Бабаева, Г. (2022). Маданиятлараро мулоқот жараёнидаги муомала маданияти. *Современные лингвистические исследования: зарубежный опыт, перспективные исследования и инновационные методы преподавания языков*, (1), 208-209.
25. Хакимов, М. Ш., Маткулиев, У. И., Ашуров, Ш. Э., & Кодирова, Г. Р. (2022). Новый взгляд на оценку тяжести кровотечения из варикозно расширенных вен пищевода (Doctoral dissertation, Узбекистан).
26. Ашурова, О. Ю., & Кодирова, Г. Р. (2020). ПРИМЕНЕНИЕ ЭНТЕРАЛЬНОЙ ОКСИГЕНОТЕРАПИИ (КИСЛОРОДНОГО КОКТЕЙЛЯ) В КОМПЛЕКСНОМ ВОССТАНОВИТЕЛЬНОМ ЛЕЧЕНИИ ГИПОКСИИ И ХРОНИЧЕСКИХ БОЛЕЗНЕЙ ОРГАНОВ ДЫХАНИЯ. *Интернаука*, (46-1), 36-37.
27. Муртазаева, Ф. (2024). ЖЕНСКОЕ НАСИЛИЕ И ЕГО ПСИХОЛОГИЧЕСКИЙ ОТПЕЧАТОК В РОМАНЕ ЭМИЛИ БРОНТЕ «ГРОЗОВОЙ ПЕРЕВАЛ». *Interpretation and researches*, 2(1 (23)).
28. Муртазаева, Ф. Р. (2023). ВНУТРЕННИЙ МИР ЖЕНЩИН В АНГЛИЙСКОЙ «ЖЕНСКОЙ ПРОЗЕ». *Инновационные исследования в науке*, 2(10), 44-48.
29. Муртазаева, Ф. Р. (2023, August). ДИНАМИКА РАСКРЫТИЯ ПСИХОЛОГИЗМА В АМЕРИКАНСКОЙ «ЖЕНСКОЙ ПРОЗЕ». In *International Conference of Education, Research and Innovation* (Vol. 1, No. 7, pp. 15-19).
30. Snow, C. E., Burns, M. S., & Griffin, P. (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
31. Teele, S. (2004). *Overcoming barricades to reading a multiple intelligences approach*. Thousand Oaks, CA: Corwin Press.

