



PROBLEMS IN READING COMPREHENSION AND THE WAY OF SOLVING THEM

Xusanova Sharofatxon Isroilovna

Working place: Academic lyceum under Andijan
Institute of Agriculture and Agrotechnology.

Telephone number: 934443570

sharofatxonxusanova@gmail.com

Qosimova Inobatxon Qadirjanovna

Working place: Academic lyceum under Andijan Institute
of Agriculture and Agrotechnology.

Telephone number: 914801620

<https://doi.org/10.5281/zenodo.10077247>

Annotation

The article deals with the significance of using different methods in teaching reading. In the introduction part of the article is given aim, practical significance of chosen theme. This article is devoted to general **factors, problems, strategies** and specific priorities in reading.

This article indicates the importance of knowing different views and approaches.

The purpose of this article is to provide innovative techniques successfully in improving knowledge of students and to make classes more effective teaching environment.

Key words: processing capacity, empirical studies, round robin reading, self-monitor, self-regulation, reflects social cognitive theory, originally conceptualized, right-hemispheric, non-verbal learning disorders, psychoeducational evaluation.

Learners of a foreign language, especially at elementary and intermediate levels, are rarely efficient readers in the foreign language. This has to do not only with deficiencies in linguistic knowledge, but also with the strategies employed in reading.

Reading is one of the most important and effective means of receiving information. It is closely connected with the other skills - listening, writing and speaking. We should stimulate the developing of these skills. Proficient reading depends on the ability to recognize words quickly and effortlessly. 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.





Few would dispute the claim that comprehension is necessary in order for language acquisition to occur. In order to communicate effectively, learners must understand what is being said. To function successfully with a target language, learners depend upon their ability to comprehend the spoken and written word. Empirical studies have identified a positive relationship between listening ability and language acquisition as well as between reading ability and language acquisition.

During the last century comprehension lessons usually comprised students answering teachers' questions, writing responses to questions on their own, or both. The whole group version of this practice also often included "round robin reading" wherein teachers called on individual students to read a portion of the text (and sometimes following a set order). In the last quarter of the 20th century, evidence accumulated that the read-test methods assessed comprehension more than they taught it. The associated practice of "round robin" reading has also been questioned and eliminated by many educators.

Instead of using the prior read-test method, research studies have concluded that there are much more effective ways to teach comprehension. Much work has been done in the area of teaching novice readers a bank of "reading strategies" or tools to interpret and analyze text. There is not a definitive set of strategies, but common ones include summarizing what you have read, monitoring your reading to make sure it is still making sense, and analyzing the structure of the text (e.g., the use of headings in science text). Some programs teach students how to self-monitor whether they are understanding and provide students with tools for fixing comprehension problems.

Instruction in comprehension strategy use often involves the gradual release of responsibility, wherein teachers initially explain and model strategies. Over time, they give students more and more responsibility for using the strategies until they can use them independently. This technique is generally associated with the idea of self-regulation and reflects social cognitive theory, originally conceptualized by Albert Bandura

Comprehension is the ultimate goal of reading. However, there are a number of factors which may interfere with an individual's ability to comprehend text material.

The most common single obstacle to text comprehension is decoding insufficiency. Simply put, if the student cannot decode accurately and automatically, comprehension will be compromised.





- When the student cannot "apprehend" or decode the word, meaning cannot be extracted.
- When the student cannot decode fluently and automatically, reading is slow and laborious and memory to read material is poor.
- When the student cannot decode and is taught to rely on "context cues" or to "guess" at words, comprehension is compromised.

A more subtle interference is an underlying problem with language comprehension or inferential thinking. Those with right-hemispheric or non-verbal learning disorders are typically proficient decoders or "word callers" who have little to no difficulty remembering the specific details of what they have read.

In this second category, the student typically does well in the early grades but begins to struggle academically in the higher grades when the demand for comprehension increases. Such students often begin to experience difficulty with test taking and lecture learning due to underlying deficits in complex comprehension of novel material and inferential thinking.

It is not until late elementary or middle school when the curriculum demands shift and the demand for complex comprehension increases. Students who start out strong but begin to experience learning difficulty in the higher grades should be evaluated for underlying deficits in comprehension.

Physiological vision problems, such as deficits in tracking and scanning, also interfere with comprehension of text. For example, if one were asked to read *Gone with the Wind* through a straw, the physical energy to perform the task would result in extreme fatigue, diminished attention and poor comprehension. Comprehension problems in this case would not be due to specific learning disability but to a sensory-based (and likely correctable) vision problem.

Lastly, psychological problems can also impair comprehension. Therefore, a comprehensive psychoeducational evaluation should be performed whenever a person experiences problems with text comprehension. Only through evaluation can one determine the root cause of difficulty and design appropriate intervention strategies.

Developing reading comprehension activities involves more than identifying a text that is "at the right level," writing a set of comprehension questions for students to answer after reading, handing out the assignment and sending students away to do it. A fully-developed reading activity supports students as readers through pre-reading, while-reading, and post-reading activities.





As you design reading tasks, keep in mind that complete recall of all the information in a text is an unrealistic expectation even for native speakers. Reading activities that are meant to increase communicative competence should be success oriented and build up students' confidence in their reading ability.

- Construct the reading activity around a purpose that has significance for the students

Make sure students understand what the purpose for reading is: to get the main idea, obtain specific information, understand most or all of the message, enjoy a story, or decide whether or not to read more. Recognizing the purpose for reading will help students select appropriate reading strategies.

- Define the activity's instructional goal and the appropriate type of response

In addition to the main purpose for reading, an activity can also have one or more instructional purposes, such as practicing or reviewing specific grammatical constructions, introducing new vocabulary, or familiarizing students with the typical structure of a certain type of text.

- Check the level of difficulty of the text

The factors listed below can help you judge the relative ease or difficulty of a reading text for a particular purpose and a particular group of students.

* How is the information organized? Does the story line, narrative, or instruction conform to familiar expectations? Texts in which the events are presented in natural chronological order, which have an informative title, and which present the information following an obvious organization (main ideas first, details and examples second) are easier to follow.

* How familiar are the students with the topic? Remember that misapplication of background knowledge due to cultural differences can create major comprehension difficulties.

* Does the text contain redundancy? At the lower levels of proficiency, listeners may find short, simple messages easier to process, but students with higher proficiency benefit from the natural redundancy of authentic language.

* Does the text offer visual support to aid in reading comprehension? Visual aids such as photographs, maps, and diagrams help students preview the content of the text, guess the meanings of unknown words, and check comprehension while reading.

Remember that the level of difficulty of a text is not the same as the level of difficulty of a reading task. Students who lack the vocabulary to identify all of the





items on a menu can still determine whether the restaurant serves steak and whether they can afford to order one.

Conclusion

Reading is a skill that will empower everyone who learns it. They will be able to benefit from the store of knowledge in printed materials and, ultimately, to contribute to that knowledge. Good teaching enables students to learn to read and read to learn. The role of the teacher in the teaching-reading process should be of a companion rather than the boss. Teaching can be interesting and innovative if the efforts are put in to make learning an enjoyable experience.

Successful teaching is where effective learning takes place with the use of appropriate knowledge, the right emotion and accurate application of scientific devices. With consistent progress in science and technology and other areas of study, it is the duty of the teacher to adopt the best methods and employ the best devices to ensure rapid growth in the teaching process. Teachers must be aware of the progress that students are making and adjust instruction to the changing abilities of students. Both research and classroom practices support the use of a balanced approach in instruction. Because reading depends on efficient word recognition and comprehension, instruction should develop reading skills and strategies, as well as build on learners' knowledge through the use of authentic texts. Similarly, the most effective way of dealing with the problem of cultural meaning in texts is to encourage students to read by themselves, choosing subjects related initially to their own interests so that they bring motivation and experience to reading. As their understanding of other cultures and of unfamiliar views increases through reading, they will bring to their reading activities a gradually increasing capacity to understand the full meaning of texts.

When reading comprehension breaks down, different students need to find ways to repair their understanding. This is where the importance of knowing how to teach reading strategies come in, so as to facilitate the reading process and give students a clear sense of what they are reading. Students can become easily frustrated when they do not understand what they are reading and as a result, they become demotivated. A teacher needs to design and teach different strategies in order to help students close the gaps in their understanding. The ultimate challenge for the teacher is to know exactly which strategy is useful and most beneficial to teach, since each student needs different strategies. This work in this respect, gives many strategies and a few general pointers for how to teach them.





Moreover, in the present work there has been made an attempt to analyze peculiarities of teaching reading methods in the light of foreign language acquisition and English teaching methodology. The basis of the material collected the following conclusions may be inferred:

☐ Reading is one of the key language skills that students should acquire in the process of learning a foreign language. Moreover, it is not only the goal of education but also a means of learning a foreign language as while reading students review sounds and letters, vocabulary and grammar, memorize the spelling of words, the meaning of words and word combinations i. e. they polish their foreign language knowledge.

☐ Reading skills are the cognitive processes that a reader uses in making sense of a text. To become a proficient reader, language learner should master automatic letter and word recognition and the ability to use context as an aid to comprehension.

☐ To make teaching reading effective it is advisable to focus on one skill at a time, explain the purpose of given tasks, establish connection with the previously acquired knowledge and skills, make usage of visual and audio aids, discuss problematic issues etc. Teachers should also keep in mind that reading is not a passive skill, make students engaged with what they are reading, encouraged them to respond to the content of a reading text not just to the language, to make sure that tasks correspond to the topic and level of the students etc.

References:

1. Adams, Marilyn Jager. *Beginning to Read: Thinking and Learning about Print*, MIT Press, 1990, p. 27.
2. Anisfeld, M. (1987). A course to develop competence in critical reading of empirical research in psychology. *Teaching of Psychology*, 14, 224-227.
3. Baker, L. & Brown, A. (1984). Cognitive monitoring in reading. In J. Flood (Ed.), *Understanding Reading Comprehension*. Newark, DE: International Reading Association.
4. Collins, N. & Smith, C. (1990). Role of metacognition in reading to learn. (ERIC Document Reproduction Service No. ED 333 386)
5. Carrell P.L., Devine J. & Eskey D.E. (eds.). *Interactive Approaches to Second Language Reading*. Cambridge: Cambridge University Press, 1988.
6. Chamberlain, K. & Burrough, S. (1985). Techniques for teaching critical reading. *Teaching of Psychology*, 12, 213-215.
7. Clarke M.A. The short circuit hypothesis of ESL reading - or when language competence interferes with reading performance // Carrell P.L., Devine J. &





Eskey D.E. (eds.). Interactive Approaches to Second Language Reading.
Cambridge: Cambridge University Press, 1988. P. 114-124.

8. www.ziyonet.uz

9. www.edu.uz

10. www.pedagog.uz

11. <http://www.pdf-finder.com/The-importance-of-reading-English-for-EFL-language-learners-can-not-be.html/>

