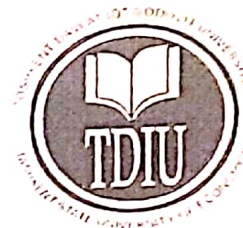


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ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА
ТАЪЛИМ ВАЗИРЛИГИ



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“ЎЗБЕК ТИЛИ” ВА “ИНГЛИЗ ТИЛИ” КАФЕДРАЛАРИ

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THE GENERAL CHARACTERISTICS OF TEACHING READING COMPREHENSION

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge, or in order to elicit a writer's ideas or writing style. The purpose for reading also determines the appropriate approach to reading comprehension. Reading is an intellectual process that goes on between the reader and the text, resulting in comprehension. The reader uses knowledge, skills, and strategies to determine what that meaning is.

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.

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 text, meaning cannot be extracted.

- When the student cannot decode fluently and automatically, reading is slow and laborious and memory for read material is poor.

- When the student cannot decode and is taught to rely on «cues» or to «guess» at words, comprehension is compromised.

A more subtle interference is an underlying problem with language comprehension or inferential thinking.

There are right-hemisphere or non-verbal learning disorders are associated with poor decoders or «word callers» who have little to no ability in comprehending the specific details of what they have read.

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

Physiological vision problems, such as deficits in tracking and accommodation interfere with comprehension of text. For example, if one is unable to read through a straw, the physical act of reading the task would result in extreme fatigue, diminished comprehension, and poor comprehension. Comprehension problems in this case may be due to specific learning disability but to a sensory-based (and not an intellectual) vision problem. As you design reading tasks, keep in mind the importance of recall of all the information in a text is an unrealistic goal even for native speakers. Reading activities that are meant to build or reinforce comprehension should be success oriented and build confidence in their reading ability.

When the reading activity around a purpose that has significance for the student.

They are students understand what the purpose for reading is: to get information about specific information, understand most or all of the story, enjoy a story, or decide whether or not to read more. Having the purpose for reading will help students select appropriate strategies.

When the activity's instructional goal and the appropriate type of strategy.

Attention to the main purpose for reading, an activity can also have other instructional purposes, such as practicing or reviewing grammatical constructions, introducing new vocabulary, or helping students with the typical structure of a certain type of text.

Checking the level of difficulty of the text.

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 expository text conform to familiar expectations? Texts in which the events are

presented in natural chronological order, which have an informative idea 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 the misapplication of background knowledge due to cultural differences can create major comprehension difficulties.

- 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.

Using pre-reading activities to prepare students for reading

The activities you use during pre-reading may serve as preparation in several ways. During pre-reading you may:

- Assess students' background knowledge of the topic and language content of the text.

- Give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that students possess.

- Clarify any cultural information which may be necessary to comprehend the passage.

- Make students aware of the type of text they will be reading and the purpose(s) for reading.

- Provide opportunities for group or collaborative work and for discussion activities.

Sample pre-reading activities:

- Using the title, subtitles, and divisions within the text to predict content and organization or sequence of information.

- Looking at pictures, maps, diagrams, or graphs and their captions.

- Talking about the author's background, writing style, and the topics.

- Skimming to find the theme or main idea and eliciting related prior knowledge.

- Reviewing vocabulary or grammatical structures.

- Doing guided practice with guessing meaning from context and checking comprehension while reading.

Match while-reading activities to the purpose for reading

In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

When reading for specific information, students need to ask themselves, have I obtained the information I was looking for?

When reading for pleasure, students need to ask themselves, do I understand the story line/sequence of ideas well enough to enjoy reading?

When reading for thorough understanding (intensive reading), students need to ask themselves, Do I understand each main idea and how the author supports it? Does what I'm reading agree with my predictions, if not, how does it differ? To check comprehension in this situation, students may:

- Stop at the end of each section to review and check their comprehension, restate the main idea and summarize the section.

- Use the comprehension questions as guides to the text, stopping to answer them as they read.

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 effective way of improving reading

is by enjoying what is being read. When a student finds reading material interesting and enjoyable there is a high possibility that he or she

will be successful in achieving the aim of a certain task.

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