

READING STRATEGIES FOR MATCHING HEADINGS

Basharova Karamat,

Student of the group №2230

Supervisor: Zuparova Sayyora

Uzbekistan State World Languages University, Foreign language and
literature, English faculty-1

Annotation: This article is devoted to get knowledge about the strategies on how to select headings to paragraphs that often appears in the exams and most students face difficulties in such kind of tasks.

Key words: strategies, skills, concentration, working with time, paraphrasing, skimming, headings and paragraphs.

These kinds of tasks often need to choose the heading with their respective paragraphs or sections. I mean, in this question you have to choose the correct paragraph or reading section in the text. There will always be more headings than paragraphs so that some headings will not be used. It is needed to select the best possible heading. It is also possible that some of the text may not be included in the task. This task type is used with texts that contain paragraphs that have clearly defined themes. It tests your ability to recognise the main idea in the paragraph and to identify supporting ideas. Now I will give some tips how to improve your skills in choosing headings.

Here are some of the tips and strategies that can help you and understand easily how to select headings to paragraphs.

Strategy 1. *Reading the question first* is very important thing and in this case to **skim through the article**. There is no need to read every word. Usually, questions of this type anticipate the rest of the tasks in the IELTS test, which require attention to details. Therefore, quickly run through the article with your eyes to determine its main idea. You don't have to figure everything out. On the contrary, you should simply highlight the leading idea of the paragraph and link it to a successful title. If you have some difficulties, read each heading then try to completely understand the meaning of each heading by reading all of them thoroughly. Understanding the main idea of the heading can be made easier by paraphrasing.

Compare headings and paragraphs. First of all, it is good to take a look at the titles and see if any of them fit the paragraphs. Reading parts of the text more carefully can determine how accurately their meaning is reflected in the title. Read

short paragraphs in their entirety, and in the case of long ones, you can limit yourself to the first and last sentences to confirm conclusions. Read the first and last sentence of the paragraph because the first and last sentence of a paragraph often contains the main idea. It is good to practice to read these sentences carefully as it will save time. It is also important to skim the other sentences quickly within the paragraph because the main idea might not be apparent until the second or third sentence. The main thing is not to forget to note any similarities or differences between the headings. In this type of question, headings are often very similar or completely opposite. Similarities and differences will become clearer among the headings, once you have picked out keywords. This will make choosing an option clearer.

Exclude the rest. If you don't know, go ahead. By choosing the right options for other headings, you will get closer to solving complex issues. At this point, you can resort to an exception to get rid of obviously erroneous titles. This approach should significantly narrow your choice. If you are unable to settle on one of the remaining options, proceed at random. Also, circle keywords within the headings because it is good to underline or circling keywords in each heading such as names, places, dates, and nouns. Connecting the correct heading to the appropriate paragraph may become easier in this way. After all, you don't have to leave any fields in the answer form empty!

The heading that is most suitable for the paragraph should be chosen. Choose the heading that most closely matches the paragraph once it is read through them again. Make a note if you are unsure of the difference between multiple headings, and move on. You may be able to cross some heading options out and answers may become clearer once you've read all of the paragraphs. Remember, a heading is the main idea of the paragraph, not a specific detail. The same detail in the paragraph such as a matching word may be in the heading, but it may not be the main idea. This can be confusing to solve the task.

Strategy 2: Reading the text. The most common problem is timing that every student can face with it. You must be very careful with timing. The essence of the method is that in order not to read the entire text completely, but to quickly get a general idea of the content of the text. There is no need to read individual words in text.

Reading techniques: Skimming. Quick text analysis without stopping on incomprehensible phrases and words. A quick reading of the first 2-3 sentences from each of the paragraphs, which usually contain the main idea, a detailed review of the first and last paragraph. And also you need to choose a title from several options in the test task, which will best fit the paragraph. First of all, it is necessary to note the so-called “anchor words”, that is keywords for which you then look for information in the text. Do not forget that in addition to exactly the same words, you also need to take into account the words or phrases that are most suitable in meaning or in other words “synonyms”. And then choose from the proposed options the closest in meaning.

Scanning. In this method, you need to quickly scan the text to find any specific information, often numbers, names, information, etc.

Scanning stages:

- Read the question to the text carefully, then look for ideas related to a specific question in the text
- Viewing the text in different directions
- Concentrate on finding dates, numbers, names, etc.

In conclusion, the essence of this approach is to read in detail the part of the text that was selected during the previous Scanning method. Here it is already necessary to translate partly everything and understand the meaning. In any case, it is necessary to know techniques and choose the most suitable one for yourself. You should spend a lot of time practicing, developing your own, unique method that will help you in the exams.

References:

1. Afflerbach, P., Pearson, D., & Paris, S. (2008). Clarifying differences between reading skills and reading strategies. *The Reading Teacher*, 61(5), pp.364-373.
2. Blair, T., Rupley, W., & Nichols, W. (2007). The effective teacher of reading: Considering the “what” and “how” of instruction. *The Reading Teacher*, 60(5), pp.432-438.
3. Duke, N., & Pearson, D. (2002). Effective practices for developing reading comprehension. In, A. Farstrup & S. Samuels (Eds.), What research has to say about reading instruction (pp. 205-242). Newark, Delaware: International Reading Association.
4. Fielding, L.G. & Pearson, P.D. (1994). Reading comprehension: What works. *Educational Leadership*, 51(5), pp. 62-67
5. Aliyevna, Sodikova Sevinch. "PRINCIPLES OF CREATING AN IDEOFRAPHIC DICTIONARY OF MAKING UP THE SEMANTIC FIELD OF LEXEMES “ORGANIC WORLD” AND “FOOTBALL” IN UZBEK, ENGLISH AND RUSSIAN LANGAUGES." *World Bulletin of Social Sciences* 15 (2022): 31-33.
6. Содикова, Севинч Алиевна. "ТИЛШУНОСЛИКДА ИДЕОГРАФИК ЛУҒАТЛАР ҚЎЛЛАНИЛИШИНИНГ НАЗАРИЙ АСОСЛАРИ." *International Congress on Models and methods in modern investigations*. 2022.
7. Sevinch, Azimova, and Uzoqova Xayriniso. "FRAZEOLOGIK LUG ‘ATLAR HAQIDA UMUMIY MA’LUMOTLAR." *Scientific Impulse* 1.8 (2023): 304-307.