



Incorporating authentic articles into teaching practices is an effective way to enhance students' critical thinking skills. By encouraging students to engage with real-world content, educators can empower them to think critically, question assumptions, and make informed decisions. This approach not only benefits students academically but also equips them with essential skills for success in the 21st century.

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ENHANCING READING SKILLS USING EFFECTIVE READING STRATEGIES

Duysenbekov Muzaffar
student

Uzbekistan State World Languages University
Scientific advisor: D. Kattaboyeva
teacher

Uzbekistan State World Languages University

Abstract

This article highlights the importance of strategic reading in enhancing reading comprehension and overall reading ability. It emphasizes the use of specific techniques, such as predicting, questioning, visualizing, making connections, summarizing, and inferring to actively engage with the text and extract meaning. By employing these strategies, readers can become more efficient and successful in their reading endeavors.

Keywords: Reading comprehension, reading skills, effective reading strategies, predicting, questioning, visualizing, making connections, summarizing, inferring.



Reading is a fundamental skill crucial for academic success and lifelong learning, particularly for high and secondary school students, as emphasized by Anderson, Hiebert, Scott, and Wilkinson. However, despite its importance, reading comprehension remains a challenge for many students in this age group. In our increasingly technology-driven world, the demand for high levels of literacy exacerbates this issue, highlighting the critical need for effective reading instruction tailored to the needs of high and secondary school students. This methodological recommendation aims to empower educators working with high and secondary school students, including classroom teachers, literacy specialists, and reading interventionists, with practical strategies to enhance students' reading comprehension abilities.

The strategies outlined in this recommendation are designed to be implemented by educators working with high and secondary school students during regular classroom instruction sessions as part of the curriculum. Additionally, educators can utilize these strategies during targeted intervention sessions for students who require additional support in reading comprehension. Understanding the purpose of reading is essential for high and secondary school students to engage critically with text and comprehend underlying meanings. Competent readers at this level actively employ strategies such as predicting, making connections, visualizing, inferring, questioning, and summarizing to enhance comprehension. It is crucial for educators to teach these strategies explicitly, utilizing methods such as defining them, demonstrating their use through think-aloud exercises, group practice, partner practice, and individual application.

By providing educators working with high and secondary school students with a clear understanding of how to effectively teach reading comprehension strategies and offering practical guidance for implementation, this recommendation aims to empower educators to support their students' literacy development effectively and ultimately improve academic outcomes.



1.1. Predicting

To be a good reader, students should define a reading objective; hence, good readers read with a purpose. Predictive reading is one approach for boosting comprehension since it allows the reader to establish a goal for their reading. According to research, good readers use their experiences and expertise to generate predictions and ideas while reading. This technique also allows for increased student participation, which boosts student attention and comprehension of the content. It is critical to compare the outcome in the actual text to the prediction process since it will help the learner enhance his understanding. Without this component of the prediction process, it is pointless for boosting student comprehension. Some techniques to teaching forecasting include instructor modelling, predicting throughout the book, working with partners, utilizing a graphic organiser, or placing post-it notes throughout the text. One prediction approach involves using the title, table of contents, graphics, and key words. Another effective prediction approach is to have students predict at certain moments in the text, review their predictions, and adjust them as needed.

1.2. Visualizing

Another approach used by good readers to understand a text is visualisation. Visualisation requires the reader to create an image of what they have read. This image is retained in the reader's memory as a representation of their perception of the text. Teachers might encourage students to visualise settings, characters, and activities in a story, then invite them to sketch or write about the images that spring to mind after visualizing the text.

1.3. Making Connections

Making connections is another method for the reading process. Making connections allows learners to activate their past knowledge and relate the ideas in the text to their personal experiences. Reading becomes meaningful when the reader relates the text's concepts to their own experiences and beliefs, as well as events in the outside world. "Text-to-Text, Text-to-Self, Text-to-World" is an approach for helping students connect. Students can build text-to-self links by sketching, creating a chart, or writing.



Teachers could question students if they have ever encountered anything similar to the events described in the text. Students can build text-to-text linkages by drawing, creating a chart, writing, and using graphic organizers. These text-to-text interactions could be based on how the narrative's characters interact with one another or how story elements interact across stories. Students can build text-to-world links by sketching, creating a chart, writing, or using graphic organizers. Text-to-world links can be made by comparing characters in a story to contemporary characters or by comparing the text's content to the world today. Giving kids a reason for reading by asking them to find connections will help them better understand the ideas in the material.

1.4. Summarizing

Summarization asks the reader to determine what is significant while reading and then condense the knowledge into their own words. During the summarizing process, students will be able to discern between the primary and supporting ideas. Distinguishing related knowledge from unconnected knowledge is another step in the summarizing process that will help pupils enhance their text comprehension skills. Summarizing is a process that helps students organise their ideas even in extended reading passages, which are typically viewed as a danger by students.

1.5. Questioning

Readers can engage in questioning before, during, and after reading. The questioning process requires readers to ask themselves questions in order to construct meaning, improve knowledge, find answers, solve problems, locate information, and discover new information. This technique involves students returning to the text during the reading process to find answers to questions posed by the teacher before, during, and after the reading. This method allows students to practise distinguishing between factual, inferred, and previous knowledge-based questions. Using the student-generated Inquiry method, text fragments are integrated, improving reading comprehension.

1.6. Inferring



Inferring means reading between the lines. Students must combine their own knowledge with information from the book to reach their own conclusions. Inferring enables students to draw inferences, make predictions, find underlying themes, use facts to build meaning from text, and use imagery to create meaning. Students can be taught skills for making inferences using diagrams, graphs, photos, dates, relevant terminology, and book titles.

2. Method

Reading ability is the most important skill for academic learning and success in school. According to a study conducted in the United States, the ability to read proficiently is strongly associated to how much a person can achieve in both his or her personal and professional lives. It is for this reason that I have decided to do action research. The primary goal of action research is to identify solutions to real-world problems in schools and to increase student progress. Action research helps educators analyse requirements, document inquiry steps, analyse evidence, and make educated decisions that lead to desired outcomes. The steps of action research are:

Planning: This step involves identifying the problem or issue to be addressed, setting clear objectives, and designing a plan of action. It includes determining what data will be collected, how it will be collected, and what methods or interventions will be implemented.

Acting: In this step, the planned interventions or actions are carried out according to the established plan. This could involve implementing new teaching strategies, providing additional resources, or conducting specific activities aimed at addressing the identified problem.

Observing: During this step, data is collected through observation, measurement, or other means to assess the effectiveness of the actions taken. This could involve monitoring student progress, gathering feedback from students and colleagues, or analyzing test scores or other relevant metrics.

Reflecting: In the final step, educators reflect on the data collected during the observation phase to evaluate the impact of the actions taken and identify any insights

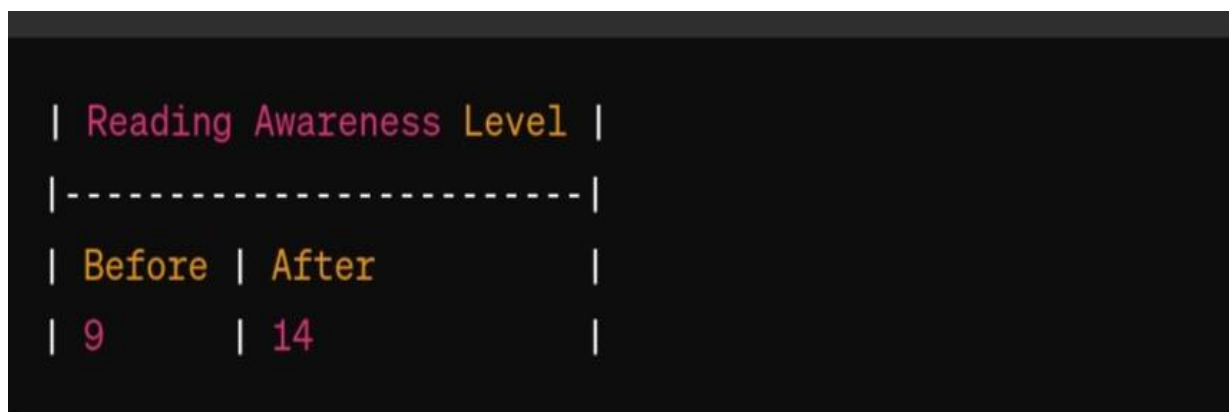


or lessons learned. This reflection process helps inform future decision-making and refine the approach for ongoing improvement.

2.1. Instrument for collecting data and the research procedure

The purpose of this research was to determine the students' reading awareness level and improve their reading abilities. The teacher researcher used six strategies: prediction, connection, visualisation, inference, questioning, and summarising. The strategies were taught to the students and practiced for three weeks. First, the research teacher conducted a "Reading Awareness Survey" to see whether the children were aware of the strategies. The survey discovered that nine out of fourteen pupils were unaware of the strategies. The teacher researcher initially demonstrated the strategies, which were subsequently practiced by the entire class, small groups, and finally independently. Following the presentation of the reading skills, the teacher researcher employed the Metacomprehension Strategy Index (MSI) to assess if the methods presented had an impact on students' knowledge of reading. The index measures students' familiarity with reading strategies used prior to, during, and after reading. The teacher researcher spent four weeks practicing five reading passages from the "Prepare" coursebooks.

This bar graph shows the number of students aware of the reading strategies before (9) and after (14) the intervention.



This bar graph represents the change in students' familiarity with reading strategies as measured by the Metacomprehension Strategy Index (MSI) score before and after the intervention.



3. Results & conclusion

At the beginning of the study, my pupils lacked understanding of reading techniques, as indicated by their reading awareness scale scores and my personal observations. They were unfamiliar with various reading strategies, which posed a challenge. However, after thorough study and guidance, their performance improved significantly. As a researcher, I initially worried about integrating these ideas into the classroom, especially given the sheer quantity of strategies, which might confuse the students.

To address this, I provided continuous support and monitored the students closely, particularly during questioning, inferring, and summarizing. Their performance improved noticeably as a result of this intensive study. Both my students and I found the experience gratifying. Students gained a better understanding of the strategies, leading to improved reading comprehension.

This study demonstrates the effectiveness of these reading strategies in helping students understand better. It offers hope and practical solutions for teachers facing similar challenges in assisting students with reading difficulties. Moving forward, I am eager to continue using these strategies in my curriculum.

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LANGUAGE CONTACT IN THE CONTEXT OF GLOBALIZATION: IMPACT ON SECONDARY INTERPRETATION

Ergasheva Guli Sorakhon
Uzbekistan State World Languages University

Abstract

This article delves into the complexities of secondary interpretation in the context of language contact, exploring the cultural implications, training and professional development needs, ethical considerations, and future trends in the field. It highlights the importance of interpreters being attuned to cultural nuances, enhancing linguistic competence, and upholding ethical standards to effectively convey meaning across languages and cultural backgrounds. As language contact increases in a globalized world, interpreters must adapt to evolving linguistic landscapes and technological advancements to meet the demands of cross-cultural communication. Embracing cultural understanding is crucial for interpreters to navigate the challenges and opportunities presented by linguistic diversity in a changing global communication environment.

Keywords: secondary interpretation, language contact, cultural implications, training, professional development, ethical considerations, future trends, linguistic competence, cultural understanding, cross-cultural communication, global communication, linguistic diversity, technological advancements.

Language contact in the era of globalization has become increasingly prevalent due to the interconnectedness of cultures and the ease of communication across borders. This phenomenon has significant implications for secondary interpretation, the process of interpreting a message that has already been translated or interpreted from one language to another. In this article, we will explore the influence of language contact on secondary interpretation and examine how this process can be both complicated and facilitated in the context of global information and cultural exchange.