

READING COMPREHENSION

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Abstract: *there is no doubt that comprehension is more important part of both reading and writing skills. Although the writing include comprehension as criteria it is equally important for reading without comprehension candidates cannot take high band score from the IELTS even with powerful vocabulary base or general reading strategies. Because in reading comprehension is one of ability that can help to understand the meaning and match the statements with paragraphs. However most of the students find it difficult to make it better. This article covers several strategies to improve comprehension ability for these students.*

Key words: *syntax, phonology, semantic, pragmatic, generating and asking questions, predicting, summarizing, retelling.*

Reading comprehension is an opportunity to take care of written text, grasp, and to combine with what the reader already knows. Reading comprehension depend on two abilities; word reading and language comprehension. Comprehension is a capacity that can enhance creative and multifaceted procedure rely on four language skills: phonology, syntax, semantics, and pragmatics. Then the comprehension is an ability for reading improvement. Comprehension plays an important role in developing critical thinking skills and fostering a love of learning. The building of strong reading for English learners begins with building strong reading comprehension skills. Fine comprehension skills are so vital for success in any sphere of education, as well as in everyday life. By developing strong comprehension skills, people can improve their reading speed and accuracy, then their understanding of context. There are several strategies to improve reading comprehension, included generating and asking questions, predicting and summarizing, retelling.

Here are 4 strategies of boosting comprehension.

1. **Generating and asking question:** Generating questions is a comprehension strategy that good readers use to check their knowledge through reading. Asking questions also allows readers to make predictions about what will happen next in the story. Readers ask themselves questions when they come to a part of the text that they do not understand. They also ask themselves questions

when they want to know more about something that they've read (Lillypad.ad July 20, 2022). When readers ask themselves questions, they are actively engaged in the reading process. Questions are often used to stimulate the recollection of initial knowledge, encourage comprehension, and build critical-thinking skills. Teachers ask questions to help students remember what has been learned, to comprehensively explore the subject matter, and to generate discussion and peer-to-peer interaction (internet resource <https://www.thelittleaussiebakery.com/what-are-some-question-strategies/>)

2. Predicting: is a strategy that is expected to increase students' achievement for reading comprehension. Predicting is an important strategy to make easier in improving students' reading skills. According to (Anderson, 2008) to make students become active and get involved in reading activities, it is needed to teach them using reading strategies and prediction because reading with various strategies makes students more creative. (Rusli Sumirat, Cecep Fahmi Rahmat Padilah, Acep Haryudin July 2019 July 2019 PROJECT (Professional Journal of English Education) 2(4):521) In last years, our basic human nature, the simplified goal of predicting was correct. It was a great survival tool from wild animals and other clans, and to this day it's very satisfying when something you predicted comes true. But getting good at making accurate predictions is difficult work. Students must know how to remember prior knowledge, which details to pay attention to, and how to revise their predictions as they get new information. When parents and teachers know how to teach predicting, they are helping young readers strengthen skills they need to highly ordered thinking, and eventually critical reading! (<https://pridereadingprogram.com/how-to-teach-predicting-and-improving-reading-comprehension/>)

3. Summarizing: is the process of getting the most important information from a text. When summarizing, one must focus on the main ideas and details, rather than on minor points or information has little value or importance. The ability to summarize is an important comprehension skill, as it allows readers to quickly identify the key points in a text and understand its overall meaning. While doing reading tasks prediction is really helpful to catch the meaning and find answers of difficult IELTS question types especially this ability can help to find headings, matching information, and matching endings. Thus, the summarizing is one of the simplest strategies you can use when improving reading comprehension. After reading a text, teachers can ask learners to summarize what they have read in their own words. This could be a simple summary, or as a response to a previous prediction they make about the text (Dylan Davies 18 Oct 2022)

4. Retelling: Retelling a story in order to advance comprehension strategy that all good readers use to think about and understand the story course and what they are reading. When students retell a story in order, they need only to retell the



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important parts in their own words. This is where our institute teachers usually have a lesson on important vs. interesting details. During the lesson we use a story that we have read in class as a whole group multiple times, and teacher asks us to pretend like we are retelling it to a friend that was absent on the day we read it. Teachers pick events and key details from the story and ask them if the story would still have made sense even if that part wasn't included (teaching Perks [January 13, 2023](#))

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5. Dylan Davies 18 Oct 2022
6. Teaching Perks [January 13, 2023](#)
7. Strategy which has a high possibility in helping the students' re

