

The Role of Predicting Reading Comprehension among Second Year Students

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Abstract: The article considers about the role of predictive reading comprehension among second year students. It analyzes the levels of understanding of the text when reading, highlighted by psychologists, a description of questions and tasks corresponding to these levels of skills.

Keywords: text perception, meaning extraction, creation of one's own meaning, levels of text comprehension, understanding of facts, functional literacy.

Psychologists have established that full-fledged reading is a complex and multifaceted process that involves the solution of such cognitive and communication tasks as understanding, searching for specific information, self-control, restoring a broad context, interpreting, commenting on a text, etc. The reading process consists of three phases.

The first is the perception of the text, the disclosure of its content and meaning, a kind of decoding, when a common content is formed from individual words, phrases, sentences. In this case, reading includes: viewing, establishing the meanings of words, finding correspondences, recognizing facts, analyzing the plot and plot, reproduction and retelling.

The second is the extraction of meaning, the explanation of the facts found by attracting existing knowledge, the interpretation of the text. Here there is ordering and classification, explanation and summation, distinction, comparison and comparison, grouping, analysis and generalization, correlation with one's own experience, reflection on the context and conclusions.

The third is the creation of one's own new meaning, that is, the appropriation of acquired new knowledge as one's own as a result of reflection. Those who stop at the first phase of reading read reproductively, mechanically reproduce the content, retell the facts and the plot. Once upon a time, this was enough to get an education.

In this regard, psychologists distinguish several levels of understanding of the text when reading:

The first level - the most superficial - is the understanding of the facts, of what is being said.

The second level is characterized by understanding "not only what is said, but also what is said in the statement", i.e. thoughts, connections, relationships, causes, consequences hidden behind the words of the text, namely, subtext.

The third level involves the reader's awareness of the general mood of the work, the author's attitude to the described events, characters, his assessments, as well as awareness of his own attitude to what is written and how it is written. There are different types of reading. Today, in everyday life and study, we constantly encounter various electronic documents, so today screen reading stands out - working with electronic documents, reading them from the monitor screen.

Of the listed types of reading, primary school students must master the following types during training: introductory, aimed at extracting basic information or highlighting the main content of the text; studying (semantic, critical), with the goal of extracting, scooping out complete and accurate information with subsequent interpretation of the content of the text; search (viewing), aimed at finding specific information, a specific fact; expressive. The ability to read can no longer be

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considered an ability acquired at an early school age, and can be reduced only to mastering the technique of reading. Now it is a constantly developing set of knowledge, skills and abilities, i.e. the quality of a person, which is improved throughout his life in different situations of activity and communication. Under the influence of research, the concepts of “functional literacy” and “reading literacy” are clearly formulated in the country today, as well as the requirements for the skills of a primary school student in the field of reading and comprehending texts of various types.

Functional literacy is the ability of a person to use reading and writing skills in the context of his interaction with society (opening a bank account, reading instructions, filling out a feedback form, etc.), that is, this is the level of literacy that gives a person the opportunity to enter into relations with the external environment and as quickly as possible to adapt and function in it. In particular, this includes the ability to freely use reading and writing skills in order to obtain information from text and to convey such information in real communication, communication through texts and other messages.

Functional reading is reading for the purpose of finding information to solve a specific problem or perform a specific task. In functional reading, the techniques of viewing reading (scanning) and analytical reading (highlighting key words, selecting quotes, drawing up diagrams, graphs, tables) are used. Reading literacy is understood as the ability of a person to comprehend written texts and reflect on them, to use their content to achieve their own goals, develop knowledge and opportunities, and actively participate in society.

The word "literacy" implies the success of students in mastering reading as a means of implementing their future plans: continuing education, preparing for work, participating in work and society. Thus, reading literacy is characterized by four main skills that a student must master:

- ✓ general orientation in the content of the text and understanding of its integral meaning;
- ✓ finding information;
- ✓ interpretation of the text;
- ✓ reflection on the content of the text or on the form of the text and its evaluation.

A student who has developed functional reading skills can "freely use reading and writing skills to obtain information from the text - to understand it, compress it, transform it, etc." (A.A. Leontiev). A student who has developed functional literacy skills is able to use various types of reading (studying, viewing, introductory). He is able to move from one system of methods of reading and understanding the text to another, adequate to the given purpose of reading and understanding and to the given type of texts.

Reading literacy is assessed based on the ability of students to perceive and work with various text forms (for example, text forms, lists, texts enclosed in diagrams and tables) and various forms of presentation of texts (narration, description and reasoning), most often used in adult life .

The most difficult skill in finding information is the ability to establish a sequence or combination of information deeply hidden in the text, some of which can be specified outside the main text. An activity is recognized as less complex when, under all the above conditions, information is not offered outside the main text. An activity of this kind is even less complicated if the information, for all its inconsistency, is sufficiently known to the students, and so on.

The most difficult ability to interpret the text is the ability to interpret the shades of language or understand the text in all its details. The activity of interpreting a text is less complicated if it is required to use its ideas to explain an unfamiliar text or to combine, compare or contrast several of its parts in order to determine the main idea, to explain the connections within the text.

The ability of reflection and evaluation is recognized as the most difficult when it is necessary to evaluate the deep ideas of the text or put forward hypotheses based on knowledge gained outside the school; the simplest - when it is enough to evaluate some features of the text, based on their own everyday experience.



Reading literacy is tested using special questions and tasks, which take into account the levels of understanding of the text.

There are various types of tasks that allow you to develop and test reading skills:

1. Multiple choice tasks:

- 1) choosing the correct answer from the proposed options;
- 2) identification of options for statements that correspond / do not correspond to the content of the text / are not related to the text;
- 3) establishing the truth / falsity of information in relation to the content of the text.

2. Tasks "for correlation":

- 1) finding correspondence between questions, titles, statements, plan items, pictures, signs, diagrams, diagrams and parts of the text (short texts);
- 2) finding words, expressions, sentences, pictures, diagrams, etc. corresponding to the content of the text;
- 3) correlation of these words (expressions) with words from the text (finding synonyms / antonyms)

3. Tasks "to supplement information":

- 1) filling in gaps in the text with sentences / several words / one word;
- 2) addition (completion) of sentences.

4. Tasks "to transfer information":

- 1) filling in the tables based on what they read;
- 2) addition of tables/diagrams based on what was read.

5. Tasks "to restore the deformed text": the location of the "mixed" fragments of text in the correct sequence.

6. Tasks with answers to questions can have different target settings and, accordingly, vary in degree of complexity. Depending on the purpose and specific content, questions can be divided into three main groups:

- ✓ search and purposeful extraction of information ("General understanding of the text" and "Identification of information");
- ✓ finding factual material - basically questions who (what)? Where? When? what did (a) do?
- ✓ definition of the topic;
- ✓ identification of information not explicitly expressed in the text.
- ✓ generalization and interpretation of the content of the text ("Text interpretation");
- ✓ finding the given information in the text;
- ✓ finding data in the text illustrating a certain thought;
- ✓ using information from the text to confirm their point of view;
- ✓ establishing semantic links between parts of the text or two (several) texts;
- ✓ definition of the main idea (idea) of the text;
- ✓ correlation of a specific detail with the general idea of the text;
- ✓ clarification of the intentions of the author of the text;
- ✓ interpretation (commenting) of the title of the text;



- ✓ formulation of a conclusion based on the analysis of the information presented in the text.
- ✓ assessment of the content and form of the text, reflection ("Reflection of the content" and "Reflection of the form of presentation of the text"):
 - comparison of the content of the text with one's own opinion;
 - correlation of text information with own experience;
 - assessment of the actions (actions) of the heroes of the text;
 - substantiation of one's point of view on the basis of previously known information and information from the text;
 - assessment of the statements contained in the text, taking into account their own knowledge and value system;
 - definition of purpose, role of illustrations;
 - "foreseeing" the behavior (actions) of the heroes of the text, the sequence of events;
 - "prediction" of events outside the text, based on the information contained in it;
 - definition of the genre and style of the text;
 - clarification of the type of speech (description, narration, reasoning);
 - finding means of artistic expression and determining their functions.

From the results of the study of reading literacy, the conclusion follows that it is necessary to search for more diverse and effective ways of teaching schoolchildren to work with texts of various content, nature and format. The task of teaching to understand, analyze, interpret the text in familiar and unfamiliar cognitive situations is becoming one of the most urgent tasks of the modern school.

In the modern world, the concept of literacy is changing and expanding, but it still remains associated with the understanding of a wide variety of texts. The text is "one of the key concepts of the humanitarian culture of the 20th century, which is used in semiotics, structural linguistics, and philology.

A text is a consistent meaningfulness of statements that convey information, united by a common theme ... possessing the properties of coherence and integrity" (V.P. Rudnev). The concept of "text" at the present stage is interpreted widely: it can include not only words, but also visual images in the form of diagrams, figures, maps, tables, graphs. Along with modern printed books, a person can also read e-books, audio books are also very popular today, and so the school should teach the student to work with various texts: "paper", electronic and sound.

It is impossible to clearly allocate texts to certain categories or criteria, since the same text, as a rule, has different features and can belong to several groups at once. For methodological purposes, it is convenient to use the classification of texts developed by the compilers of the test. They divide texts into continuous and non-continuous.

Solid texts include texts that students read in everyday life, including at school:

- description (an excerpt from a story, a poem, a description of a person, place, object, etc.);
- Narrative (story, poem, story, fable, letter, article in a newspaper or magazine, article in a textbook, instruction, advertisement, summary of a film, performance, blog post, materials from various sites);
- reasoning (composition-reflection, commentary, argumentation of one's own opinion).

Non-continuous texts include:

- ✓ graphics;
- ✓ diagrams;



- ✓ schemes (clusters);
- ✓ tables;
- ✓ geographical maps and maps of the area;
- ✓ plan of premises, terrain, structures;
- ✓ entry tickets;
- ✓ traffic schedule;
- ✓ site maps. Four types of text can be distinguished by definition of the usage situation:
- ✓ Texts for personal purposes (for myself) (personal letters, fiction, biographies, popular science texts, etc.)
- ✓ Texts for public purposes (official documents, various kinds of information about events of public importance, etc.)
- ✓ Texts for "working" purposes (in the process of work, at work): texts of instructions (how to do it), etc.
- ✓ Texts for education: educational literature and texts used for educational purposes.

One of the main ways to develop reading literacy is a strategic approach to teaching meaningful reading. "Semantic reading strategies" are various combinations of techniques that students use to perceive graphically designed textual information, as well as its processing into personal-semantic attitudes in accordance with the communicative-cognitive task. According to the definition of N. Smetannikova, "the path, the reader's program of actions for processing various information of the text is a strategy"

Reading strategies are an algorithm of mental actions and operations in working with text. By ensuring its understanding, they help to master knowledge better and faster, retain it longer, and foster a culture of reading. N. Smetannikova identifies several types of semantic reading strategies:

1. Strategies for pre-text activities
2. Strategies for text activity
3. Post-text strategies
4. Strategies for working with large texts
5. Text compression strategies
6. General learning strategies
7. Strategies for vocabulary development.

In addition, in her book, N. Smetannikova provides a list of strategies for working with texts of various types:

1. Strategies for working with informational text
2. Strategies for working with texts of persuasive-reasoning type
3. Text frame strategies
4. Strategy "Monitoring reading"

With the formed methods of understanding the text, students become able to evaluate the effectiveness of their work with the text, noting to themselves the facts of incomprehensibility of one or another part of the text, the absence of an explanation or answer to the question in the text, control themselves. They have a better memory, imagination.



It is also interesting that in this case, in addition to cognitive and motivational (i.e., incentive) components are found: the desire experienced by readers to find a solution to the problem; the intention to read more carefully to find out what is not clear; feeling of satisfaction or dissatisfaction from their work on the text; confidence, doubt, etc. As students master the techniques of comprehending the text, students develop the ability to deeply comprehend the text without performing them in an expanded form.

In the course of reading, “hardly perceptible” thoughts of this kind arise: “I need to understand this, I will read it very carefully”, “there should be an explanation, I need to understand it well”, “this is something important”, i.e. “a state of internal tension and readiness”, based on the assimilation of techniques for understanding the text. Of course, there are many people who know how to read, deeply comprehending the content of the book, although no one taught them the methods of such understanding.

We can say that the correct style of reading a scientific or educational book developed spontaneously. However, firstly, not everyone, even educated adults, learn this style of reading, and secondly, the spontaneous development of text comprehension techniques is a slow process. To reduce time and improve mastery of them, as experiments show, is possible due to mastering the methods of semantic reading.

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