

Principles in Teaching Reading Comprehension and Assessment of Reading

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Abstract: The reading activity contains one or more goals or tasks, some text-processing actions, and the activities' results, all of which take place in a particular setting. As the reader reads, the activity's original goal may evolve. In other words, the reader could come across knowledge that prompts additional inquiries and renders the initial goal inadequate or unnecessary. Decoding the text, more complex linguistic and semantic processing, and self-monitoring for understanding are all steps in the text processing process, and they all depend on the reader's talents as well as on the different text aspects. For educators, the long-term benefits of reading—improving reading comprehension skills, expanding knowledge, and engaging with the text—are most directly relevant. Determining the teaching strategies that result in sustained gains in students' understanding abilities and, as a result, fostering learning across subject areas should be one of the nation's top goals.

Keywords: Improve reading, comprehension skills, expanding knowledge, engagement, mechanisms, memory, and cognitive organization, skimming and scanning, and micro and macro skill.

Introduction. Depending on the sort of reading being done, such as skimming (getting the gist of the material) or studying, each component of text processing has varying degrees of relevance (reading the text with the intent of retaining the information for a period of time). Finally, reading results are a component of the activity. The results may be an improvement in knowledge, the resolution of a practical issue, or involvement with the text.

Readers can retrieve information and derive meaning from a text by using comprehension abilities. They are the steps in the thought processes that are used to comprehend. These need to be explicitly taught. The pre-reading, reading during, and reading after comprehension skills are the three categories that are discussed below.

Literature analysis and methodology. According to Brown, learning is the process of gaining information or skills about a subject or a skill through study, experience, or instruction. Additionally, he divides the definition of learning into smaller parts: 1) learning is acquisition or getting, 2) learning is the retention of knowledge or skills, where retention denotes storage mechanisms, memory, and cognitive organization, 3) learning entails active, conscious attention to and acting upon events outside or inside the organism, and 4) learning is relatively permanent but subject to forgetting. 6) Learning is a change in behavior, and it needs practice, sometimes reinforced practice.

In a similar vein, teaching, in Brown's definition, can be described as imparting knowledge, offering instructions, directing someone in the study of something, and causing someone to know or understand. To teach is to direct and facilitate learning, to make learning possible, and to create the right environment for learning. In other words, imparting knowledge, forming attitudes, and advancing ideas and abilities are all possible through teaching. Learning and teaching activities are

inextricably linked. The reason for this is that the teaching process should be based on how pupils learn, as this will decide the teaching style, techniques, and strategies that will best serve the needs of the students.

Teaching reading comprehension involves the teacher guiding and facilitating learning, providing opportunities for students to learn, and creating the environment for learning. Students are guided by adults who direct them via activities in an endeavor to gain knowledge. Giving them tasks will accomplish the activity.

The following micro- and macro-skills of reading are taught to students as part of reading comprehension instruction:

Micro skills:

1. Differentiate between the characteristic English graphemes and orthographic patterns.
2. Retain in short-term memory linguistic chunks of various durations.
3. Write quickly and effectively to accomplish the task.
4. Recognize a core of words and analyze word order patterns to understand their meaning.
5. Recognize patterns, rules, and elliptical forms in addition to grammatical word classes (noun, verb, etc.), systems (such as tense, agreement, pluralization), and patterns.
6. Be aware that many grammatical forms might convey the same concept.
7. Recognize coherent elements in written discourse and their function in indicating how sentences relate to one another.

Macro skills:

1. Recognize written discourse's rhetorical structures and the importance of these forms for interpretation.
2. Recognize the forms and purposes-based communicative functions of written texts.
3. Use prior knowledge to infer context that is not explicitly stated.
4. Drawing linkages and connections between events, determining causes and consequences, and identifying relationships such as the main idea, supporting thought, new information, provided information, generalization, and exemplification from described events, ideas, etc.
5. Identify actual meaning from suggested meaning.
6. Recognize references that are culturally distinctive and interpret them in the context of the relevant cultural schemata.
7. Create and employ a variety of reading techniques, including skimming and scanning, identifying discourse markers, deducing word meanings from context, and using schemata to analyze texts.

The reading comprehension strategies are aligned with the micro and macro skills. As a result, when teaching reading comprehension, a teacher should go over the three processes of reading comprehension with the class before, during, and after reading to help the students understand a text's context and main ideas and develop their macro- and micro-reading skills.

Discussion. There are certain guiding concepts for Harmer's suggested reading instruction. As follows:

- 1) Principle: Reading is not a passive activity. Reading involves active engagement in the sense-making of words, the understanding of arguments, and determining if statements are in accord.
- 2) Principle: Reading comprehension must be active on the part of the students. According to Harmer, pupils who are interested and involved in the book they are reading will benefit more from reading.
- 3) Principle: Students should be prompted to respond to a reading text's substance rather than merely the language. According to this notion, pupils should have the chance to respond to the text's message, encouraging personal participation on their part.
- 4) Principle: Reading relies heavily on prediction. The fourth principle talks about students' expectations and the active reading process starting when they can gather textual indications and make predictions about what will happen in the next section of a certain text.

Principle 5: Align the work with the subject.

Selecting proper reading assignments for students is crucial since it can counteract dry and uninteresting questions, making the reading activity more engaging and difficult for the students.

The five principles for teaching reading offer some crucial ideas that the teacher should take into account when doing so, such as the necessity of fostering students' engagement with and capacity for response to texts. The principles also emphasize the importance of prediction in reading because it relates to students' active reading processes. Additionally, selecting worthwhile activities is one of the factors to take into account to make the reading activity more engaging and difficult. The instructor and students can be helped to achieve a high-quality reading process by making reference to those ideas.

Assessment is a systematic method of gathering data and drawing conclusions about a student's aptitude or the caliber or effectiveness of a teaching program based on a variety of sources of evidence. A few reading exams must be completed in order to get data on the pupils' growth in reading comprehension. The reading process and outcome cannot be seen and particularly observed, in contrast to speaking and writing. This necessitates the use of inference in all reading evaluations. Designing an evaluation of reading requires taking certain factors into account, including the various genres of written material, the elements of reading skill, and particular activities.

The various reading performance kinds will also have an impact on the evaluation tasks. For evaluating observant, selective, participatory, and comprehensive reading, Brown provides a list of potential assignments. There are three different sorts of potential assessment tasks that could be used in relation to the reading requirements of this study, which include evaluating students' interactive reading performance:

1) multiple-choice

In this study, the multiple-choice questions include grammatical and lexical components as well as context to gauge the student's comprehension of the text's information. The context is introduced by placing two or a portion of a text, followed by questions that the pupils must correctly answer.

2) Improvised reading combined with comprehension.

This kind of evaluation entails spontaneous reading and answering inquiries. It is frequently employed in proficiency exams. In this test, questions are presented to the students after a reading passage, and they must then respond to the questions. One primary idea, two

expressions/idioms/phrases in context, three inferences, four grammatical features, five details, six eliminating unwritten facts, seven supporting idea(s), and eight vocabularies in context are covered by the set of questions in impromptu reading. These requirements and the questions are in line with the reading methods evaluated in this study, including skimming for the main concept, scanning for details, guessing words from context, inference, employing discourse makers, etc.

3) A short answer exercise

This kind of evaluation involves presenting students with a reading passage and asking them to read questions that must be answered in one or two sentences. The exam questions might have the same requirements as spontaneous reading. Each of those three categories of assessment assignments combines form- and meaning-focused objectives. They include the goals of reading evaluation, particularly with regard to the comprehension problem, and they represent the indications of students' reading comprehension.

In conclusion, in this era of accountability-oriented education reform, the impact of assessment on learning is a critical process. A study program should create suitable levels of performance for kids of different ages and grades based on those results. A system of reading comprehension assessment should reflect the whole array of key comprehension outcomes. Without research-based benchmarks defining appropriate comprehension growth, our society runs the risk of setting much too low standards for student learning. The reading curriculum may unintentionally be constrained to focus on only those few tasks since the comprehension evaluations that are often employed today place so much emphasis on just a few of them. Assessments that account for knowledge, application, and engagement, three crucial goals of reading comprehension are required.

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