



Analysis Of Practices To Develop Students' Reading Comprehension Skills

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Abstract: This article analyzes modern methodological approaches aimed at improving students' reading comprehension skills. Based on experimental research, the effectiveness of strategies such as graphic organizers, metacognitive techniques, question-and-answer sessions, and small group work was evaluated. The results showed that these methods significantly encourage deeper text analysis, promote independent thinking, and enhance reading efficiency. Practical recommendations based on teacher experience are also provided.

Keywords: Reading comprehension, learner-centered approach, metacognitive strategy, graphic organizers, experimental study, methodology, critical thinking.

Introduction: In recent years, developing students' reading comprehension skills has become one of the key pedagogical and methodological challenges in the education system. Global research indicates that the ability to deeply and meaningfully comprehend texts is a fundamental factor in students' academic success—not only in language and literature but across all disciplines. Reading comprehension involves perceiving, analyzing, comparing information, and drawing relevant conclusions from texts.

Modern educational frameworks proposed by the Ministry of Preschool and School Education of the Republic of Uzbekistan also place special emphasis on fostering reading comprehension skills. There is a growing need for practical methods that cultivate critical thinking, reasoning, and independent learning in students. Leading education systems around the world widely apply techniques such as metacognitive approaches, graphic organizers, and analytical reading through questioning.

This study analyzes classroom practices aimed at developing reading comprehension, evaluating their effectiveness, methodological features, and integration into the curriculum. The main objective is to uncover the theoretical foundations of these practices and identify ways to apply them in actual teaching.

Methods

This study employed both qualitative and quantitative research methods. The primary data were gathered through classroom observations, teacher interviews, and trial lessons conducted with 7th–9th grade students in general secondary schools in Tashkent.

The research was carried out in three stages:

1. Initial Diagnostics: Students' reading comprehension levels were assessed, and they were categorized into three groups—low, medium, and high. Tests and structured Q&A exercises were conducted using specially prepared texts.

2. Experimental Work: Two experimental groups and one control group were formed. Lessons in the experimental groups were designed using the following methods:

- Metacognitive approach (pre-reading, during-reading, and post-reading reflection)
- Graphic organizers (clusters, diagrams)
- In-depth analysis through question-and-answer sessions
- Pair and group work



e) Learner-centered communication strategies

3. Final Analysis: Changes in students' performance were measured and results from experimental and control groups were compared.

In total, 120 students participated (40 per group), along with interviews from eight Uzbek language and literature teachers whose experiences were documented.

Results

The experimental study yielded the following key findings:

-In the experimental groups, reading comprehension test scores increased by 25–30%. Significant improvements were observed in identifying main ideas, conducting contextual analysis, and drawing conclusions.

-Students actively participated in lessons that utilized graphic organizers and metacognitive strategies. They responded more thoughtfully to questions and aimed to justify their opinions.

-In the control group, which relied on traditional methods, little change was noted. Most students remained at a surface-level understanding and struggled with critical analysis.

-Interviews with teachers confirmed the effectiveness of modern strategies, especially those involving small-group work, discussion-based learning, and guiding students toward independent interpretation of texts.

Discussion

To effectively enhance reading comprehension, it is essential to implement active, interactive, and student-centered methods in the classroom. Traditional lesson formats often lead to passive student involvement and do not support in-depth textual engagement.

Methods applied in the experimental groups—metacognitive strategies, graphic organizers, and collaborative learning—encouraged students to express their thoughts freely, identify comprehension gaps, and ask questions that stimulated inquiry. As a result, reading became an interactive, creative, and engaging learning process rather than a passive one.

The role of the teacher is also crucial. Teachers who act not just as knowledge providers but as facilitators and mentors significantly contribute to students' analytical and reflective skills.

Factors such as student age, language proficiency, social environment, and the relevance of reading material also influence comprehension levels. Therefore, it is important to adapt teaching methods and incorporate differentiated instruction principles.

Conclusion

Developing students' reading comprehension skills is one of the key factors in enhancing educational outcomes not only in language arts but in all subject areas. This study confirms that student-centered, active learning methods lead to significant improvements in students' abilities to analyze texts, extract meaning, and draw logical conclusions.

The methodological strategies used in the experimental groups—metacognitive reflection, graphic organizers, group discussions, and debates—resulted in higher comprehension levels compared to traditional instruction. These findings highlight the importance of integrating modern pedagogical technologies into native language instruction and engaging students as active participants in their learning.

Recommendations:

-Gradually and systematically integrate reading comprehension techniques into the curriculum;

-Enhance teachers' methodological training through professional development programs that provide practical examples of innovative strategies;

-Include critical questions and analytical activities in each lesson to promote deeper



thinking;

-Apply differentiated instruction, taking into account students' age, language proficiency, and individual capabilities.

Ultimately, these practices not only deepen students' knowledge but also contribute to the formation of independent, inquisitive, and reflective learners.

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