



EXPERIMENTAL PROCESS FOR DETERMINING READING COMPREHENSION SKILLS

Sharapova Feruza Valiyevna,

2nd stage doctoral student at Tashkent State University of Uzbek Language and Literature named after Alisher Navoi,
Uzbekistan, Tashkent
Email: feruzavaliyevna@mail.ru

Article history:	Abstract:
Received: 8 th December 2022 Accepted: 8 th January 2023 Published: 13 th February 2023	This article is devoted to identifying and developing reading comprehension skills for students whose first language is Uzbek. The research is conducted among 9 th -grade students of Secondary Education, their first results in the process of working with the text were analyzed in this work. In the results, it can be seen that the students made a mistake in the task of concluding the general meaning of the text and its parts. These mistakes showed that a few of their language skills need improvement through development based on cognitive methods.
Keywords: text, reading comprehension, the coherence of form and content, speech unity, practical skills, contextual meaning	

INTRODUCTION

Comprehension occurs by comparing and contrasting existing knowledge with the newly read or heard message.

To understand the content and essence of the transmitted information, the student needs to use his mental activity and concentrate. According to some linguists and psycholinguists, understanding the text is not only limited with linguistic knowledge, in which the transmitter and receiver of information must be able to connect its content with an event in reality. The text's semantic essence is a concept formed in the process of mental perception. Therefore, the creation of the text and the correct perception of its content is the result of the cognitive and speech-cognitive activity.

Cheryl J. Gowie English methodologist says about the activity of reading comprehension, "The text that matches the child's knowledge helps him to understand it correctly and quickly, the information provided should deepen and clarify his previous knowledge". A linguist teaches elementary school students a few simple sentences and asks them what they understand. Such sentences are sentences of definite and indefinite proportions, and as a result of the experiment, it is determined that all recipients understood the information of definite proportions quickly, correctly and easily.

It is advisable to use different methods to monitor the decoding process. Below are some of the methods used by English Methodologist Elizabeth Tighe. She conducted several experiments among students of different ages in the school. One of the test types is called **TOWRE-2 (Test of Word**

Reading Efficiency), which includes Phonological Decoding Efficiency (PDE) and Viewing Word Efficiency (SWE) subtests. TOWRE-2 aims to test the accuracy and fluency of reading words, in which the student should be able to divide into two groups (reader should be able to distinguish between zero words and non-meaningful words. (Elizabeth Tighe, 4; 2018: 5). Through this task, the student's level of vocabulary knowledge is determined. The next task is called **the test of silent reading efficiency** and comprehension (TOSREC - Test of Silent Reading Efficiency and comprehension), in which the students are given sentences with different contents of information and then they mark them as "yes" or "no", that is, each student determines whether the information is correct or incorrect, based on his/her existing knowledge. **TABE (Test of Adult Basic Education) is a test of basic (general) education for young people**, which is a very effective and interesting test method. The test consists of five levels, and at each level the level of difficulty of the tasks increases.

Whether the information read through these tasks is understood or not is determined by the level of the student's comprehension skills as the simplest exercises become more complex. According to the results of the experiment, the level of understanding of the students showed a low indicator.

The linguist I. Azimova, who studied the understanding of the text through titles, gave the 1st-year students of the University a title consisting of a declarative sentence, an interrogative sentence, a word combination that abstractly expresses the



content of the text, and titles with unusual linguistic means, asking them to write with one or two sentences. As a result, it can be seen that the titles in the form of narrative sentences, the words of which are familiar to the reader, are correctly understood. Interrogative sentences and very long titles with unfamiliar words are more likely to be misunderstood. In conclusion, it is desirable that the presented text should not be on a topic unfamiliar to the reader, not consisting of unusual words, or units, but should be on a topic that interests them.

In this study, we studied the understanding of the text in different ways than the above experimental methods. Students of the 9th grade of the general secondary school will participate in the work. The purpose of the study was determined, first of all, to determine the knowledge of students who have not yet worked on reading comprehension skills and to develop low-performance skills during the next lessons.

METHODOLOGY.

Participants of the experiment. Experiments were conducted with 9th grade students. In such experimental classes, students are given questions and tasks related to an interesting text in publicistic,

literary and scientific-popular style. In the article, we will analyze the results of the publicistic style text.

Experiment material. Readers are asked to write a publicistic style as short texts on the topics "How many minutes is for a while considered to be?" (Bir pas necha daqiqa?) and "Is it correct to say citizens?" were given (Blessings of the Free Homeland; Erkin Vahidov, volume 5, 2013, page 12). The text consists of 438 words, two headlines and 7 parts (paragraphs). Parts of the text are marked and separated by numbers.

Experiment process. The text and worksheets were distributed to the students for working on. It was explained that students should first read the text two or three times, and then complete the tasks independently. 30 minutes was given to work on the text.

We divided the tasks into the following groups: (Table 1)

1. Drawing conclusions from explicit (openly expressed) information (test) - 4
2. Determining (marking) whether the judgment made from the content of the text is correct or incorrect - 1
3. Adaptation method, choosing a suitable title for the text parts (here 2 extra options were given in addition to the correct options) - 5

EXPERIMENTAL RESULTS AND ANALYSIS.

Table 1

Assignment type	Number of questions	Number of correct answers	Percentage
1. Test	4	1. 12	37.3%
		2. 24	
		3. 12	
		4. 27	
2. Judgement	1	5. 17	56%
3. Customization	5 ta	6. 13	10.3%
		7. 16	
		8. 1	
		9. 10	
		10. -	

1. Explicit (Test) drawing conclusions from (openly expressed) information the most errors in the task were observed in tests 1 and 3 - 18 out of 18.

We will analyze the 1st test in this assignment.

Who or what did the poet refer to in his poem and use the unit (bir pas) "for a while"?



- A. In youth
- B. For human life
- C. To a natural phenomenon
- D. In the evening

Quoted in the text: In one of my childhood poetry exercises, I wrote, ``breeze stop for a while". It was explained that Pos is one-eighth of the night. So, a night period equal to approximately one hour - pos, a one-hour night **watchman – posbon** in Uzbek, Russian **chasovoy**, turned out to be a term.

The correct answer here is **C (Natural Phenomenon)**, and students mostly marked **A** and **D**. The reason for the error here is that the detail inside the expression, which acts as an object in the sentence **"I wrote: breeze stop for a while"**, was asked. So, the students did not pay enough attention to the question, they paid attention to the explanation of the combination "for a while" and not to the interrogative words "to whom or to what".

2. Whether the judgment made from the content of the text is correct or incorrect 13 students, that is, almost half of the students, marked the wrong answer to the question asked for identification. From this, it can be concluded that these students could not find the answer to the problem discussed in the text.

The verdict given in this assignment: The author notes that the word **"citizen"** is used only in the singular form.

- A. True B. False

The place mentioned in the text: **(Bamisoli ulamo, fuzalo olim-u)** Just like **the ulema**,

- 3 1-part...
- 4 2-part...
- 5 3-part...
- 6 4-part...
- 7 5-part...

- A Exegesis of/Commentary on a ghazal
- B Ruler's subordinates
- C From dependence to dominance
- D Appreciated words
- E Fate of poverty
- F Civil status(rank)
- G Step from oppression to freedom

The title corresponding to part **3** is given in option **F**, and that of part **5** is given in option **G**. The information **"ownership status, rising to the level of land owner, the step-by-step rise of the citizen to the current status"** in the text is the basis for the name

scholar is the plural form of **olim-u fazil**, so **the citizen** also means **the poor**, that is, the poor. As a rule, adding **"s"** to **citizen** is also a mistake.

So, two centuries ago, citizen was used in the sense of a person subject to the emirate, and the form of citizens also existed.

As you can see, in the text, the author uses the word **"citizen"** as it should be used according to the rule, and at the same time, taking the plural form of suffix **-lar (-s)** at a certain time (even now) justifies that it is done. In the question, the combination "only in a single form" was given, through which the students' understanding of the general meaning of the text, i.e. understanding (not understanding) what the author wanted to say, was checked.

3. Adaptation method, that is, choosing a suitable title for text parts we can see the most errors, for example in task 4-17 mistakes, in task 5-29 mistakes, in task 6-20 mistakes, in task 7-30 mistakes.

We analyze the questions made by students 29 and 30, these questions are related to the 3rd and 5th parts of the text.

3. Today's status of a poor citizen, rising to the level of a land owner, reminds us of this history. The difference is that the citizen gradually rose to his current status. Poverty is subordination, and subordination gradually increased, first becoming a citizen of the lord, then the emir of the sultan, and gradually becoming a citizen of the country.

5. Today, the word **"citizen"** has another meaning and is being used in another meaning. It is used in the Russian language as **grajdanin** and in the English language as **citizen**. Already, both **grajdanin** and **citizen** have already left their previous meaning of being a *city dweller*.

"Citizen status". But most of the students chose option **G** for this part.

In part **5**, the word **"citizen"** has lost its meaning and is used in another meaning. Used in the Russian language as **grajdanin** and in the English



language as ***citizen*** can be the basis for calling it "step for freedom".

From the results, it can be seen that the reader had difficulty in understanding the meaning conveyed by the parts of the text as a whole. Each task serves to form a certain language skill of the student. For example, the first type of task is the ability to find explicitly expressed (explicit) information in the text; the second task - the ability to draw a conclusion by integrating the information given in the

text; the third, the task of generalization serves to form and develop the skills of understanding the general meaning of text parts. According to the results of the given 10 tasks, correct answers make up 40.4%, wrong answers make up 50.6%.

After 6 months of experimental lessons, a final control experiment was conducted, in which a text similar to the first control texts and tasks worked on it were distributed to students. (Table 2)

RESULTS. Experiment results and analysis.

Table 2

Assignment type	Number of questions	Number of correct answers	Percentage
1. Test	4 ta	1. 23	71.8%
		2. 22	
		3. 26 of them	
		4. 25 pieces	
2. Judgement	1	5. 22	73%
3. Customization	5 ta	6. 17	75.3%
		7. 18	
		8. 21	
		9. 19	
		10. 11	

In the results of the 2nd control case, it can be seen that the reading comprehension skills of the students have improved significantly.

SUMMARY

In conclusion, using different forms of exercises to test reading comprehension ensures that the exercises are interesting for the learner. The interestingness of exercises and assignments is one of the factors that ensure the effectiveness of that training.

The analysis of the performance of the students in the experimental lessons conducted in connection with this research showed that in the case where a lesson dedicated to this skill was held once a week for reading and understanding the text, the result can be several times better than in the case where no special attention was paid to it.

THE LIST OF USED LITERATURE

1. Diane Lapp, Douglas Fisher. "Handbook of Research on Teaching the English Language Arts", Taylor & Francis 2010.
2. D. Nunan. "Language teaching methodology". Macquarie university.1991.
3. I. Azimova "Uzbek tilidagi gazeta matnlarining mazmuniy persepsiyasining psixolingvistik tadkiki": PhD. diss. – T. UzMU, 2008. (Azimova I. "Psycholinguistic study of the meaningful perception of newspaper texts in the Uzbek language": PhD. diss. - T. UzMU, 2008.)
4. J. Cheryl Gowie, "Psycholinguistic strategies for improving reading comprehension", The elementary school Journal, Volume 79, number 2. Dec.2015. – B. 8-9.
5. K. Mavlonova M. "Ona tili fanini adabiyot fani bilan badiiy matn orkali integratsiyalab ukitish metodikasini takomillashtirish": p.f.d.,diss. – Toshkent, 2019. – 142-b. (Mavlonova K.M. "Improving the teaching methodology by



integrating the subject of the native language and literature through a literary text": PhD., diss. - Tashkent, 2019. - p. 142.

6. L. Elizabeth Tighe. Callie W. Little. Meagan Caridad Arrastia-Chisholm. Christopher Schatschneider. Emily Diehm. Jamie M. Quinn. Ashley A. Edwards. "Assessing the direct and indirect effects of metalinguistic awareness on the reading comprehension skills of struggling adult readers". Springer Nature B.V. 2018.
7. "Xalqaro tadqiqotlarda o'quvchilarning o'qish savodxonligini baholash". (Ona tili va adabiyot fani o'qituvchilari, metodistlar va soha mutaxassislari uchun metodik qo'llanma), «SHARQ» Nashriyot-matbaa aksiyadorlik kompaniyasi bosh tahririyati, TOSHKENT – 2019. ("Evaluation of students' reading literacy in International studies". (Methodical manual for native language and literary science teachers, methodologists and specialists), "SHARQ" Publishing-Matbaa joint-stock company editorial office, TASHKENT - 2019.)