



 Research Article

## CLASSIFICATION OF READING STRATEGIES

**Submission Date:** September 20, 2023, **Accepted Date:** September 25, 2023,

**Published Date:** September 30, 2023 |

**Crossref doi:** <https://doi.org/10.37547/tajssei/Volume05Issue09-14>

**Journal Website:**  
<https://theamericanjournals.com/index.php/tajssei>

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### ABSTRACT

The article substantiates the necessity and expediency of teaching foreign language reading using strategies. The mastering of reading strategies has a significant impact on the formation of students' ability to acquire the necessary knowledge from different sources of information (in foreign and native languages), and to overcome difficulties in learning.

### KEYWORDS

Types of reading, exploratory reading, reading for detail, scanning, reading for specific information, reading skill strategy, thinking process.

### INTRODUCTION

The process of reading has a great impact on the formation of personality. Reading in English enriches students' active and passive vocabulary, develops grammatical skills, and helps them learn the culture of the language. One of the main problems of teaching reading is the problem of selecting texts and clearly organizing work with them. Improvement of old traditional forms of teaching and the search for new means, forms, methods, adequate to the development goals of the participants of the educational process, is an urgent problem of modern education, in the aspect of which the study is carried out.

Reading in terms of thinking process proceeds at different levels: from the ability to understand the content approximately to creative reading, in which the reader not only recreates the author's train of thought, but also compares, synthesizes what he or she has read, accepts or rejects the main idea, reorganizes his or her thought or takes a new point of view [1:232].

Over 25 types of reading are proposed in foreign methods, but a closer look reveals that the types of reading are sometimes understood as different stages

of the same type or different ways of fixing of what has been read. Thus, all of them are summarized into 3 defining types:

1. skimming (identifying the main theme/idea of the text);
2. scanning (searching for specific information in a text);
3. reading for detail (detailed understanding of the text not only at the level of content but also of meaning).

S. K. Folomkina based her classification on the practical needs of readers: viewing a story, article or book, familiarizing with the content, searching for the necessary information, in-depth study of the language and content, if it is needed. Each type of reading implies the solution of certain communicative tasks.

### MATERIALS AND METHODS

Depending on the purpose of reading, a distinction is made between exploratory reading, reading for detail, scanning and reading for specific information. Mature reading skill implies both mastery of all types of reading and ease of transition from one type of reading to another depending on the change of the purpose of obtaining information from a given text.

Reading for detail is a careful reading, penetrating into the meaning by analyzing the text. The main task of this type is the qualitative side of reading, completeness and accuracy of understanding.

During skimming, the main task is to extract basic information (about 70%), while there is a need to rely on the reader's recreating imagination, thanks to which the meaning of the text is partially replenished. Introductory reading is characterized by large texts, consequently language redundancy takes effect.

As a result of scanning, the reader gets a very general idea of the content and meaning of the text: what the text is about. This is a rapid, selective reading. For more detailed familiarization with the "focusing" details and parts of the text within this type of reading, block reading is used. It can also be completed by organizing the results of the reading in the form of a report or abstract.

Reading for specific information is oriented to reading newspapers and literature on specialty. Its purpose is to quickly find in a text or set of texts absolutely certain data (figures, characteristics, facts, indications). It aims to search for and find specific information in a text. The reader already knows from other sources that such information is contained in a given book or article. Consequently, based on the typical structure of these texts, he/she immediately turns to specific parts or sections, which is subjected to exploratory reading without detailed analysis. In exploratory reading, the extraction of semantic information does not require discursive processes and occurs automatically. Thus, this type of reading, as well as browsing reading, presupposes the ability to navigate in the logical and semantic structure of the text, to select from it the necessary information on a particular problem, to select and combine information from several texts on specific issues.

### RESULT AND DISCUSSION

In an educational setting, reading for specific information is more of an exercise, as the search for information is usually done at the direction of the teacher.

The most important components of learning to read overcoming deficiencies are the formation of the learner's attitude to realize the purpose of reading in each case, the choice of a reading strategy

corresponding to this purpose, the use of possible lexical, grammatical and other supports to extract the maximum amount of information from the text [3:18].

The supports for these are quite varied:

1. Familiar words and situations;
2. Headings;
3. Illustrations;
4. Realia words (names, historical facts, quotations);
5. Motivated vocabulary (meaning is clear from the context);
6. Grammatical informational features;
7. Grammatical structures [3:19].

In addition, strategic reading skills are provided at each stage, which are broadly summarized in the following list:

1. Predict content based on headings, visuals, footnotes, pre-textual questions, etc.);
2. Be able to predict the meaning of words based on initial letters;
3. Guess the meaning of words based on similarities with words of their native language;
4. Ignore unfamiliar words that do not affect understanding of the main content;
5. Return to what has been read for the purpose of clarification or better memorization, and so on [2:37].

## CONCLUSION

It is worth noting that the main flaw in teaching reading in modern school is the application of almost only one type of reading in the learning process - reading with full understanding of the entire text, or, otherwise, reading for detail. Also, there are a number of other shortcomings, among them: mental passivity of the reader, autonomy of work on language material,

detachment from the reality of reading, lack of linguistic knowledge, limited experience of experiences.

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