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EFFECTIVE READING STRATEGIES FOR YOUNG LEARNERS

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ANNOTATSIYA

O‘qish bolalarning lingvistik, kognitiv, ijtimoiy va akademik rivojlanishini qo‘llab-quvvatlaydigan asosiy ko‘nikmadir. Biroq, yosh o‘quvchilar ko‘pincha notanish so‘zlarni dekodlashda, so‘z boyligini tushunishda, asosiy g‘oyalarni aniqlashda va matndagi ma'lumotlarni talqin qilishda qiyinchiliklarga duch kelishadi. Shuning uchun, samarali o‘qish strategiyalarini qo‘llash o‘qish ravonligi, tushunish, motivatsiya va mustaqil o‘rganish ko‘nikmalarini rivojlantirish uchun juda muhimdir. Ushbu maqola yosh o‘quvchilar uchun samarali o‘qish strategiyalarini o‘rganadi, fonetikaga asoslangan o‘qitish, birgalikda o‘qish, og‘zaki o‘qish, so‘z boyligini rivojlantirish, bashorat qilish, savol berish, umumlashtirish va interaktiv o‘qish faoliyatiga e'tibor qaratadi. Tadqiqotda erta savodxonlikni o‘rgatish bo‘yicha o‘rnatilgan tadqiqotlar va ta'lim ko‘rsatmalarini tahlil qilish va umumlashtirishni o‘z ichiga olgan sifatli, adabiyotga asoslangan yondashuv qo‘llaniladi. Ko‘rib chiqilgan adabiyotlar shuni ko‘rsatadiki, tizimli o‘qitish, o‘qituvchilarni modellashtirish, maqsadli o‘zaro ta'sir, yoshga mos o‘qish materiallari va tushunish strategiyalaridan birgalikda foydalanish bolalarning o‘qish rivojlanishini qo‘llab-quvvatlashi mumkin. Maqolada shuningdek, o‘qitish amaliyotlarini o‘quvchilarning til bilishi, qiziqishlari va individual o‘rganish ehtiyojlariga moslashtirish muhimligi ta'kidlangan. O‘qish bo‘yicha ko‘rsatmalarni yaxshilash va ijobiy o‘qish muhitini yaratishga intilayotgan boshlang‘ich maktab o‘qituvchilari uchun amaliy tavsiyalar taklif etiladi.

Kalit so‘zlar: yosh o‘quvchilar, o‘qish strategiyalari, o‘qishni tushunish, erta savodxonlik, yo‘naltirilgan o‘qish, so‘z boyligini rivojlantirish, o‘qish ravonligi, boshlang‘ich ta'lim.

АННОТАЦИЯ

Чтение — это фундаментальный навык, способствующий лингвистическому, когнитивному, социальному и академическому развитию

детей. Тем не менее, юные учащиеся часто сталкиваются с трудностями при декодировании незнакомых слов, понимании лексики, выявлении основных идей и интерпретации информации, содержащейся в тексте. В связи с этим применение эффективных стратегий чтения имеет решающее значение для развития беглости чтения, понимания прочитанного, мотивации и навыков самостоятельного обучения. В данной статье рассматриваются эффективные стратегии обучения чтению для детей младшего школьного возраста, включая обучение на основе фонетического метода, совместное чтение, чтение вслух под руководством педагога, расширение словарного запаса, прогнозирование, постановку вопросов, составление резюме и интерактивные виды деятельности, связанные с чтением. Работа основана на качественном анализе и обобщении существующих научных исследований и методических рекомендаций в области начального обучения грамотности. Обзор литературы показывает, что систематическое обучение, демонстрация приемов чтения педагогом, целенаправленное взаимодействие, использование соответствующих возрасту материалов, а также комплексное применение стратегий понимания текста способствуют развитию навыков чтения у детей. В статье также подчеркивается важность адаптации методов обучения с учетом уровня владения языком, интересов и индивидуальных образовательных потребностей учащихся. Предлагаются практические рекомендации для учителей начальных классов, направленные на совершенствование процесса обучения чтению и создание благоприятной для чтения среды.

Ключевые слова: юные учащиеся, стратегии чтения, понимание прочитанного, начальная грамотность, чтение под руководством педагога, развитие словарного запаса, беглость чтения, начальное образование.

ABSTRACT

Reading is a fundamental skill that supports children's linguistic, cognitive, social, and academic development. However, young learners often experience difficulties in decoding unfamiliar words, understanding vocabulary, identifying main ideas, and interpreting information in a text. Therefore, the implementation of effective reading strategies is essential for developing reading fluency, comprehension, motivation, and independent learning skills. This article examines effective reading strategies for young learners, focusing on phonics-based instruction, shared reading, guided oral reading, vocabulary development, prediction, questioning, summarising, and interactive reading activities. The study employs a qualitative, literature-based approach involving the analysis and synthesis of established research and educational guidance on early literacy instruction. The reviewed literature indicates that systematic instruction, teacher modelling, purposeful interaction, age-appropriate reading materials, and the combined use of comprehension strategies can support children's reading development. The article also highlights the importance of adapting instructional practices to learners' language proficiency, interests, and individual learning needs. Practical recommendations are proposed for primary school teachers seeking to improve reading instruction and create a positive reading environment

Keywords: young learners, reading strategies, reading comprehension, early literacy, guided reading, vocabulary development, reading fluency, primary education.

Introduction. Reading is one of the most important skills developed during the early years of education. It provides learners with access to information, supports language acquisition, and creates opportunities for academic achievement across different subject areas. In primary education, reading is not merely the ability to recognise written words; it also involves constructing meaning, connecting new information with prior knowledge, interpreting ideas, and responding critically to textual content.

Reading is one of the most crucial and fundamental skills in learners' academic development. It is not merely the process of decoding written symbols, but also a complex cognitive activity that involves understanding, interpreting, and evaluating information from a text. For young learners, developing effective reading skills is essential because it directly influences their vocabulary growth, comprehension ability, and overall language proficiency. Reading is also viewed as an interactive process between the reader and the text, where meaning is constructed through the integration of prior knowledge and new information.

The development of effective reading skills is particularly important for young learners because early reading experiences influence their subsequent educational progress. Children who develop appropriate decoding, fluency, vocabulary, and comprehension skills are generally better prepared to engage with increasingly complex learning materials. Conversely, persistent reading difficulties may affect their confidence, classroom participation, and willingness to engage in independent learning. [1.P.45]

Despite the recognised importance of reading, young learners may encounter various challenges, including limited vocabulary, difficulties in recognising sound–letter relationships, insufficient background knowledge, and a lack of strategies for monitoring comprehension. These challenges may become more pronounced when children learn to read in an additional language, where they must process unfamiliar linguistic structures while constructing meaning.

Consequently, teachers need to employ instructional approaches that make reading purposeful, interactive, and accessible. Effective reading instruction should enable children not only to understand what a text says but also to develop the ability to predict, question, infer, summarise, and evaluate information appropriate to their developmental level.

Methods. This study is based on theoretical analysis of reading strategies used in language teaching. Data were collected from relevant books, journal articles, and pedagogical studies, and then systematically analyzed. The focus is on three main strategies – predicting, summarizing, and questioning – and the three stages of reading: pre-reading, while-reading, and post-reading. These strategies are commonly used in classrooms to improve learners' comprehension skills and engagement with texts. This article adopts a qualitative, literature-based research design. The methodology involves the analysis, comparison, and synthesis of selected scholarly publications and

evidence-informed educational guidance concerning reading development and instructional strategies for young learners.

The sources were examined thematically to identify recurring principles and instructional approaches relevant to early reading development. Particular attention was given to decoding, reading fluency, vocabulary acquisition, comprehension monitoring, interactive learning, learner motivation, and differentiated instruction. The analysis was organised around three dimensions: the theoretical foundations of effective reading instruction, the practical application of reading strategies, and the pedagogical conditions necessary for their implementation. The study does not report original classroom experiments or newly collected empirical data. Accordingly, its findings represent a synthesis of the selected literature rather than experimental evidence generated by the present author. This methodological distinction is important when interpreting the implications of the article.

Results. Predicting is a strategy where learners try to guess the content of a text before and during reading. It helps students activate their prior knowledge and set a purpose for reading. According to research, skilled readers constantly make predictions and adjust them while reading based on new information [1.P.46]. This improves comprehension and keeps learners interested in the text. Predicting also increases motivation because students become curious about whether their guesses are correct.Some of the approaches for teaching predicting are teacher modeling, predicting throughout the text; with partners, with a graphic organizer, or using post-it notes throughout the text. Using the title, table of contents, pictures, and key words is one prediction strategy.

Questioning is a strategy where learners ask questions before, during, and after reading. These questions help them understand the text more deeply and stay focused. Harvey and Goudvis state that questioning improves comprehension because it encourages learners to actively interact with the text. Students may ask themselves questions such as “What is this text about?”, “Why did this happen?”, or “What will happen next?” The questioning process requires readers to ask questions of themselves to construct meaning, enhance understanding, find answers, solve problems, find information, and discover new information. This process develops critical thinking skills and improves understanding [2.P.87].

Summarizing is a reading strategy that involves identifying the main ideas of a text and expressing them in a short form using one’s own words. It helps learners focus on important information and ignore unnecessary details. Adler explains that summarizing improves comprehension because it requires learners to process and organize information logically. This strategy is especially useful for long texts, where students need to simplify information to understand it better.

Reading is a process that consists of three important stages based on Williams:

1. In this stage, learners prepare for reading. They look at the title, pictures, and keywords to predict the content of the text. The purpose of this stage is to activate background knowledge and create interest in the topic.
2. In this stage, learners read the text carefully and check their predictions. They try to understand details, find meaning, and answer questions about the text. This stage helps learners develop deeper comprehension skills.

3. In this final stage, learners reflect on the text. It enabled students not only to review or conclude what they have read from the text but also to integrate the textual information into their own experiences. This helps them remember information better and improve long-term understanding [4.P.22].

Phonics-based instruction helps children understand the relationship between letters and sounds. Through systematic practice, learners develop the ability to recognise sound–letter correspondences, blend sounds into words, and decode unfamiliar written forms. For example, a teacher may introduce the sounds represented by the letters *s*, *a*, and *t*, demonstrate how these sounds can be blended, and guide learners in reading the word *sat*. Similar activities can gradually introduce more complex sound patterns and spelling conventions.

This strategy is especially important for beginning readers who have not yet developed automatic word recognition. Nevertheless, phonics should be integrated with meaningful reading activities rather than taught as an isolated objective. Children also need opportunities to encounter the words they decode in sentences and connected texts. From a pedagogical perspective, phonics instruction should be systematic, explicit, appropriately paced, and responsive to learners' progress.

Shared reading is an interactive approach in which a teacher and learners read a text together. The teacher may use a large-format book, a projected passage, an illustrated story, or another text that allows the class to follow the reading process. During shared reading, the teacher models pronunciation, demonstrates fluent reading, explains unfamiliar vocabulary, and encourages learners to discuss the meaning of the text. Illustrations and contextual clues can help children connect written language with familiar objects, experiences, and events. For example, when reading a story about animals, the teacher may ask learners to identify the characters, describe the setting, and explain what happens in the story. These questions help children connect word recognition with meaning-making. Shared reading also provides opportunities for developing oral language and listening skills. It is particularly useful for learners who need additional support because the teacher can demonstrate strategies and provide immediate explanations [3.P.5].

Guided oral reading involves learners reading a text aloud with support from a teacher or another competent reader. The teacher provides feedback on pronunciation, phrasing, pace, and expression while helping learners understand the passage. Repeated reading can be incorporated into this strategy. Learners read a short passage several times, focusing on accuracy during the initial reading and gradually improving fluency and expression in subsequent readings. However, oral reading should be conducted in a supportive environment. Teachers should avoid activities that unnecessarily embarrass learners or place excessive emphasis on speed. Reading fluency involves accuracy, appropriate pacing, and meaningful expression, not simply the rapid pronunciation of words.

Prediction encourages learners to anticipate the content of a text before and during reading. Teachers may invite children to examine a title, observe illustrations, identify familiar concepts, and formulate expectations about what might happen next. For example, before reading a story entitled *The Lost Puppy*, learners may examine the cover and predict who the main character is, where the puppy might go, and how the

story could end. After reading a section, learners compare their predictions with the information provided in the text and revise their expectations where necessary. This strategy activates prior knowledge and establishes a clear purpose for reading. It also encourages curiosity and helps learners recognise that reading involves constructing and revising meaning rather than passively receiving information. Teachers should emphasise that predictions are hypotheses to be checked against textual evidence. The objective is not to reward guessing but to encourage learners to connect prior knowledge with information encountered during reading.

The analysis suggests that effective reading instruction requires more than the selection of individual techniques. It involves creating a structured learning environment in which learners receive explicit instruction, meaningful practice, constructive feedback, and opportunities to develop independence.

First, teachers should identify the specific reading skills that need to be developed during each lesson. Clear objectives make it easier to select appropriate texts and evaluate learning outcomes.

Second, teachers should model reading processes explicitly. Demonstrating how to decode a word, infer a character's feelings, or identify a main idea helps learners understand how strategies are applied in practice.

Third, reading should be integrated with speaking, listening, and writing activities. Discussing a text, retelling events, and writing short responses can reinforce comprehension and provide additional evidence of learners' understanding.

Fourth, teachers should use formative assessment to monitor progress. Rather than evaluating reading solely through speed or the number of correctly pronounced words, assessment should also consider accuracy, vocabulary knowledge, comprehension, and the ability to explain textual information.

Finally, teachers should establish a positive reading culture. Access to suitable books, supportive classroom interactions, opportunities for choice, and constructive feedback can encourage children to view reading as a meaningful and rewarding activity. These implications are consistent with evidence-informed guidance that emphasises oral language, vocabulary development, explicit instruction, and purposeful opportunities to practise literacy skills.

Discussion. The results of this study suggest that reading comprehension in young learners can be significantly improved through the use of structured reading strategies such as predicting, summarizing, and questioning. These strategies are not isolated techniques but interrelated cognitive processes that support active engagement with texts. Predicting appears to enhance learners' motivation and cognitive readiness by activating prior knowledge and creating expectations about the text. This supports the view that reading is an interactive process between the reader and the text rather than a passive activity. Summarizing contributes to deeper processing of information by requiring learners to distinguish essential ideas from less important details, which strengthens information retention and conceptual understanding. Questioning, on the other hand, fosters critical thinking and continuous interaction with the text, as learners actively construct meaning by generating and answering questions.

Furthermore, the integration of the three-stage reading model (pre-reading, while-reading, and post-reading) provides a pedagogical framework that systematically

supports these strategies. Each stage plays a specific role in guiding learners from preparation to comprehension and reflection, which enhances the overall effectiveness of reading instruction. These findings align with previous pedagogical studies emphasizing that strategic reading instruction improves learner autonomy, engagement, and comprehension skills.

Conclusion. In conclusion, reading strategies such as predicting, summarizing, and questioning play an important role in improving young learners' reading comprehension. When combined with the three stages of reading, these strategies help students become active, independent, and successful readers. Teachers should apply these methods in classroom practice to improve learning outcomes. Effective reading strategies are essential for developing young learners' literacy, language proficiency, comprehension, and independent learning abilities. The literature reviewed in this article indicates that successful reading instruction should combine foundational word-reading skills with meaningful opportunities to construct and communicate textual meaning.

Phonics-based instruction supports decoding, while guided oral reading contributes to the development of accuracy and fluency. Shared reading provides opportunities for teacher modelling and interaction, whereas vocabulary instruction helps learners access the meaning of texts. Prediction, questioning, summarising, and graphic organisers can further support comprehension by encouraging learners to activate prior knowledge, identify important information, and monitor their understanding.

Interactive activities, appropriate digital resources, independent reading, and differentiated instruction can complement these approaches when they are aligned with clearly defined learning objectives. However, no single strategy should be regarded as sufficient for every learner or every reading task. Instructional decisions should take account of learners' age, language proficiency, prior knowledge, reading abilities, and individual needs.

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