

THE ACCESS OF NO-STRESS METHODS FOR ASSESING READING
COMPREHENSION

Po'latova Guli Nuriddin qizi

Jizzakh branch of National University of Uzbekistan

named after Mirzo Ulugbek

the department of Foreign languages

Philology and teaching languages English

Student of group 103-23

Scientfic advisor: Abduraxmanova Zilola

abduraxmanova@jbnuu.uz

Abstract:

This article explores a paradigm shift toward no-stress methods for assessing reading comprehension. We will move beyond the limitations of traditional exams to discover authentic, engaging, and low-pressure techniques that provide richer, more meaningful insights into what a student truly grasps and connects with. From interactive conversations and creative projects to observation and digital tools, these methods prioritize the joy of understanding over the fear of evaluation. The goal is not to eliminate assessment, but to redesign it as a natural, supportive, and even enjoyable part of the learning journey—one that informs instruction and empowers readers rather than intimidating them. Join us as we explore practical, evidence-based strategies that assess comprehension by inviting students to show what they know in ways that feel natural, collaborative, and stress-free.

Keywords: active reading, classroom techniques, core active reading, pre-reading, while-reading, post-reading,

Introduction

What "No-Stress Methods" Means. In the context of assessment (like reading comprehension), "no-stress methods" refer to informal, low-pressure techniques used to gauge understanding. Their primary goals are to:

1. Reduce Anxiety: They avoid the high-stakes, "test-like" environment that can trigger fear, shut down thinking, and produce inaccurate results (a student may know the material but freeze during a formal test).

2. Focus on Authentic Understanding: They check comprehension in ways that feel more like a natural conversation or activity rather than an interrogation.

3. Provide Immediate, Actionable Feedback: The teacher gets a real-time snapshot of who's getting it and who needs help, allowing for on-the-spot adjustments.

4. Encourage Participation: Because the risk of "being wrong" is lower, more students are willing to engage and show what they do understand.

Core Principles of No-Stress Assessment

- **Formative Over Summative:** It's about guiding learning while it's happening (formative), not just assigning a final grade at the end (summative).
- **Process Over Product:** Values the thinking and discussion more than a single "correct" answer on a worksheet.
- **Varied and Inclusive:** Offers multiple ways for students to demonstrate understanding (talking, drawing, acting, writing briefly) to cater to different strengths.
- **Often Unscored:** The "result" is feedback, not a point value. It informs the teacher's next instructional move.

Examples Across Different Formats

Quick Verbal/Warm-Up Checks (Whole Class)

- **Fist to Five:** "On a scale of 0 to 5, how well did you understand that character's motive?" (Students hold up fingers).
- **Traffic Light:** Red cup/paper = "I'm stuck." Yellow = "I'm unsure." Green = "I get it."
- **Think-Pair-Share:** Students think individually, then discuss with a partner before sharing with the whole class. This reduces the stress of cold-calling.

Conversational & Discussion-Based

- **Book Clubs/Literature Circles:** Small groups discuss a book with open-ended prompts. The teacher listens in, assessing comprehension through natural dialogue.

- Conferencing: A quick, private 2-minute chat with a student about what they're reading. "Tell me what's happening here in your own words."
- "What Stuck With You?": A simple end-of-lesson question that lets students share what was most memorable or meaningful.

Creative & Expressive

- Sketch It: "Draw the main setting or a key scene." The details they include show their comprehension.
- Tableau (Frozen Scene): Groups create a physical "frozen picture" of a key moment from the text.
- Postcard/Text Message: "Write a postcard from the main character to a friend explaining what just happened."

Simple Written (without the "test" feel)

- Exit Ticket: A single question on a slip of paper at the end of class. (e.g., "What was the protagonist's biggest dilemma today?")
- 3-2-1 Summary: Write down 3 things you learned, 2 interesting facts, and 1 question you still have.
- Journal Quick-Write: A short, timed (3-5 minute) open-ended reflection. "How would you feel if you were in this situation?"

Why Use No-Stress Methods?

- Accurate Picture: You see what students truly understand when they aren't paralyzed by test anxiety.
- Builds Confidence: Success in low-stakes activities encourages students to engage more.
- Saves Time: Many are faster to administer and gauge than grading a stack of quizzes.
- Improves Culture: Creates a classroom environment focused on growth and learning, not just grades and right/wrong answers.

Characteristic of no-stress methods

"No-stress" methods, whether applied to education, work, parenting, or personal productivity, are approaches designed to minimize anxiety, pressure, and fear of failure while maximizing engagement, intrinsic motivation, and sustainable performance.

Focus on Process Over Outcome

- Characteristic: The primary emphasis is on the steps, effort, learning, and engagement involved in an activity, rather than solely on the final grade, score, or result.
- Why it reduces stress: It decouples self-worth from a potentially unpredictable outcome. Mistakes become part of the learning process, not catastrophic failures.

Intrinsic Motivation Cultivation

- Characteristic: Methods are designed to spark curiosity, personal interest, and a sense of autonomy. The drive comes from within the individual (e.g., "I want to understand this") rather than from external pressures (e.g., "I must get an A or I'll be punished").
- Why it reduces stress: Internal drive is more sustainable and fulfilling than fear-based motivation. It reduces resistance and burnout.

Agency and Autonomy

- Characteristic: Individuals are given meaningful choices within a structured framework (e.g., choice of topic, method of learning, order of tasks). They feel a sense of control.
- Why it reduces stress: A sense of control is a primary antidote to stress, which often arises from feeling powerless or micromanaged.

Low-Stakes or Formative Assessment

- Characteristic: Feedback is continuous, constructive, and used for growth (formative), not just for a final judgment (summative). Practice attempts are not heavily penalized.
- Why it reduces stress: It creates a safe space to experiment and learn without the constant threat of a permanent, damaging mark on a record.

Clear and Manageable Structure

- Characteristic: Tasks are broken down into small, clear, and achievable steps. Goals are realistic and time-bound, preventing overwhelm.

- Why it reduces stress: It combats the anxiety of facing a large, vague, or seemingly impossible challenge ("chunking").

Supportive and Collaborative Environment

- Characteristic: The social context is one of help, not harsh competition. Collaboration, asking questions, and seeking help are normalized and encouraged.

- Why it reduces stress: It removes the fear of judgment from peers or superiors and creates a safety net.

Mindfulness and Present-Moment Focus

- Characteristic: Techniques often incorporate being fully engaged in the current task without excessive worry about past failures or future outcomes. This includes breaks, reflection, and breathing exercises.

- Why it reduces stress: It directly counteracts the anxious, ruminating thoughts that are the hallmark of stress.

Examples in Different Contexts:

- Education (e.g., Montessori, certain project-based learning): Student choice, mixed-age classrooms, learning through hands-on discovery, no grades in early years.

- Work (e.g., Agile/Scrum, ROWE - Results-Only Work Environment): Small iterative cycles, daily stand-ups for support, autonomy in how and when work is done, focus on deliverables rather than hours logged.

- Productivity (e.g., Getting Things Done - GTD, Kanban): Capturing all tasks in an external system to clear the mind, breaking projects into "next actions," visualizing workflow to limit work-in-progress.

- Parenting (e.g., Authoritative vs. Authoritarian): Setting clear expectations with warmth and reasoning, validating feelings, using natural consequences over punitive punishments.

"No-stress" does not mean "no-challenge" or "no-effort." In fact, these methods often lead to deeper engagement and greater effort because the effort is willingly given, not coerced. The stress that is eliminated is the distress—the debilitating anxiety and fear—

not the positive, motivating tension of a meaningful challenge (sometimes called eustress). The ultimate goal is to create conditions where individuals can perform at their best because they are focused, not fearful.

Conclusions

In the end, the pursuit of a "no-stress" life is not about eliminating all pressure, but about changing our relationship with it. By integrating simple, consistent methods—whether through mindful breathing, intentional movement, or digital detachment—we build a personal toolkit for resilience. Stress may be inevitable, but overwhelm is not. The true power lies not in a single perfect technique, but in the conscious choice, made again and again, to return to a place of calm and control. Adopting no-stress methods is an act of self-care and a commitment to sustainable living. It is a shift from seeing stress as an external foe to be battled, to understanding it as a signal that invites us to pause and rebalance. The techniques explored—from grounding exercises to time-blocking and fostering gratitude—are not quick fixes but foundational practices. They remind us that peace is not a distant destination, but a quality we can cultivate in the present moment, transforming our daily life from a series of reactions into a more mindful and graceful experience.

REFERENCES

1. Harmer ,Jeremy “How teach to English” (1998)
2. ”Teaching ESL/EFL Reading and Writing” I.S.P.Nation (2008)
3. ”Teaching English as a second or foreign language” Marianne Celce-Murcia. Donna M.Briton . Marguerite Ann Snow (1991)
4. ”English language teaching methodology” J.Jalilov, G.T.Mahkamova,Sh.A.Ashurov (2015)
5. “ Techniques and principles in language teaching” Diane Larsen-Freeman and Marti Anderson (2011)
6. Decree of the President of the Republic of Uzbekistan No. PF-4947 of February 7, 2017 "On the Strategy for further development of the Republic of Uzbekistan"
7. Resolution of the President of the Republic of Uzbekistan dated May 19,2021 PQ-5117 "On measures to bring the promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new level."
8. Vitlin J.L. Modern problems of teaching grammar in foreign languages //Foreign languages at school. - 2000.- No. 5. - S. 22-26.

9. Galskova N.D., Gez N.I. Theory of teaching foreign languages:Linguodidactics and methodology: A textbook for students of linguistic universities and faculties of foreign languages of higher pedagogical educational institutions. - M .: Publishing Center "Academy", 2004. - 336 p.
- 10.Ogandzhanyan N.L. Elements of communicative methods of teachingEnglish in secondary school // September 1st. - 2005. - No.
- 11.- S. 13-15. 6. NM Ahmedova Improving the professional training of futureteachers onthe basis of an integrative approach diss. PhD 56-b
- 12.Zilola, A., Bahodir, N., & Munisa, Y. (2023). APPROACHES AND ACTIVITIES THAT HELP DEVELOP INTERCULTURAL COMPETENCE. Journal of Academic Research and Trends in Educational Sciences, 2(2), 204-208.
- 13.
- 14.Abduraxmanova, Z., Ergasheva, M., & Xurramova, S. (2023). APPROACHES AND ACTIVITIES THAT HELP TO DEVELOP INTERCULTURAL COMMUNICATION COMPETENCE.. Theoretical aspects in the formation of pedagogical sciences, 2(11), 90-93