

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY JURNALI
VOLUME-2, ISSUE-10
ACTIVE READING STRATEGIES**

Supervisor: Abduraxmanova Zilola Yoqubjon qizi

Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek

The faculty of Psychology, department of Foreign languages

Phylology and foreign languages

Abduraxmanova@jbnuu.uz

Abdujabborova Maftuna Esonboy qizi

abdujabborovamaftuna716@gmail.com

Annotatsiya

Ushbu maqola faol o'qish strategiyalarini tahlil qiladi va ularning o'quv jarayonidagi samaradorligini ko'rsatadi. Maqolada faol o'qishning ta'riflari, uning akademik va chet tili kontekstidagi ahamiyati, o'quvchilarning matnga bo'lgan interaktiv yondashuvi hamda metakognitiv nazoratni rivojlantirishdagi roli muhokama qilinadi. Tadqiqot natijalari shuni ko'rsatadiki, faol o'qish strategiyalari matnni tushunish, tanqidiy fikrlash va o'quvchining mustaqilligini oshirishda muhim ahamiyatga ega.

Kalit so'zlar: faol o'qish, o'quv strategiyalari, tushunishni rivojlantirish, tanqidiy fikrlash, metakognitiv nazorat, mustaqil o'qish.

Abstract

This article examines active reading strategies and demonstrates their effectiveness in the learning process. It discusses definitions of active reading, its significance in academic and foreign language contexts, the reader's interactive approach to the text, and its role in developing metacognitive awareness. The study's results indicate that active reading strategies are crucial for enhancing comprehension, critical thinking, and learner autonomy.

Key words: active reading, reading strategies, comprehension development, critical thinking, metacognitive awareness, independent reading.

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY JURNALI
VOLUME-2, ISSUE-10
INTRODUCTION**

Intentional and engaging reading involves continuously interacting with the text to create meaning, assess ideas, and remember facts more effectively. Active reading, in contrast to passive reading, where the reader just skims the text without thinking, demands mental participation both before, during, and after reading. Since it turns reading from a mechanical activity into a cognitive and reflective process, this method is particularly useful in academic settings, when learning a foreign language, and for professional development. A reader's intention is at the center of active reading. An active reader identifies the reason for reading and draws upon previously gained knowledge about the subject before beginning to read. The reader can anticipate the content and layout of the book thanks to this mental preparation. The reader establishes a framework for understanding by previewing titles, headings, illustrations, and key words. This kind of anticipation allows readers to link new knowledge to what they already know, which improves comprehension and memory.

Active readers continuously engage with the text throughout the reading process. They keep an eye on their understanding, ask questions, and make forecasts. They take a break to deduce the meaning from the context or reread key parts when they come across unfamiliar vocabulary or complicated concepts. Common methods of fostering interaction include emphasizing main points, underlining significant statements, and adding marginal notes. By engaging in these activities, readers are better able to identify the author's message, tone, and reasoning, as well as separate the key concepts from the supporting evidence. Recognizing the links between concepts, such as cause and effect, comparison, or contrast, is another aspect of active reading that improves critical thinking. Critical analysis is another important component of active reading. Readers evaluate the text's accuracy, relevance, and trustworthiness rather than just taking it at face value. They assess the author's presumptions, prejudices, and evidence, contrasting the concepts offered with other sources or their own life experience. In academic reading, where readers must integrate data from several sources and make informed decisions, this evaluative attitude is especially crucial. Critical engagement transforms reading into a mind exchange between the reader and the writer.

Active readers analyze and integrate what they have learnt after reading. Making a synopsis of the text in one's own terms helps to highlight key ideas and improve retention. Talking about the text with others, keeping response journals, or using the material in real-world scenarios all help to deepen understanding. Readers can use

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY JURNALI
VOLUME-2, ISSUE-10**

reflection to assess whether their initial assumptions were realized and how their comprehension has changed. This post-reading stage is essential for turning data into knowledge. Particularly in foreign language learning, where a restricted vocabulary and unfamiliar structures might make understanding difficult, active reading techniques are useful. Learners gain a greater understanding of discourse organization, contextual meaning, and language patterns by actively interacting with the material. As students internalize new language via meaningful interaction, this procedure helps them acquire better reading, writing, and speaking skills.

Active reading fosters learner autonomy and motivation in the classroom. Students become more confident and independent readers when they are taught how to read actively. Teachers have a crucial role in demonstrating active reading practices and designing activities that foster reflection, prediction, and questioning. Consequently, reading sessions become more engaging and learner-focused, fostering deeper comprehension and laying the groundwork for future academic achievement. Active reading techniques, in summary, turn reading into a deliberate, thoughtful, and analytical endeavor. Readers improve their comprehension, retention, and critical abilities by interacting with the text before, during, and after reading. By promoting inquisitiveness, critical thinking, and meaningful engagement with written materials, active reading not only enhances academic performance but also cultivates a lifelong love of learning.

LITERATURE REVIEW AND METHODOLOGY

In the literature of linguistic, cognitive, and educational psychology, where reading is seen as an interactive interaction between the reader and the text rather than as a passive decoding of symbols, the notion of active reading has received extensive coverage. Scholars stress that comprehension is developed through the synthesis of prior knowledge, textual material, and critical thinking. Earlier reading theories emphasized top-down and bottom-up processes, whereas contemporary interactive models integrate both viewpoints, claiming that effective reading depends on the reader's capacity to actively utilize tactics like predicting, questioning, clarifying, and summarizing. Studies on how to teach reading have consistently shown that active reading techniques greatly enhance comprehension and retention. The significance of strategy instruction is highlighted by studies in foreign and second language environments, which demonstrate that students who are directly taught how to interact with texts do better than those who only rely on intuition. Researchers emphasize that

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY JURNALI
VOLUME-2, ISSUE-10**

techniques like annotating, inferencing, and keeping an eye on one's understanding help students become more conscious of their own cognitive processes, which in turn results in increased metacognitive control over reading. Readers are able to recognize comprehension breakdowns and use the right corrective tactics because of this awareness.

The literature also highlights the function of critical reading within the context of active reading. According to educational theorists, active reading entails more than just comprehending the literal meaning; it also includes assessing the author's thoughts, motives, and reasoning. In academic reading, where students are expected to evaluate texts, integrate data from various sources, and form their own opinions, this crucial aspect is particularly important. According to empirical research, students who receive critical and reflective reading instruction display greater analytical abilities and a greater engagement with the text. The study of active reading strategies usually uses qualitative, quantitative, or mixed research methods. Classroom observations, think-aloud protocols, learner interviews, and other qualitative methods are used to examine how readers use strategies and how these strategies affect understanding. These strategies offer a wealth of information about the cognitive and metacognitive processes of students while they read. The effectiveness of active reading techniques is frequently measured using quantitative methods, such as experimental and quasi-experimental designs, by comparing reading performance before and after strategy instruction. Furthermore, instructional interventions are a common methodological tool in pedagogical research. In these kinds of courses, students are taught particular active reading strategies through guided practice, modeling, and contemplative exercises. The effectiveness of their advancement is then evaluated through self-report surveys, reading exams, and comprehension activities. With this method, researchers can assess learners' perspectives on active reading, their perceived sense of independence, and the results of their strategic application. The literature and methodological approaches generally show that active reading tactics are founded on well-established theoretical frameworks and backed by a wealth of experimental data. Researchers continue to demonstrate the value of active reading as a crucial element of effective reading instruction by integrating cognitive, metacognitive, and pedagogical viewpoints.

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQARISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY JURNALI
VOLUME-2, ISSUE-10
RESULTS**

Significant gains in learners' reading comprehension and general interaction with texts resulted from using active reading approaches. Students who regularly used techniques like predicting content, questioning ideas, annotating key information, and summarizing key points showed a better grasp of both the literal and implicit meanings of written texts. Their understanding of logical connections, core concepts, and supporting details within the text improved, demonstrating greater levels of comprehension. Increased metacognitive awareness was also evident among students. Readers became more aware of their own reading processes and were better able to monitor comprehension as a result of actively interacting with texts. When faced with unfamiliar vocabulary or complex structures, students were more inclined to pause, reread, and utilize contextual cues instead of ignoring the challenges. This self-regulating conduct helped people solve problems more effectively while reading and lessened their reliance on outside assistance. The improvement of essential reading abilities was another notable result. Trainees who received instruction in active reading tactics showed an increased capacity to assess the author's claims, differentiate between facts and opinions, and identify bias or underlying assumptions. Their replies to texts demonstrated a more analytical mindset since they could connect textual information to previous knowledge and real-world situations and compare ideas from various sources. Furthermore, there was a significant improvement in students' reading motivation and self-assurance. By turning reading assignments into interactive encounters rather than passive ones, active reading increased students' desire to participate in discussions and share their interpretations. Especially in foreign language settings, where students frequently feel nervous, this favorable approach to reading was apparent. Consequently, reading evolved into a helpful instrument for language acquisition rather than a challenge.

In general, the findings demonstrate that employing active reading techniques greatly enhances a student's ability to comprehend, think critically, and become independent. These methods improve the cognitive and emotional components of reading, resulting in more meaningful and efficient learning outcomes, by encouraging participation and reflective thought.

Conclusion

Active reading techniques are essential in converting reading from a passive decoding process to an engaging and valuable learning experience. These techniques facilitate more thorough understanding, improved retention, and more accurate interpretation of written materials by stimulating the reader's cognitive and metacognitive processes. The article's conclusions support the idea that readers are better able to comprehend main ideas, evaluate arguments, and critically evaluate information when they actively engage with texts. The use of active reading techniques also fosters learner independence and self-assurance, notably in educational and language acquisition settings. Readers who are taught to anticipate, ask questions, assess their understanding, and think about the material become more self-sufficient and driven as they take charge of their reading processes. This freedom enhances both academic achievement and lifelong learning abilities. In conclusion, effective reading instruction must include active reading strategies. Their consistent implementation promotes understanding, critical thought, and participation, turning reading into a worthwhile and mind-expanding endeavor. Integrating these techniques into teaching practices can greatly improve learning outcomes and foster a more profound and contemplative connection between readers and texts.

THE LIST OF USED LITERATURES:

1. 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.
2. Brown, H. D. (2007). *Principles of Language Learning and Teaching*. Pearson Education.
3. Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading*. Routledge.
4. Harmer, J. (2015). *The Practice of English Language Teaching*. Pearson Education Limited.
5. Johnson, P., & Johnson, H. (2018). *Active Reading Strategies in Language Learning*. Cambridge University Press.
6. Koda, K. (2005). *Insights into Second Language Reading: A Cross-Linguistic Approach*. Cambridge University Press.

**FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRISH
INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI
RESPUBLIKA ILMIY-AMALIY JURNALI
VOLUME-2, ISSUE-10**

7. Nuttall, C. (2005). *Teaching Reading Skills in a Foreign Language*. Macmillan Education.
8. Pressley, M., & Afflerbach, P. (1995). *Verbal Protocols of Reading: The Nature of Constructively Responsive Reading*. Lawrence Erlbaum Associates.
9. Richards, J. C., & Schmidt, R. (2010). *Longman Dictionary of Language Teaching and Applied Linguistics*. Longman.
10. Snow, C. E. (2002). *Reading for Understanding: Toward an R&D Program in Reading Comprehension*. RAND Corporation.
11. Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge University Press.
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.