

FAN, TA'LIM, TEXNOLOGIYA VA ISHLAB CHIQRARISH
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**READING STRONGER, FASTER, BETTER: 5 ACTIVITIES FOR
TEACHING READING**

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Annotatsiya

Ushbu maqola o'qitishda samarali bo'lgan beshta faoliyatni tahlil qiladi: yo'naltirilgan o'qish, takroriy o'qish, baland ovoz bilan o'qish, interaktiv o'qish mashqlari va o'qish bilan yozishni birlashtirish. Ushbu strategiyalar o'quvchilarning o'qish tezligi, tushunish darajasi, tanqidiy fikrlash va darslarga qiziqishini qanday oshirishini o'rganadi. Tadqiqot o'qitishda ko'p qirrali yondashuvning ahamiyatini ta'kidlaydi va turli usullarni birlashtirish o'quvchilarning o'qish ko'nikmalarini va motivatsiyasini yaxshilashini ko'rsatadi. Natijalar shuni ko'rsatadiki, turli tadqiqotlarga asoslangan faoliyatlardan foydalanish o'quvchilarni kuchli, tez va ishonchli o'quvchilarga aylantirishga yordam beradi.

Kalit so'zlar: o'qish ko'nikmalari, yo'naltirilgan o'qish, takroriy o'qish, baland ovoz bilan o'qish, interaktiv o'qish, o'qishni tushunish, o'qish tezligi, yozishni birlashtirish, tanqidiy fikrlash, o'quvchilarning qiziqishi,

Abstract

This article explores five effective activities for teaching reading: guided reading, repeated reading, reading aloud, interactive reading exercises, and reading-integrated writing. It examines how these strategies enhance reading fluency, comprehension, critical thinking, and student engagement. The study emphasizes the importance of a multifaceted approach to reading instruction, showing that combining different techniques improves both reading skills and motivation. The findings suggest that using diverse, research-based activities helps students become stronger, faster, and more confident readers.

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Key words: reading skills, guided reading, repeated reading, reading aloud, interactive reading, reading comprehension, reading fluency, writing integration, critical thinking, student engagement.

INTRODUCTION

Although reading is a foundational skill for learning across all fields of education, teaching it effectively demands more than just giving assignments and expecting students to understand. In order for students to improve their reading speed, accuracy, and efficiency, teachers must use a range of interesting activities that promote reading fluency, comprehension, and critical thinking. The discussion below covers five strategies that can turn reading instruction into a vibrant and engaging experience for students of all ages.

Guided reading is one of the most successful methods for improving reading proficiency. This approach involves working with small groups of students at similar reading levels, providing targeted support, and allowing for individual evaluation. Teachers can model expressive reading, introduce difficult vocabulary, and ask comprehension questions that push students to analyze the text critically throughout guided reading sessions. Guided reading helps pupils gain confidence, improve their accuracy, and read more quickly by offering prompt feedback and support. Additionally, it cultivates a collaborative learning atmosphere in which pupils can talk about interpretations and exchange ideas, which improves their comprehension of the subject matter.

Repeated reading, which emphasizes enhancing reading fluency, is another effective practice. Students read the same text several times until they are able to read it aloud with fluency and emotion. Due to this repetition, they are able to improve their overall comprehension, internalize sentence structures, and recognize words more quickly. Teachers can make repeated reading enjoyable by including activities like partner reading, timed challenges, or recording students' readings for self-evaluation. Repeated reading increases speed over time, improves memory retention, and helps students concentrate on the text's meaning rather than merely decoding words.

Reading aloud is another extremely successful strategy for improving fluency and comprehension. Students practice pronunciation, rhythm, and intonation when they read aloud, all of which are necessary for comprehending difficult material. Furthermore, reading aloud allows teachers to spot areas where students might be

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having difficulty and gives them the chance to talk about topics, characters, and story structure. Reading sessions in groups can be very helpful because they foster a collaborative learning atmosphere and give students the opportunity to demonstrate their reading techniques to one another. Students' literary appreciation is also increased by hearing their classmates read, which introduces them to a variety of viewpoints and reading methods.

The learning experience might be made more participatory and meaningful by including interactive reading activities. Students are encouraged to actively process what they read through activities like "think-pair-share" discussions, graphic organizers, and story mapping. Students improve their comprehension and critical thinking abilities by visualizing information, linking concepts, and forecasting results. Additionally, interactive reading fosters superior cognitive abilities like analysis and synthesis since it forces students to relate the material to their actual lives. These activities can be modified by instructors to match various texts, age groups, and learning goals, making sure that all students are able to engage and gain from them.

Lastly, combining reading with writing assignments improves comprehension and promotes active interaction with the text. Students may react after reading by writing summaries, reflections, or creative pieces that are connected to the material. Writing about reading aids students in putting their ideas together, understanding their reading better, and communicating their interpretations in their own terms. Additionally, it helps educators better understand pupils' understanding levels and motivates them to cultivate their own voice. Reading and writing together form a cyclical learning process in which reading informs writing, which then improves reading abilities. To sum up, a comprehensive strategy that includes more than simply exposing students to texts is necessary to produce readers who are more proficient, quicker, and superior. Effective, research-based techniques for enhancing fluency, comprehension, and critical thinking include guided reading, repeated reading, reading aloud, interactive reading activities, and reading-integrated writing assignments. By carefully executing these actions, teachers may foster a lifelong passion for reading while giving students the skills they need to handle progressively more difficult texts across different subject areas. Successful reading instruction is about more than just teaching students how to decode words; it's about giving them the tools they need to be self-assured, critical, and active readers who can read effectively and find joy in the process.

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LITERATURE REVIEW AND METHODOLOGY**

It is generally accepted that reading is an essential talent that has a direct impact on a person's ability to succeed academically and continue learning throughout their life. Literacy research highlights that good reading instruction involves more than just word identification and decoding; it also includes developing fluency, comprehension, and critical thinking skills. Allington (2012) states that guided reading helps instructors provide differentiated support that is customized to each student's unique needs, fostering comprehension and enthusiasm. In a similar way, Rasinski and Padak (2005) contend that repeated reading greatly increases reading fluency and confidence, allowing students to concentrate on meaning rather than rote decoding. The value of reading aloud as an instructional method is emphasized by many academics. Reading aloud, according to Kuhn and Stahl (2003), not only serves as a model for fluent reading but also improves students' vocabulary and listening skills. Additionally, students' critical thinking and interaction with texts have been shown to be enhanced by interactive reading activities like story mapping, graphic organizers, and think-pair-share discussions (Harvey & Goudvis, 2007). These activities promote active information processing, which helps students learn how to evaluate and integrate material.

Another technique that is consistently backed by the literature is integrating reading and writing. According to Graham and Hebert (2010), writing about reading helps students to clarify their understanding, organize their thoughts, and gain a deeper understanding. Teachers can also use writing tasks related to texts as a diagnostic tool to evaluate their students' progress. The literature as a whole indicates that a comprehensive strategy for fostering skilled readers includes a combination of different reading approaches, such as repeated reading, guided reading, reading aloud, interactive activities, and reading-integrated writing. To investigate actual methods for improving students' reading abilities, this research uses a qualitative methodology. Classroom-based observation, lesson implementation, and reflective analysis of five core reading activities—guided reading, repeated reading, reading aloud, interactive reading exercises, and reading-integrated writing tasks—are all included in the approach. The study includes students with varying reading abilities, allowing for the investigation of various teaching and engagement approaches.

Teacher journals, student reading logs, and observational notes taken during class meetings are all examples of data collecting techniques. The effectiveness of small-

group teaching at fostering fluency and comprehension is evaluated by documenting guided reading sessions. Timed reading activities and self-evaluation recordings are used to assess repeated reading, which enables tracking improvement in reading pace and accuracy. Teacher observation and peer feedback are used to assess pronunciation, expression, and comprehension during read aloud sessions. The effects of interactive reading activities like story mapping and think-pair-share tasks on critical thinking and engagement are examined. Lastly, students' capacity to integrate ideas and communicate comprehension in writing is evaluated using reading-integrated writing assignments. Thematic coding and pattern recognition are used in data analysis to identify the activities that most successfully improve reading fluency, comprehension, and engagement. The combination of observation, student feedback, and reflective teaching notes gives a thorough picture of how each activity helps to produce readers who are more, quicker, and better.

RESULTS

Students' reading abilities improved noticeably across a number of areas as a result of the implementation of the five reading activities: guided reading, repeated reading, reading aloud, interactive reading exercises, and reading-integrated writing. Small-group, focused teaching, as shown in guided reading sessions, improves both engagement and understanding. Students were better able to understand texts, answer comprehension questions, and engage in textual discussions with confidence. By allowing teachers to address specific issues, such as unfamiliar vocabulary or complicated sentence patterns, the differentiated approach led to quantifiable advancements in both fluency and comprehension. According to observational data, there was a marked improvement in reading accuracy and engagement, and students stated that they felt more self-assured while reading alone.

Reading speed and fluency significantly improved as a result of frequent reading practice. Multiple readings of the same text by students resulted in better word recognition and a more fluid sentence flow. Self-assessment recordings demonstrated that students read aloud with more emotion and fewer breaks, suggesting increased familiarity with the material and higher levels of self-assurance. Repetitive reading eventually improved understanding as well, as students were able to concentrate on meaning rather than having trouble decoding individual words. The value of oral practice for fluency, pronunciation, and expression was emphasized during reading aloud exercises. Students gained proficiency in conveying meaning, pausing at the

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appropriate moments, and modulating their tone. Peer feedback and teacher observation revealed that group reading improved students' overall reading proficiency by promoting collaborative learning and exposing them to different reading methods. Reading aloud also offered chances to talk about topics, characters, and narrative components, which helped to strengthen comprehension and critical thinking.

Students' participation and critical thinking abilities were improved by interactive reading exercises like story mapping, graphic organizers, and think-pair-share discussions. Students were able to successfully summarize material, recognize important topics, and establish relationships between ideas. These actions fostered the active processing of information and promoted more advanced thought. According to observational evidence, more students were participating as they grew more comfortable sharing their thoughts and working together to address challenges in the text. Last, the integration of reading and writing assignments improved students' capacity to express and synthesize their comprehension. Students were able to arrange ideas, explain meaning, and express interpretations in their own words by writing summaries, reflections, and creative responses. Students were able to link the material to their own experiences or other topics, which helped them improve their comprehension and critical thinking skills, according to their instructors. Additionally, writing helped to identify students' comprehension levels and point out areas where they may need more help. The combination of these five reading exercises resulted in observable gains in reading fluency, understanding, self-assurance, and involvement. Students displayed improved decoding abilities, quicker reading speed, greater understanding, and more reading drive. These findings indicate that a multifaceted approach, including both independent and collaborative techniques, is extremely successful in fostering better, faster, and more proficient readers.

Conclusion

The five reading tasks—guided reading, repeated reading, reading aloud, interactive reading exercises, and reading-integrated writing—reveal that a multifaceted strategy is necessary for producing readers who are more proficient, quicker, and better. Each action addresses different facets of reading development, such as fluency, comprehension, critical thinking, and participation. Repeated reading increases speed and accuracy through repetition and familiarity, whereas guided reading provides individualized support and scaffolding that fosters confidence and comprehension. Reading aloud encourages expressive and precise reading, as well as

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teamwork and the development of listening skills. Students are actively involved in interactive reading exercises, which promote higher-order thinking and a more thorough examination of the material. By integrating reading with writing, students are better able to express their understanding and draw insightful conclusions, which enhances comprehension. Measurable improvements in reading competency are produced by the combined implementation of these techniques. Students improve their reading proficiency, are more driven to interact with books, and are better able to handle and analyze information. This holistic strategy highlights the necessity of employing a variety of evidence-based approaches to foster reading development in all its facets. In the end, effective reading instruction is about fostering thoughtful, engaged, and capable readers who are able to comprehend difficult texts across disciplines and use their skills in practical settings, not just about enhancing mechanical skills.

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