

**NO STRESS METHODS FOR ASSESSING READING COMPREHENSION**

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**Annotatsiya**

Ushbu maqola o'quvchilarning matn tushunishini baholashda stressni kamaytiruvchi usullarni o'rganadi. An'anaviy testlar va baholash usullari ko'pincha o'quvchilarni asabiylashtiradi va ularning haqiqiy tushunish qobiliyatini aks ettirmaydi. Maqolada informal suhbatlar, o'quv kundaliklari, loyiha asosida ishlash, rolli o'yinlar va raqamli platformalardan foydalangan holda baholash metodlari tahlil qilinadi. Natijalar shuni ko'rsatadiki, stresssiz baholash usullari o'quvchilarning matnni tushunish qobiliyatini aniqroq ko'rsatadi, motivatsiyani oshiradi va ijobiy o'quv muhitini yaratadi.

**Kalit so'zlar:** stresssiz baholash, matn tushunishi, o'quvchilarning ishtiroki, interaktiv metodlar, ijodiy yondashuv.

**Abstract**

This article explores no stress methods for assessing students' reading comprehension. Traditional tests and assessment techniques often cause anxiety and do not reflect learners' true understanding. The article analyzes assessment methods such as informal discussions, reading journals, project-based activities, role play, and digital platforms. The results indicate that stress-free assessment methods provide a more accurate measure of reading comprehension, increase motivation, and create a positive learning environment.

**Key words:** no stress assessment, reading comprehension, student engagement, interactive methods, creative approach.

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

Historically, reading comprehension assessments have been linked to stress, worry, and formal test circumstances that might not truly represent a learner's real potential. Stress can be a significant impediment to successful evaluation in many educational environments, notably in language learning and elementary schooling. Students' cognitive resources are frequently redirected away from comprehending the text and towards managing their emotions when they are anxious. Because of this, contemporary teaching has placed more emphasis on stress-free strategies for evaluating reading comprehension. These strategies emphasize fostering a welcoming, student-centered atmosphere in which learning may be shown spontaneously and with assurance.

None of the stress evaluation methods are based on the notion that reading is a significant and interactive activity rather than a mechanical ability. Unlike conventional tests with predetermined questions, these approaches place a greater emphasis on observation, conversation, and inventive solutions. In order to foster a calm and engaging learning environment, teachers employ tasks that mimic actual reading scenarios to evaluate understanding. These methods, in addition to lowering anxiety, foster greater comprehension and long-term memory.

Informal discussion is one successful and stress-free approach. Learners are urged to express their ideas, opinions, and interpretations in an open conversation following reading a text. The teacher can assess understanding through students' capacity to summarize concepts, explain meanings, and relate the text to their own experiences. Because discussions are engaging and not intimidating, students feel more comfortable expressing their comprehension without worrying about making errors.

One popular technique is reading response notebooks or journals. In their journals, students write brief comments, personal opinions, or questions about the text they have read. These written responses are utilized as diagnostic instruments to assess how well students comprehend the fundamental concepts, specifics, and underlying messages rather than being graded harshly. The lack of stringent evaluation criteria lessens stress and promotes honest and reflective answers.

Additionally, project-based activities offer a useful method for evaluation without causing stress. Based on the material of a reading piece, students might make posters, mind maps, drawings, or brief presentations. In this way, understanding is

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

shown indirectly via engaging activities. Without resorting to formal testing, the instructor can gain significant insight into the students' comprehension of characters, events, and topics by watching how well they represent them.

Particularly helpful in evaluating narrative texts are dramatization and role-playing. Learners demonstrate their understanding in a lively and interesting way by performing scenarios or retell stories in their own terms. These tasks are enjoyable and collaborative, lessening individual pressure while yet allowing the teacher to evaluate important comprehension abilities like sequencing, inference, and interpretation.

No stress assessment also depends heavily on observation. The teacher monitors the students' strategies, engagement, and interaction with the text as they read silently or engage in pair and group activities. This continuous evaluation aids in pinpointing strengths and weaknesses without interfering with the learning process. Anxiety is greatly reduced since students are frequently unaware that they are being evaluated.

No stress assessment can also be facilitated by interactive reading platforms and digital tools. Students can evaluate their comprehension in a fun setting with online quizzes that provide quick feedback, reading games, and interactive storytelling apps. Technology, when utilized properly, turns assessment into a motivating experience rather than a demanding duty. In conclusion, conventional testing can be replaced by stress-free methods of evaluating reading comprehension that are more humane and successful. These methods paint a clearer picture of a learner's actual reading aptitude by emphasizing interaction, creativity, and ongoing observation. They help foster a good learning environment in which evaluation promotes learning rather than frightening students. Since education is becoming increasingly learner-centered, stress assessment techniques are essential for promoting reading comprehension, motivation, and confidence.

### **LITERATURE REVIEW AND METHODOLOGY**

The interaction between cognitive processes, motivation, and emotional variables has been regularly highlighted in studies on reading comprehension. Because they induce stress and performance anxiety, traditional assessment methods, such as timed tests and multiple choice questions, frequently fail to adequately measure the complete range of comprehension abilities, according to academics. Due to the interference of anxiety with cognitive processing, students under stress may perform worse than they truly comprehend, according to Alderson (2000). In a similar way, Krashen (2004)

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

emphasizes that psychological factors, such as stress and fear of failing, have a big impact on the results of language learning and comprehension. These results highlight the necessity for evaluation techniques that minimize anxiety and facilitate students' natural demonstration of understanding.

New studies have investigated alternative, less stressful methods of evaluating reading comprehension. According to research by Guthrie and Wigfield (2000), students' comprehension and retention improve when they participate in meaningful reading exercises, followed by reflective discussion or creative assignments. Other studies show that techniques like project-based assignments, reading journals, and role-playing not only lower learner anxiety but also encourage higher-order thinking skills like analysis, synthesis, and interpretation (Afflerbach, 2016; Tompkins, 2014). Technology-assisted assessments, such interactive digital platforms and gamified reading activities, have also been demonstrated to support stress-free assessment by offering instant feedback and cultivating a fun learning atmosphere (Reinders & Wattana, 2014).

In this research, a combination of qualitative and observational methods is used to evaluate no stress assessment techniques. To investigate the impact of low-stress methods on comprehension performance, a sample of students with different ages and skill levels was chosen. The data were obtained via semi-structured interviews with students and teachers, observation of classroom activities, and examination of students' reading journals and creative projects. The observational approach concentrated on learners' engagement, reading techniques, and performance on comprehension activities, whereas interviews shed light on how students felt about stress and how at ease they were with various evaluation methods. Using a mixed-methods strategy allows for a thorough evaluation of the efficacy of no stress assessment methods and how they affect students' reading comprehension abilities.

## **RESULTS**

Utilizing stress-free techniques to evaluate reading comprehension produced a number of significant findings pertaining to student participation, comprehension, and overall performance. When the constraints of traditional tests were removed, students engaged more fully and expressed their thoughts with greater assurance, according to an observation and analysis of their replies. In informal conversations and group exercises, students demonstrated a thorough understanding of the material by being

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

able to accurately summarize the key ideas of texts, draw conclusions, and relate the subject to their own experiences. This level of comprehension may not have been evident in a typical testing environment.

The learners' comprehension was further revealed by studying journals and response journals. These journals displayed insightful thoughts, meaningful links to prior knowledge, and the capacity to pose pertinent questions about the material. Most learners exhibited greater creativity in expressing their comprehension using drawings, mind maps, and written reflections, indicating that they understood beyond just remembering the facts. When students were aware that their answers would not be evaluated in the conventional manner, instructors noted that they were more open to experimenting with various interpretations of the text and taking intellectual risks.

These results were further supported by dramatization and project-based activities. A learner's comprehension of narrative structure, character motivations, and thematic components was evident in their use of presentations, role-playing, or artistic depictions of the text. Furthermore, the collaborative character of these tasks fostered conversation and peer learning, which improved the group's comprehension of the text while lowering the psychological burden on each individual.

Positive results were also brought about by interactive platforms and digital tools. Gamified reading activities and online comprehension quizzes were well received by students, who demonstrated greater engagement and pleasure. Immediate feedback allowed them to identify and rectify mistakes on their own without feeling judged, which promoted stress-free learning and evaluation.

In general, the findings imply that no stress approach improves learners' capacity to accurately reflect their reading comprehension skills. By using several modes of expression, students were able to demonstrate understanding, exhibiting flexibility in their cognitive and interpretive abilities. In addition, these approaches improved students' reading attitudes by promoting a more upbeat and self-assured approach to text interaction.

## **Conclusion**

The examination of stress-free methods for evaluating reading comprehension reveals that conventional, high-pressure testing frequently restricts students' capacity to express their understanding completely. Methods that prioritize comfort, creativity,

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

and interaction—such as informal discussions, reading journals, project-based tasks, role-play, and digital tools—help students interact with texts in a more meaningful and confident way. In addition to lowering anxiety, these approaches foster greater understanding, critical thinking, and long-term knowledge retention.

Teachers can get a better and more complete picture of their students' reading abilities by watching them in calm, encouraging settings. Additionally, stress assessment methods promote motivation, participation, and teamwork, all of which contribute to a favorable outlook on reading and learning. According to the findings, including such methods into mainstream teaching practice improves the quality of evaluation as well as the whole learning experience. In essence, stress-free approaches transform assessment from a source of stress into a tool that fosters and supports genuine reading comprehension.

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INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI  
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VOLUME-2, ISSUE-10**

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