

NO STRESS METHOD FOR ASSESSING READING COMPREHENSION

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

Oblayorova Yulduz Sharof qizi

yulduzoblayorova@gmail.com

Annotatsiya

Ushbu maqola o'quvchilarning o'qilgan matnni tushunishini baholashda stresssiz usulning ahamiyatini yoritadi. An'anaviy test va sinovlar o'quvchilarda xavotir va stressni kuchaytirishi, natijada ularning haqiqiy tushunish darajasini namoyon eta olmasligini ko'rsatadi. Stresssiz baholash usuli esa o'quvchilarga qulay va ijobiy muhitda o'qilgan matnni erkin tushunish va ifodalash imkonini beradi. Maqolada ushbu metodologiyaning afzalliklari, noformal va doimiy baholash usullari, o'quvchilar motivatsiyasi va ishtirokini oshirishdagi roli ta'kidlanadi. Ushbu yondashuv o'quvchilarning o'qish ko'nikmalarini samarali rivojlantirishga yordam beradi.

Kalit so'zlar: o'qish tushunchasi, stresssiz baholash, o'quvchi motivatsiyasi, noformal baholash, tushunish ko'nikmalari.

Abstract

This article highlights the importance of the no stress method for assessing students' reading comprehension. It demonstrates that traditional tests and examinations often increase anxiety and stress, preventing learners from fully demonstrating their true understanding. The no stress assessment method provides learners with a comfortable and supportive environment to comprehend and express their understanding of texts freely. The article emphasizes the benefits of this methodology, including informal and continuous assessment techniques, and its role in enhancing learners' motivation and participation. This approach helps effectively develop students' reading skills.

Key words: reading comprehension, no stress assessment, learner motivation, informal assessment, comprehension skills.

INTRODUCTION

The stress-free approach to measuring reading comprehension is a contemporary and student-centered approach that prioritizes useful and encouraging evaluation over stressful testing environments. Reading comprehension has historically been assessed using standardized exams, timed practice, and structured question formats, all of which can make students feel intimidated and afraid of failing. This kind of environment might have a detrimental impact on learners' ability to perform well and show their genuine comprehension of a text. In contrast, the no stress approach attempts to foster a peaceful and encouraging atmosphere where students feel comfortable interacting with the reading material. The notion that reading comprehension is a complicated cognitive and emotional process is the foundation of the no stress method. Students use their prior knowledge, personal experiences, and language skills to understand texts. If evaluations are done in a stress-free atmosphere, students are more likely to make good use of these resources. This method places a high priority on creating a comfortable, trusting, and constructive relationship between the teacher and students. Learners see evaluation as a chance to demonstrate their knowledge and improve their abilities rather than as a judgment.

The use of informal and formative assessment methods is one of the fundamental aspects of the no stress approach. During discussions, reading activities, and follow-up assignments, teachers keep an eye on their pupils. Open-ended questions, thoughtful dialogue, text retellings, and creative responses like drawing, role-playing, or concise written thoughts are all used to evaluate understanding. Learners can express their understanding in a variety of ways through these exercises without the anxiety of providing a single right answer. Consequently, assessment becomes more adaptable and inclusive, catering to a variety of learning preferences and skills. Integrating evaluation into daily classroom tasks is another crucial component of the no stress approach. Reading comprehension is assessed on a continuous basis rather than at a specific point in time. Students are encouraged to express their opinions, share their ideas, forecast results, and relate them to real-world scenarios. Teachers can better understand learners' progress and lessen pressure through this continuous process. Feedback emphasizes strengths and areas for development over errors and is delivered in an encouraging and helpful way.

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In this approach, the learner's emotional well-being is crucial. A learner's desire to read grows when they feel at ease and encouraged. They are now more open to questioning, taking chances, and delving into texts. The stress-free approach helps students gain confidence and independence by fostering a positive outlook toward reading and evaluation. This ultimately results in better comprehension abilities and an increased wish to interact with texts both inside and outside the classroom. In the no-stress approach, the instructor acts more as a facilitator and mentor than as an evaluator. Teachers foster a safe learning environment by appreciating each student's contribution, being patient, and employing supportive language. They pick texts that are age-appropriate and engaging and that correspond to the students' interests and skill levels. Teachers make sure that evaluation is enjoyable and feels natural rather than frightening by doing this. In summary, the no stress technique for gauging reading comprehension is a valuable alternative to conventional testing methods. By lowering anxiety and highlighting supportive evaluation, this strategy enables students to show their genuine comprehension of texts. It fosters a good learning environment by encouraging drive, confidence, and optimism. The no stress approach is a useful way to encourage genuine reading comprehension and lifelong learning abilities as education continues to shift towards learner centered methods.

LITERATURE REVIEW AND METHODOLOGY

In the educational and psychological literature, particularly in learner-centered and humanistic approaches to language instruction, the notion of stress-free reading comprehension assessment has been extensively studied. Researchers highlight that conventional evaluation methods often induce worry, which has a detrimental impact on students' cognitive abilities and understanding. Research on second language learning has shown that emotional variables like confidence, motivation, and worry are essential to the growth of reading skills. Stress during assessment can limit a student's attention and memory, which results in poorer learning outcomes. Scholars consequently favor assessment methods that lessen stress and aid in natural language processing. The no stress approach's theoretical underpinnings can be found in constructivist learning theory, which sees learning as an active process of creating meaning. From this viewpoint, genuine activities that mimic actual reading experiences are the most effective way to gauge understanding. As efficient methods for comprehending students' reading skills, researchers emphasize the significance of formative assessment, self-assessment, and peer assessment. Additionally, the literature emphasizes that qualitative evaluation techniques, such as observation,

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conversation, and reflective response, offer more insightful data about learners' comprehension than standardized tests. Teachers can use these methods to take into account individual variations and learning environments. Furthermore, research on the emotional aspects of education emphasizes the link between effective reading comprehension and a positive classroom atmosphere. According to academics, a non-threatening environment promotes deeper interaction with texts and uninhibited expression of interpretations. Studies on alternative assessment methods reveal that allowing students options in how they show comprehension lowers their stress and enhances their performance. This corpus of work backs the notion that evaluation should be seen as an essential component of learning rather than as a distinct evaluative step.

The qualitative and formative assessment principles form the foundation of the no stress method of evaluating reading comprehension. The approach involves ongoing monitoring of students' behavior during reading assignments, group debates, and subsequent assignments. Rather than using standardized tests, teachers assess comprehension through learners' oral responses, retellings, summaries, and original interpretations of texts. The purpose of these activities is to be meaningful and interesting, giving students the chance to express their comprehension in a realistic setting. This approach to data collection emphasizes descriptive input over numerical ratings. Instructors keep a reflective record of students' development, noting trends in their understanding techniques and areas where they may need assistance. Learners are further encouraged to reflect on their own comprehension, which fosters self-awareness and accountability for their education. Because collaborative conversation frequently uncovers depth of understanding, peer interaction is utilized as an additional evaluation resource. In general, the literature and methodology behind the no stress approach highlight the importance of emotional comfort, authenticity, and ongoing feedback in evaluating reading comprehension. This method offers a more fair and humane assessment of students' reading skills by aligning evaluation with learning processes.

RESULTS

Using the no-stress approach to evaluate reading comprehension has had favorable effects on both students' academic performance and their emotional involvement in reading assignments. When evaluated using this method, students show increased engagement in reading exercises and subsequent conversations. They are

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able to express their thoughts more freely because there is no pressure, which leads to more nuanced text interpretations and a greater comprehension of meaning. Students are more likely to participate in the reading process by sharing thoughts, making predictions, and asking questions. Reducing assessment-related anxiety is one of the most notable outcomes. When their understanding is assessed using informal and supportive approaches, learners feel more at ease and self-assured. This emotional solace results in enhanced attention and memory for the material presented in the texts. As a result, students can more effectively comprehend implicit meanings, recognize key ideas, and make connections between them. The improvement is especially evident among students who had previously found traditional testing methods challenging.

The no stress approach also aids in fostering good reading practices. Students exhibit a greater desire to read and interact with different kinds of texts. Reading is now associated with discovery and pleasure rather than a fear of failure because assessment is incorporated into routine classroom instruction. This shift in mindset fosters more independent reading and the spontaneous use of comprehension techniques among students. The results provide a clearer picture of pupils' reading skills, according to the teacher's viewpoint. Ongoing monitoring and qualitative input offer specific understanding into individual development and learning requirements. Teachers are better able to recognize a student's strengths and challenges and modify their teaching approach accordingly. Since students are evaluated according to their individual growth rather than in comparison to others, the approach promotes differentiated instruction. In general, the findings show that the no stress approach improves both the cognitive and emotional components of evaluating reading comprehension. It fosters a positive learning atmosphere, boosts learners' self-esteem, and facilitates a more accurate and meaningful assessment of reading comprehension abilities.

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