



## EASY STEPS TO CREATING A PERFECT READING UNIT WITH ANY TEXT (READING METHODOLOGY)

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### Annotatsiya

Ushbu maqolada har qanday matn bilan samarali o'quv birligini yaratish metodikasi muhokama qilinadi. Matnni tanlash, aniq maqsadlar belgilash va faoliyatlarni oldin o'qish, o'qish jarayonida va o'qishdan keyingi bosqichlarga bo'lishning ahamiyati ta'kidlanadi. Tadqiqot shuni ko'rsatadiki, bunday o'quv birligi tushunishni rivojlantiradi, lug'at boyligini oshiradi, grammatikani mustahkamlaydi va tanqidiy fikrlash ko'nikmalarini shakllantiradi. Metodika turli matn turlari va talaba darajalari uchun moslashtirilishi mumkin, bu esa o'qishni qiziqarli va ta'limiy qiladi. Natijalar shuni ko'rsatadiki, yaxshi tashkil etilgan o'quv birligi o'quvchilarning ishonchini, motivatsiyasini va umumiy til kompetensiyasini oshiradi.

**Kalit so'zlar:** O'qish metodikasi, o'quv birligi, oldin o'qish faoliyati, o'qish jarayonidagi faoliyat, o'qishdan keyingi faoliyat, tushunish ko'nikmalari, lug'at rivoji, tanqidiy fikrlash, til kompetensiyasi, haqiqiy matnlar.

### Abstract

This article discusses the methodology for creating an effective reading unit with any text. It highlights the importance of text selection, setting clear objectives, and structuring activities into pre-reading, while-reading, and post-reading stages. The study emphasizes that such reading units improve comprehension, expand vocabulary, reinforce grammar, and develop critical thinking skills. The methodology is adaptable for different text types and learner levels, making reading engaging and educational. The results show that well-designed reading units enhance learners' confidence, motivation, and overall language proficiency.



**Key words:** Reading methodology, reading unit, pre-reading activities, while-reading activities, post-reading activities, comprehension skills, vocabulary development, critical thinking, language proficiency, authentic texts.

## INTRODUCTION

Since reading is essential to the development of students' linguistic proficiency, critical thinking, and cultural understanding, one of the most crucial jobs in language instruction is creating an engaging reading unit. A well-planned reading unit enables students to engage with a text in a meaningful way, progressing from comprehending the surface meaning to deciphering deeper concepts and using their new knowledge in communicative contexts. The method used by the teacher is more important than the length or nature of the text in determining how to construct an ideal reading unit. Any text can become a great learning tool if it is carefully planned and has clear goals. Text selection is the most crucial step in developing a successful reading unit. The chosen text should be suitable for the language proficiency, interests, and educational needs of the students. An overly complex text might demotivate students, while an overly simple one might not engage or challenge them. Authenticity is also a critical element. By utilizing texts from real-life sources like informational materials, articles, blogs, and tales, students can gain a sense of the practical value of reading and be encouraged to interact more fully with the subject matter. Even modified texts can be helpful if they maintain meaningful content and natural language characteristics. The instructor must establish unambiguous goals for the reading unit after choosing the text. Among these goals may be improving particular reading abilities, such as skimming, scanning, or thorough understanding, broadening vocabulary, strengthening grammatical patterns, or encouraging critical and creative thought. Well-defined objectives aid in task design and ensure that every activity has an educational purpose. Furthermore, goals increase the transparency of assessment, enabling teachers and students to see what is expected by the conclusion of the unit.

As it gets students ready for fruitful engagement with the text, the pre-reading phase is an essential component of every reading lesson. At this point, the instructor sparks curiosity in the subject by bringing up the learners' prior experience. This may be accomplished via prediction activities, visual cues, brainstorming, or discussion questions centered around the title or important words. It may also be necessary to pre-teach key terminology, particularly if unfamiliar words might impair understanding. The goal of pre-reading exercises is to pique students' interest and confidence in the text, not to provide an advance explanation of it. Students engage with the text directly during the reading phase in order to create meaning. The emphasis during this phase should be on fostering understanding and maintaining active learner



participation. By giving assignments that first concentrate on overall comprehension and then progress to more in-depth study, instructors may promote a variety of reading techniques. Reading silently is frequently favored because it allows students to process the material at their own speed, and guided questions help them stay concentrated. During this phase, the teacher's job is to help students become independent readers by fostering understanding rather than translating or explaining every aspect.

The post-reading phase is when language acquisition and more in-depth learning occur. Learners are encouraged to react to the text, consider its concepts, and use the language in constructive ways once they have grasped its meaning. Discussions, summaries, role-plays, creative writing, or problem-solving assignments pertaining to the subject might be among the activities that take place after reading. By allowing students to integrate new vocabulary and structures into their active language use, personalize the material, and solidify their understanding, these exercises are beneficial. Because students are analyzing, assessing, and expressing opinions about the text at this point, this stage also aids in the growth of more complex cognitive abilities. The integration of reading with other language abilities is a crucial component of a flawless reading unit. When assignments are designed holistically, reading naturally relates to speaking, writing, and listening. Students may, for instance, listen to an audio version of the text, discuss it aloud, or write a response or continuation. This integration mirrors actual language usage and improves the reading unit's overall dynamism and communication. Additionally, it accommodates a variety of learning preferences and promotes language learning via a variety of mediums. Furthermore, evaluation and feedback are crucial components of a successful reading lesson. Evaluation should concentrate on the learner's capacity to employ reading techniques, articulate ideas, and interact with the material in addition to only focusing on right answers. Informal evaluation using reflection assignments, conversation, and observation can be just as helpful as formal examinations. Learners develop confidence and independence as readers as a result of helpful feedback that helps them recognize their strengths and areas for growth. Ultimately, making a great reading unit out of any text is a creative and flexible process that relies on thoughtful methodology rather than strict guidelines. Teachers may turn any text into a valuable learning experience by choosing appropriate materials, establishing specific goals, and arranging pre-, during-, and post-reading tasks thoughtfully. A well-planned reading unit encourages motivation, critical thinking, and a lifelong passion for reading while also enhancing students' reading abilities.

## **LITERATURE REVIEW AND METHODOLOGY**



Reading methodology research emphasizes that effective reading instruction focuses on fostering language proficiency, critical thinking, and understanding, not just on word decoding. The significance of teaching reading as an interactive process, in which students actively create meaning rather than passively absorbing knowledge, has been highlighted by researchers like Grabe and Stoller. Alderson claims that reading in a second language includes employing mental methods like forecasting, inferring, and summarizing in addition to comprehending the content. These results imply that a planned strategy that walks students through the pre-, during-, and post-reading phases may improve understanding and participation. Moreover, Nation and Newton emphasize the importance of vocabulary acquisition in reading development and its integration into reading instruction, while Nuttall highlights the function of authentic texts in inspiring learners and exposing them to real language structures.

The procedure for developing a reading unit using any text follows a methodical, task-based strategy. To assess the efficacy of reading lessons, the study uses a qualitative approach, drawing on teacher reflections, classroom-based observations, and learner input. Selecting texts carefully according to students' skill levels, interests, and learning objectives marks the start of the process. Pre-reading activities are intended to stimulate prior knowledge, teach key terminology, and pique interest in the subject. During the while-reading period, students interact with the text via activities that foster comprehension techniques like skimming for overall understanding and scanning for particular facts. After reading, activities concentrate on reaction, reflection, and language output, combining reading with speaking, writing, and listening. To evaluate comprehension, strategy use, and overall involvement, data is gathered via post-activity discussions, observation notes, and students' performance on reading activities. With this approach, teachers are able to transform any text into a well-organized and pedagogically sound reading lesson, giving them the freedom to do so.

## RESULTS

A structured reading unit with carefully chosen texts showed a number of beneficial effects in language acquisition. First off, there was a noticeable improvement in the students' ability to comprehend things. Students were able to make connections between new knowledge and their existing knowledge, which helped them comprehend the text, thanks to pre-reading activities like topic discussion and content prediction. Learners' ability to recognize key ideas, supporting facts, and implied meanings increased during reading activities, which fostered active participation and reduced their dependence on instructor explanations. By moving gradually from a broad understanding to a more thorough examination, students were able to acquire reading techniques and independence that they could use in a variety of texts. One more



noteworthy outcome was the improvement in grammatical structures and vocabulary. Prior to reading, pre-teaching complex vocabulary and incorporating vocabulary exercises both during and after reading helped students remember new words and use them in speaking and writing activities. This showed that reading units are helpful for comprehension and support overall language development. Students' ability to think critically and communicate was improved through post-reading exercises like text summarization, opinion sharing, and creative assignments. Reading units can promote higher-order cognitive abilities, as evidenced by the fact that students were able to better understand concepts, make inferences, and articulate opinions. Additionally, the integration of reading with other language abilities resulted in a more comprehensive learning experience. By participating in debates, writing thoughtful responses, and listening to audio versions of texts, students improved their general language skills and became more driven. Based on feedback from students, they felt more motivated and confident when reading units included a range of activities, explicit goals, and real engagement with the text. The strategy proved to be adaptable, as various text genres, such as informational, descriptive, and narrative content, could be effectively converted into interesting reading units that satisfy instructional objectives. Overall, the findings indicate that a well-structured reading unit with pre-, during, and post-reading phases improves critical thinking, vocabulary acquisition, comprehension, and overall linguistic proficiency. Teachers may create reading units that are both effective and engaging for learners of varying skill levels by balancing a methodical approach with flexibility in word selection and assignment design.

## Conclusion

In summary, using any text to create the ideal reading unit is a very successful strategy for improving students' reading comprehension, language competency, and critical thinking. The study illustrates that teachers can help students interact with any text in a meaningful way by selecting appropriate texts, establishing clear goals, and organizing activities into pre-, during, and post-reading phases. Pre-reading activities spark interest and activate prior knowledge, while-reading activities promote independent reading and comprehension techniques, and post-reading exercises integrate reading with other language abilities, increase vocabulary, and solidify understanding. The study's findings demonstrate that reading modules like this enhance students' understanding as well as foster active engagement, critical thinking, and language usage in real-world scenarios. The long-term benefits of organized reading instruction are shown by the fact that students grow more assured, driven, and able to use reading techniques on unfamiliar content. Because it is flexible and adaptable, this approach can be used to teach any text successfully, regardless of whether it is narrative, informational, or descriptive. The



development of well-designed reading units ultimately helps foster a lifelong love of reading and promotes complete language development, giving students the skills they need to flourish in their academic and communication endeavors.

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