

## THE STRATEGIES OF DEVELOPING “READING COMPREHENSION” IN HIGHER EDUCATION STUDENTS THROUGH INTERACTIVE ACTIVITIES

**Rustamjonov Ma'zurbek Navro'zjon o'g'li**

Gmail: [mazurbekrustamjonov@gmail.com](mailto:mazurbekrustamjonov@gmail.com)

Samarkand State Institute of Foreign Languages

Scientific supervisor: **Sattorova Dildora Ikromboyevna**

**Abstract:** This article highlights importance of strategies and features in reading classes, levels of reading comprehension and stages of reading strategies and why to use interactive activities in reading classes in higher educational organization.

**Key words:** reading stages, interactive activities, strategies, report, direct instruction.

### Introduction

The theoretical study of the English language has many branches. As one of these, I will Reading is more than just looking at individual words and saying them. Students also preferred to reading as form of self-management, encouragement by unknown individuals who could last long in space and time in a happy position. As Ruddel (1994) emphasizes, reading is the operation of text and reader work; in which the reader constructs unique concepts that are cultivated by consciously combining the background knowledge, feelings, views, and expectations expressed by the reader-writer with meaning.

European scholars such as Adams, (1980), Oyetunde, (2009), Stanovich (1993) describe the ability to read as follows: understanding information is to combine that information with the reader's prior knowledge. Thus, reading is a process at different levels:

- ✓ from the text to the reader's knowledge;
- ✓ includes the integration of global ideas from the understanding of graphemes.

Adams (1980) divided the reading process includes into 3 levels:

- ✓ Defining words in the first level
- ✓ Syntactic process in the secondary level
- ✓ Semantic processes in the third stage.

In understanding these levels, teachers are primarily exposed to interactive learning. In contrast to the usual lesson, students increase their vocabulary by reading and understanding

different parts of the text in pairs and small groups. It is impossible to pass the 1<sup>st</sup> stage without developing the 1<sup>st</sup> stage well. An interactive approach plays an important role in the development of step-by-step approaches, and interactive approaches help.

This means that the development of reading skills in students requires an approach based on the above 3 steps on a regular basis. Interactive methods are regular interactions between teacher and student, which the use of audio-visual images to identify and establish student-to-student interactions and to engage students through practical presentations. Such interactive sessions always encourage students to be active participants.

### **Methodology**

There are two useful strategies for an effective understanding of the reading process such as: metatographic awareness and cognitive strategies. Certain enlightenment means that the student must independently assess his or her learning process and what he or she needs to do achieve the desired results in a particular learning task. Cognitive strategies are clear and useful tools that help students improve their reading comprehension.

The most effective strategy to show students how to improve their reading skills, especially for students with learning disabilities, to provide direct instruction along with strategy guidelines. Direct learning in the learning process provides the teacher with a step-by-step strategy and involves modeling effective strategies to understand a particular level of reading.

It includes information on why and when to use the strategy and provides regular practice for students through the use of various examples. The teacher builds a conversation by asking students questions and encouraging students to ask questions. It includes transition from teacher-based instruction to independent reading.

### **Discussion**

Teaching strategy is a student-centered approach that involves identifying a key idea in a text, as well as teaching a strategy or different strategies to identify patterns in words and keywords. The teacher performs a variety of tasks that are easy and successful for students to begin with. An example of a simple strategy is to be a teacher, telling your students to listen to the story and choose the best name from a list of possible titles. It may be a more difficult task for the student to read the reading section independently and eventually ask the student to answer the question and to give him or her point of view on the context.

Many learners with reading skills benefit from helping students model the correct coding of words and focus them on the story. After the lesson is over, the teacher goes back to the beginning of the story and asks the students a series of questions to help them answer the question at the end of the story.

The Strategic Guide provides students with a very clear and systematic effort to understand. For example, brief activities such as reviewing word combinations from a previous lesson, then marking new words in one place and mixing them together are done to determine skills, especially reading comprehension. Once children learn how to identify key elements in context, they can apply these strategies to other reading tasks.

### **Results**

It is important for teachers to avoid giving students the correct answer to a reading and comprehension question, but rather to repeat the explanation, ask questions, or suggest strategies that students can use to get their answers.

Encourage students to re-read texts they don't understand and find contextual tips to help them work the text effectively. Students should be taught every step the learning process to improve their master's reading skills.

In order to master these strategies, teachers should use some interactive activities to check students' prior knowledge and reading comprehension during the lesson.

There are several interactive activities to check new vocabularies relating to the topic. For example: Matching pictures to the expression or matching new unfamiliar words with their definitions, jigsaw reading, multiple choice, true/false/not given, fill in the gaps, complete the table with words in a word bank and etc.

Teachers should make students interact always encourage students to interact with each other meaningfully with interactive activities that will encourage students to communicate meaningfully with texts during reading comprehension lessons. This can be achieved through multiple activities and experiences.

### **Conclusion**

To conclude, interactive activities always encourage the students to interact with the classroom via teachers-students talk or students-teachers' talk and students-students' talk. Creative inspiration is needed to use of interactive activities in reading classes for curriculum planners, textbook writers, teachers and students. In teaching reading subject with interactive activities, teachers should be flexible and creative to design

and use them according to their students' level. In order for that teachers must adopt strategies according to accommodate students' interest, attitudes and abilities. Accommodating students' needs in reading comprehension lesson to motivate students to make use of their innate schemata to make reading in an enjoyable and more meaningful way. By interactive activities like "turn on the meaning using light bulbs", learners acquire to activate their fresh minds and try to connect new ideas with known one. Students acquired how to turn on light in their minds when they have an awesome opinion.

### **References**

1. *Ruddel (1994), Different way of interactive approaches for higher education students.*
2. *Adams M. J. (1980). Failures to comprehend levels of processing in reading.*
3. *Oyetude A. (2010). The teaching of reading and writing in junior secondary schools.*
4. *Oyetunde T. O. (2009). Beginning reading scheme empowering teachers to help their pupils become good teachers.*
5. *Ruddel, F. B., Ruddel M. R. & Singer, H. (1994). Classrooms instruction in reading.*
6. *Stanovich, K. E. (1993). Toward an interactive compensatory model of individual difference in the development of reading fluency.*
7. *Ellis, R. (2003). Task-based language learning and teaching. Oxford University Press.*
8. *Cummins, J. (2009). Supporting ESL students in learning the language of science.*
9. *Mirzabaevich, B. A. (2024). Juldizlardin Kelip Shigiwi Haqqinda Etiologiyaliq Arsanalar. O'zbekiston Respublikasi Ilimler Akademiyasi Qaraqalpaqstan bolumini XABARSHIBI, 1(3), 107-110.*
10. *Бекимбетов, А. М. (2024). Қарақалпақ Фольклоры–Миллий, Руўхый Мийрасларымыз:(халық әпсаналары мысалында). Намкор konferensiyalar, 1(4), 386-395.*
11. *Creswell, J. (1998). Qualitative inquiry and research design.*
12. *W. F. Brewer (Eds). Theoretical issues in reading comprehension. (pp.11-32) New Jersey: LEA.*
13. *Xolnazarovich, B. X. (2024). Badiiy Matn Va uning Lingvopoetik Xususiyatlari. Miasto Przyszłości, 51, 298-303.*

14. Berdiev, H. (2020). *Lingvopoэтика Masalalari Tadқиқида “Devonu Lugotim Turk” Hing Ўрни. Scienceproblems. uz, 2(2), 7-7.*
15. Xolnazarovich, B. X. (2024). *“Devoni Hikmat” Asarining Tarixiy Leksikani O ‘Rganishdaga Ahamiyati Masalasiga Doir. Miasto Przyszłości, 51, 179-182.*
16. Bekimbetov, A. (2021). *Totemism In Karakalpak Legends. Norwegian Journal of Development of the International Science, (72-2), 41-45.*
17. Holnazarovich, B. H. (2020). *Explanation of yurt building terms with through semantic methods. International Journal of Engineering, Science and Mathematics, 9(6), 9-13.*
18. Бердиев, Х. Х. (2016). *Метафорические термины в лексике юртовозведения. Язык в сфере профессиональной коммуникации.—Екатеринбург, 2016, 73-76.*
19. Валиева, Н. А. (2023). *1917 Ўил Февраль-Октябрь Ораллигида Туркистон. Golden Brain, 1(30), 208-214.*
20. Бекимбетов, А. М. (2019). *Жанровая классификация каракалпакских народных легенд. Вестник науки и образования, (9-2 (63)), 37-40.*