



ACADEMIC READING AND TEXTS

Ikromova Zilola Bahrom qizi

zilolaikromova219@gmail.com

The Student of Uzbekistan State World Languages University

Sobirova Feruza Islomjon Qizi

f.sobirova@uzswlu.uz

Uzbek State World Languages University

Abstract: *Reading and studying academic texts is a crucial and fundamental stage for university students. Academic material is complex, formal, and standardized, which complicates the student's work. This article examines the main tools for reading academic texts: previewing, skimming, scanning, annotation, vocabulary building, critical reading, summarizing, and metacognitive strategies. These tools significantly improve students' comprehension, critical thinking, and learning outcomes.*

Keywords: *Academic reading, reading strategies, previewing, skimming, scanning, annotation, critical reading, metacognition, summarizing, vocabulary building.*

Introduction

Academic reading is essential for higher education students for textbooks, research papers, and independent learning skills. Compared to ordinary texts, academic texts are dense and contain specialized terminology and strategies. The purpose of this article is to analyze key reading strategies and demonstrate how they contribute to comprehension, critical thinking, and overall academic success.

1. The Importance of Effective Reading Strategies
Reading academic texts is not merely reading words; it requires analysis of information, reliability, and evidence. Students often encounter unfamiliar terms

and complex theories. Without strategies, the reading process can be difficult. Effective reading strategies reduce cognitive load, focus attention on main ideas, and encourage active learning (Grabe & Stoller, 2019; Mokhtari & Reichard, 2002).

2. Previewing Previewing is a preparatory tool for reading that involves a general overview—checking how properly the title, introduction, main body, and conclusion are applied. This process enables students to activate prior knowledge, predict text content, and understand structure (Fitriana, 2025; Grabe, 2009).

3. Skimming and Scanning Skimming is a strategy for quickly understanding the general content of a text, while scanning involves searching for specific information, such as proper use of synonyms, definitions, or statistics. Together, they help efficiently read large volumes of text (Farid, Ishtiaq, & Hussain, 2020; Sari, Pratiwi, & Thereana, 2023).

4. Annotation and Note-Taking Annotation is active and intensive work with text. Here students demonstrate their existing skills—for example, marking main ideas, highlighting important phrases, and providing brief comments. Structural models of note-taking and creating outlines or graphic organizers facilitate memorization and learning (Rustamjonov & Sattorova, 2025; Saxatova & Mannonova, 2025).

5. Vocabulary Building Academic texts contain many complex terms. Analyzing prefixes and suffixes, using dictionaries to further complicate and expand one's vocabulary opens an effective path for vocabulary building.

6. Critical Reading Critical reading evaluates the essence, content, quality, and reliability of a text. Students identify the author's purpose, examine evidence, and look for hidden assumptions and biases (Adler, 2004; Allderson, 2000).

7. Summarizing and Paraphrasing Summarizing expresses the main content of a text concisely, while paraphrasing teaches how to restate content in one's own words. These strategies support comprehension and protect against plagiarism (McNamara, 2007; Fraenkel & Wallen, 1990).

8. Metacognitive Strategies Metacognition is the management of one's own thinking process, critiques, and understanding. In academic reading, this means the student monitors whether they understand the text or not, rereads the text if necessary, or changes strategies (Smith, 2017; Snow, 2010; Willingham, 2017).

Conclusion

Reading academic texts requires complex strategies. Through these strategies, academic reading becomes successful and purposeful. Using previewing, skimming, scanning, annotation, critical reading, vocabulary building, summarizing, and metacognitive strategies improves students' comprehension, critical thinking, and academic outcomes. All these skills provide tremendous support for higher education students in achieving success and goals.

REFERENCES :

1. Adler, C. R. (2004). Seven strategies to teach students text comprehension.
2. Allderson, J. C. (2000). Assessing reading. Cambridge University Press.
3. Brown, H. D. (2000). Principles of language learning and teaching. Pearson Longman.
4. Farid, A., Ishtiaq, M., & Hussain, M. S. (2020). A review of effective reading strategies to teach text comprehension. Global Language Review.
5. Fitriana, M. (2025). Students' reading strategies in comprehending academic reading: A case study. International Journal of Language Education
6. Fraenkel, J. R., & Wallen, N. E. (1990). How to design and evaluate research in education. McGraw- Hill.
- 7 .Grabe, W. (2009). Reading in a second language: Moving from theory to practice. Cambridge University Press.
8. Grabe, W., & Stoller, F. L. (2019). Teaching and researching reading (3rd ed.). Routledge.
9. Harmer, J. (2001). The practice of English language teaching. Pearson Education Longman.



10. McNamara, D. S. (2007). Reading comprehension strategies: Theories, interventions, and technologies. Lawrence Erlbaum Associates.
11. Mokhtari, K., & Reichard, C. A. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology*, 94(2), 249–259.
12. Rustamjonov, M., & Sattorova, D. (2025). The strategies of developing reading comprehension in higher education students through interactive activities. Universal Publishings.
13. Sari, D. K., Pratiwi, E., & Thereana, A. (2023). Effective reading strategies for reading skills. *Esteem Journal of English Education Study Programme*.
14. Smith, F. (2017). Reading without nonsense (8th ed.). Teachers College Press.
15. Snow, C. E. (2010). Reading comprehension: Reading for learning. International Academy of Education.
16. Willingham, D. T. (2017). The reading mind: A cognitive approach to understanding how the mind reads. Jossey-Bass.