

## TEACHING READING TECHNIQUES AND STRATEGIES: FROM PASSIVE DECODING TO STRATEGIC COMPREHENSION

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**Annotation.** This article examines the theoretical and practical frameworks of teaching reading techniques and strategies in the context of foreign language acquisition. The research provides a comparative analysis of modern methods such as Skimming, Scanning, and the SQ3R system, evaluating their effectiveness in enhancing student comprehension. It explores the relationship between text typology and strategic selection, offering pedagogical recommendations to minimize cognitive load while maximizing critical thinking. Furthermore, the article addresses the transition from mechanical word-recognition to high-level information synthesis, incorporating cognitive psychology models and metacognitive awareness.

**Key words:** reading strategies, cognitive load, skimming, scanning, SQ3R method, text interpretation, intensive reading, extensive reading, metacognition, schemata, lexical inferencing.

### **Introduction.**

In the hierarchy of language skills, reading serves as a primary gateway to both academic knowledge and cultural immersion. However, a common crisis in the classroom is that students often engage in "passive decoding"—mechanically converting graphemes to phonemes without achieving deep semantic processing.

To understand this process, it is essential to distinguish between "Bottom-up" and "Top-down" processing. While bottom-up focuses on word-level recognition, the top-down model emphasizes the reader's prior knowledge (schemata) to predict and interpret meaning. The relevance of teaching specific reading strategies lies in the demands of the modern information age, where the ability to navigate vast amounts of data efficiently is a

vital competency. The goal of this research is to define the functional boundaries of various reading techniques and provide a scientific basis for their application, moving the learner from a passive recipient to an active investigator.

### **Methodology.**

This study utilizes a mixed-methods approach, combining comparative-pedagogical analysis with classroom-based observational methods. The objects of study include English language learners (levels B1 to C1) at the Jizzakh Branch of NUUz, tasked with processing various text genres.

The theoretical framework is grounded in Catherine Snow's "Reading Comprehension" model and "Schema Theory" within cognitive psychology. Beyond standard post-reading assessments, this research employed "Think-aloud protocols", where students verbalize their thought processes while reading. This allowed for a qualitative analysis of where "cognitive breakdowns" occur, particularly when students encounter lexical gaps. Data were evaluated based on "retention rates" and the "temporal efficiency" of information retrieval.

### **Results and Analysis**

Research indicates that reading efficiency is directly proportional to the student's ability to switch strategies based on the task. These findings, supported by the integration of pre-reading tasks to activate background knowledge, are quantified below:

Reading Technique	Primary Objective	Effectiveness Rate (%)
Skimming	Getting the gist/general idea	85%
Scanning	Locating specific facts/data	92%
Intensive Reading	Detailed analysis & grammar	70%
Extensive Reading	Fluency & vocabulary growth	65%

### **The Strategic Power of the SQ3R Method**

The application of the SQ3R (Survey, Question, Read, Recite, Review) method showed the highest success in academic contexts. The "Question" phase is particularly crucial, as it transforms the reading purpose from a general task into a specific inquiry.

This strategy allows students to "chunk" complex information, thereby reducing the burden on working memory and facilitating the transfer of data into long-term memory (encoding).

### **Discussion**

The "Cognitive Overload" and the Dictionary Trap

A significant barrier to strategic reading is the "dictionary trap." If a student stops at every unfamiliar word, the "logical chain" of the text is severed. To combat this, educators should promote "Lexical Inferencing"—using contextual clues to guess meaning.

**Balancing Skimming and Scanning:** By first utilizing Skimming to map the "topography" of a text and then Scanning for specific evidence, students can reduce cognitive fatigue by up to 30%.

**Scaffolding Techniques:** Implementing pre-reading "graphic organizers" helps students visualize text structure before deep immersion, preventing "information drowning."

### **Metacognitive Awareness**

True reading mastery involves metacognition—the reader's ability to monitor their own understanding. When a student consciously chooses to slow down for a complex legal clause (Intensive Reading) or speed up through a descriptive paragraph (Skimming), they are exercising strategic control. This "metacognitive monitoring" ensures that the learner recognizes when comprehension has failed and knows which "repair strategy" to apply.

### **Conclusion**

The study concludes that reading is an active, multi-layered process rather than a static skill.

1. As a Necessity: Reading strategies are essential tools for academic survival, allowing students to filter relevant information from noise in a digital-heavy world.

2. As a Developmental Stage: Teaching these techniques shifts the student's role toward Learner Autonomy, where they no longer rely on the teacher for every translation.

3. Future Prospects: Further research should focus on "Digital Literacy" and how non-linear reading (hypertexts) affects the application of traditional strategies like SQ3R.

Ultimately, mastery in reading lies in the fluid movement between the "word" and the "world," ensuring that the spirit of the text is preserved through efficient, strategic comprehension.

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