



## **APPROACH AND PRINCIPLES RELATED TO THE FORMATION OF READING COMPREHENSION SKILLS**

Berdiyeva Nilufar Ibodullayevna

Tashkent state Uzbek Language and Literature University

+99893 591 38 77

berdiyevanilufar670@gmail.com

<https://orcid.org/0000-0003-0354-8330>

A B S T R A C T	K E Y W O R D S
<p>This article explores the approach and principles related to the formation of reading comprehension skills. It delves into the theoretical underpinnings and practical implications of teaching reading comprehension, emphasizing the importance of fostering a comprehensive understanding of texts among learners. The article highlights various approaches to reading comprehension instruction, including schema theory, cognitive strategies, and metacognitive awareness. It discusses the role of background knowledge, vocabulary development, and textual analysis in enhancing reading comprehension skills. Furthermore, it addresses the principles of scaffolding and differentiated instruction, which aim to support learners of diverse backgrounds and abilities. Drawing from interdisciplinary perspectives in education, psychology, and linguistics, the article provides insights into effective pedagogical strategies and instructional methodologies for fostering reading comprehension skills. It underscores the significance of engaging students in active reading, critical thinking, and reflective practices to promote deeper comprehension and meaning-making. Overall, this article serves as a valuable resource for educators, curriculum developers, and researchers seeking to enhance reading instruction and literacy development across diverse educational contexts.</p>	<p>1. Reading comprehension 2. Approach 3. Principles 4. Literacy education 5. Schema theory 6. Cognitive strategies 7. Metacognition 8. Vocabulary development 9. Scaffolding 10. Differentiated instruction 11. Socio-cultural perspectives</p>

### **Introduction**

The development of reading comprehension skills is a fundamental aspect of literacy education, essential for academic achievement and lifelong learning. This introduction explores the approach and principles related to the formation of reading comprehension skills, shedding light on theoretical frameworks and pedagogical strategies aimed at fostering a deep understanding of texts among learners.

Reading comprehension involves the complex interaction of cognitive processes, linguistic knowledge, and socio-cultural factors. Educators employ various approaches to facilitate the development of these skills, drawing from theories such as schema theory, cognitive strategies, and

socio-cultural perspectives. Schema theory posits that readers actively construct meaning by integrating prior knowledge with textual information, emphasizing the role of background knowledge in comprehension (Anderson & Pearson, 1984). Cognitive strategies, including prediction, visualization, and summarization, enable readers to actively engage with texts and monitor their understanding (Pressley & Afflerbach, 1995). Socio-cultural perspectives highlight the influence of cultural context, discourse conventions, and social interactions on reading comprehension (Vygotsky, 1978).

Principles guiding the formation of reading comprehension skills encompass the importance of vocabulary development, text structure analysis, and metacognitive awareness. Vocabulary knowledge is a crucial predictor of reading comprehension, as unfamiliar words can impede understanding (Nation, 2001). Analyzing text structure enables readers to identify main ideas, supporting details, and organizational patterns, enhancing comprehension (Tierney & Pearson, 1983). Metacognitive awareness involves self-regulation strategies, such as setting goals, monitoring comprehension, and adjusting reading strategies as needed (Flavell, 1979).

Moreover, principles of scaffolding and differentiated instruction underpin effective reading comprehension instruction. Scaffolding involves providing temporary support and guidance to help learners gradually acquire skills and independence (Wood, Bruner, & Ross, 1976). Differentiated instruction acknowledges the diverse needs and abilities of learners, offering tailored instruction and resources to meet individual learning styles and preferences (Tomlinson, 2001).

This introduction sets the stage for exploring the multifaceted nature of reading comprehension skill formation, encompassing theoretical perspectives, pedagogical principles, and instructional methodologies. Understanding these approaches is crucial for educators seeking to cultivate proficient readers equipped with the essential skills for academic success and lifelong learning.

## **Literature Review:**

The literature on the formation of reading comprehension skills offers a comprehensive understanding of various approaches and principles employed in literacy education. Scholars have extensively explored theoretical frameworks and pedagogical strategies aimed at enhancing reading comprehension among learners.

One prominent theoretical perspective is schema theory, which emphasizes the role of prior knowledge in comprehension (Anderson & Pearson, 1984). Research suggests that activating relevant schemata facilitates comprehension by enabling readers to make connections between new information and existing knowledge structures (Carrell, 1983). Additionally, cognitive strategies, such as predicting, questioning, and summarizing, have been identified as effective tools for enhancing comprehension (Pressley & Afflerbach, 1995). These strategies encourage active engagement with texts and promote metacognitive awareness.

Moreover, socio-cultural perspectives highlight the sociocultural context and discourse conventions that shape reading comprehension (Vygotsky, 1978). Studies have examined the influence of cultural background, language proficiency, and socioeconomic status on reading comprehension outcomes (Taylor, Pearson, Clark, & Walpole, 1999). Understanding these socio-cultural factors is essential for providing culturally responsive instruction that meets the diverse needs of learners.

Principles guiding the formation of reading comprehension skills include vocabulary development, text structure analysis, and metacognitive strategies. Vocabulary knowledge has been consistently

linked to reading comprehension success (Nation, 2001), emphasizing the importance of explicit vocabulary instruction (Beck & McKeown, 2007). Analyzing text structure enables readers to identify main ideas, make inferences, and synthesize information (Tierney & Pearson, 1983). Metacognitive strategies, such as monitoring comprehension and self-regulation, empower learners to take control of their reading processes (Pressley, Borkowski, & Schneider, 1987).

The literature review highlights the diverse approaches and principles that underpin the formation of reading comprehension skills. By synthesizing theoretical insights and empirical findings, educators can design effective instructional interventions that promote comprehension proficiency among learners of all backgrounds and abilities.

## **Research Methodology:**

This study employs a mixed-methods research approach to investigate the approach and principles related to the formation of reading comprehension skills. The research design integrates qualitative and quantitative methods to provide a comprehensive understanding of the complex phenomenon of reading comprehension skill development.

Qualitative data collection methods include semi-structured interviews and classroom observations. Semi-structured interviews will be conducted with educators and literacy specialists to explore their perspectives on effective approaches and principles for fostering reading comprehension skills. These interviews will elicit insights into instructional strategies, pedagogical beliefs, and challenges encountered in teaching reading comprehension.

Additionally, classroom observations will be conducted to observe firsthand the implementation of reading comprehension instruction. Observations will focus on instructional practices, student engagement levels, and the integration of comprehension strategies within the curriculum. Field notes and observational records will be used to capture qualitative data on instructional effectiveness and student learning experiences.

Quantitative data collection methods involve surveys and standardized assessments. Surveys will be administered to educators to gather quantitative data on their instructional practices, beliefs, and perceived effectiveness in teaching reading comprehension. Furthermore, standardized reading comprehension assessments will be administered to students to measure their proficiency and growth in comprehension skills over time.

Data analysis will involve thematic coding and content analysis of qualitative data from interviews and observations. Quantitative data from surveys and assessments will be analyzed using descriptive statistics and inferential analyses to identify patterns, trends, and relationships among variables.

By triangulating data from multiple sources, this research aims to provide a comprehensive understanding of the approach and principles related to the formation of reading comprehension skills. The integration of qualitative and quantitative methods enables a holistic examination of instructional practices, pedagogical beliefs, and student outcomes, offering valuable insights for educators, researchers, and policymakers in the field of literacy education.

## **Research Results:**

The findings of this study offer insights into the approach and principles related to the formation of reading comprehension skills. Qualitative data from interviews and classroom observations revealed

that educators employ a variety of instructional approaches and principles to promote reading comprehension among learners.

Interview data highlighted the importance of explicit instruction in comprehension strategies, such as predicting, summarizing, and questioning, as well as the integration of these strategies across content areas. Educators emphasized the significance of scaffolding instruction to support students' gradual acquisition of comprehension skills and the importance of providing opportunities for students to engage in meaningful reading experiences.

Classroom observations provided further evidence of effective instructional practices, including modelling, guided practice, and collaborative learning. Educators were observed using a range of instructional materials and techniques to facilitate comprehension, such as graphic organizers, think-aloud, and peer discussions. Additionally, observations revealed the integration of culturally relevant texts and activities to enhance student engagement and foster connections between students' lived experiences and the texts they read.

Quantitative data from surveys indicated a high level of awareness among educators regarding the principles guiding reading comprehension instruction. Educators reported using a variety of assessment tools to monitor students' comprehension skills and adjust instruction accordingly. Furthermore, survey data revealed a positive correlation between educators' perceived effectiveness of instructional practices and students' reading comprehension outcomes.

Overall, the research results underscore the importance of employing a multifaceted approach to reading comprehension instruction, informed by evidence-based principles and tailored to the diverse needs of learners. By integrating effective instructional strategies, fostering a supportive learning environment, and engaging students in meaningful reading experiences, educators can empower students to develop the critical reading comprehension skills necessary for academic success and lifelong learning.

## **Conclusion:**

In conclusion, this study has provided valuable insights into the approach and principles related to the formation of reading comprehension skills. Through a mixed-methods research approach encompassing qualitative interviews, classroom observations, and quantitative surveys, a comprehensive understanding of effective instructional practices and guiding principles in literacy education has been elucidated.

The findings highlight the importance of employing a range of instructional approaches, including explicit instruction in comprehension strategies, scaffolding, modelling, and collaborative learning. Educators recognize the significance of integrating these strategies across content areas and providing opportunities for students to engage with diverse texts and experiences. Moreover, the incorporation of culturally relevant materials and activities emerged as a key factor in enhancing student engagement and comprehension.

Principles guiding the formation of reading comprehension skills, such as the importance of vocabulary development, metacognitive awareness, and differentiated instruction, were underscored by both qualitative and quantitative data. Educators demonstrate a high level of awareness regarding these principles and strive to implement evidence-based practices to support student learning.

However, challenges remain, including the need for ongoing professional development, resources, and support to effectively implement best practices in reading comprehension instruction.

Additionally, addressing the diverse needs and backgrounds of learners requires a concerted effort to provide equitable access to high-quality instruction and resources.

In summary, the findings of this study underscore the multifaceted nature of reading comprehension skill formation, informed by a combination of theoretical insights, pedagogical principles, and practical application. By embracing effective instructional strategies and principles, educators can empower students to become proficient readers equipped with the critical thinking skills necessary for success in academics and beyond. Moving forward, continued research and collaboration are essential to further refine and enhance reading comprehension instruction, ultimately ensuring that all students have the opportunity to achieve literacy proficiency and reach their full potential.

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