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TAKLIFLAR VA YECHIMLAR”**

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TAHRIRIYAT

Bosh muharrir

*Maqsudov Ulug‘bek Qurbonovich
Pedagogika fanlari bo‘yicha falsafa doktori PhD*

Mas‘ul muharrir

*Yusufjonov Quyoshbek Komiljon o‘g‘li
Farg‘ona davlat universiteti*

Mas‘ul kotib

*Xasanov Tursunali Xaydarali o‘g‘li
Marg‘ilon shahar 11-umumiy o‘rta ta‘lim maktabi o‘qituvchisi*

Nashrga tayyorlovchi

*Qobilova Saidaxon Muahhamdjon qizi
Farg‘ona davlat universiteti
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Andijon Davlat Tibbiyot Instituti „ Davolash ishi “ fakulteti talabasi*

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O‘zbekiston xalq artisti, professor

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Pedagogika fanlari bo‘yicha falsafa doktori

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*Uzbekiston jurnalistika va ommaviy kommunikatsiyalar
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Pirimov Akram Pirimovich

Navoiy davlat pedagogika instituti, dotsent

Shodiyev Furqat Davranovich

*Navoiy davlat pedagogika instituti, Texnika fanlari nomzodi,
Dotsent*

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Filologiya fanlari bo‘yicha falsafa doktori (PhD)

Otaqulov Fozil Sobirovich

Geografiya fanlari bo‘yicha falsafa doktori (PhD)

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Zaparov Abduqaxxor Abdumalikovich

*Andijon davlat universiteti Umumtexnika fanlari kafedrası professori
texnika fanlari doktori*

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THE USAGE OF PRE-, WHILE- AND POST-READING STRATEGIES

Navròzova Nigina Hamidovna

Bukhara state university

a teacher of the English linguistics department

Mansurova Mahliyo Maxmud qizi

The 2nd year student of Foreign language faculty

Abstract: *In this article, pre-, while-, and post-reading stages will be focused and outlined completely. The essence of this article is to present the functions and effectiveness of these reading strategies and to prove why they are crucial to practice. Several effective reading activities of three stages will be exemplified in the article.*

Keywords: *Comprehension, brainstorming, vocabulary instruction, productive skills.*

Introduction. Nowadays, most teachers prefer completely to use pre-, while-, and post-reading activities to achieve well recognition of students during the lessons. It is obvious that an effective usage of reading strategies give more benefit to reach a high level of reading comprehension. Moreover, these kinds of strategies develop both critical and interactive skills through guessing, discussing and analyzing a particular topic or text. One of the main points is that reading strategies aim to activate student’s prior knowledge and productive skills and to enhance the quality of vocabulary.

Methods. It is common that teachers often follow a framework that includes three stages in order to improve student’s schematic knowledge in reading lessons.

The first stage of reading is called as **pre-reading strategy**. Pre-reading activities cover a range of possibilities, all directed at helping learners engage in a process of discovery and to feel authorized to engage with the form and content of the text. What all successful pre-reading activities have in common is that they are student-centered. The instructor has to identify the potential problems of readability inherent in a chosen reading text, and then has to help students find ways to surmount those difficulties. Rather than just provide answers or summarize the content, the instructor can help learners identify the sources of their reading difficulties.

Two pre-reading activities are very commonly used in tandem:

• **Brainstorming:** Students pool what they know about the topic of a text and share their knowledge in the native or target language. The goal is to activate the learners' horizon of expectation, and help learners identify what the text is about. Pre-reading exercises can take different forms, but ideally they are learner-centered rather than teacher-centered. For example, if the text is a film review, and only one student has seen the film, that student can tell the others about the plot or other notable features of the film.

• **Skimming:** The second pre-reading activity is skimming. In class, allow a short period of time (two minutes or so) for the learners to skim the first paragraph or page of the text, look at illustrations and subtitles, and identify the words in the text that explain the

"who," "what," "where," and "when" of the text content—to identify core vocabulary words that will help them work through uncertainties.’²¹

Pre-reading activities are activities that helps students think about what they know related to the topic and predict what they will read or hear. There are some useful pre-reading activities that generates interest such as guessing the story from the chapter headings or predicting what will happen from the pictures. For instance, a teacher should choose new and difficult vocabulary from the story and should write them on the board. The teacher should review it with the students. After explaining the vocabulary words he/she will ask questions about chosen words and students will be asked to use vocabulary in their sentences. Another example would be to jumble chapter titles: If the reading assignment has chapters, give strips of paper with the chapter titles to students in pairs or groups. They decide the best order for the chapters and think about the possible story. Compare the answers with the other groups and then look in the book to see who was closest .²² In addition, asking questions can be a good example. The teacher should ask questions that is related to the text. Students should find the answers in the next part of the text. They can ask other students to predict the answers in a pair work speaking activity. Students start learning before the reading assignment actually begins, so it is important to have effective pre-reading activities. The main purposes of this strategy are extending students’ vocabulary and establishing what they know about a topic.

The second stage is **while-reading strategy**. The purpose of while reading stage is to train reading skills including skimming and scanning.

During this stage, students will be able to:

1. confirm predictions
2. gather information
3. organize information ²³

Moreover, True/False and Multiple-choice questions are also the main parts of this stage. While reading, a teacher asks questions based on text and will ask them to predict what will happen next. An example of likewise is to ask learners to read the text in pairs. In addition, identifying topic sentences and the main idea of a paragraph is also one type of while-reading activity that helps to improve reading comprehension among students.

The last stage is **post-reading strategy** that can include some activities like discussion, role-play, gap filling, retelling or summarizing a particular topic. The aim of post-reading stage is to expand and integrate skills. There are effectual activities which can be used during reading lessons. For instance, ‘once students read the text they will be asked

²¹ [Module Instructor]. 2010. [Module Title]. In *Foreign Language Teaching Methods*. Carl Blyth, Editor. COERLL, The University of Texas at Austin. <http://coerll.utexas.edu/methods>

²² <https://shaneschools.com/en/about-shane/privacy-policy/>

²³ <https://englishpost.org/examples-of-while-reading-activities/>

to think of different endings in group and each group will be asked to share their endings in class. Moreover, students will be asked to summarize the story in their own words. Another example would be that students will be divided into pairs and each pair will be asked to talk about their favourite character in the story²⁴.

Results. Reading is a fundamental skill that supports academic achievement. Using reading strategies will motivate and increase student comprehension. In an effort to influence students with disabilities, the concept of pre-reading strategies included selecting interesting texts, graphic organizers, vocabulary instruction, visual representations, and the activation of prior knowledge. Findings have shown that pre-reading strategies influence student motivation, increase the activation of prior knowledge and they can be used as a tool for increased comprehension.’ Utilization of these kinds of activities develops not only students’ productive skills, but also interactive skills. In addition, it is the best way of making a good connection between a teacher and students and makes the lessons more beneficial.’ Klinger et al. (2010) states that these students have difficulty reflecting on their reading and knowing what appropriate strategies should be utilized when they are exhibiting difficulty with the text. If teachers assist students and instruct them on how they can utilize metacognitive strategies, students’ comprehension will also improve.²⁵

Conclusion. To conclude, “before” strategies activate students’ prior knowledge and set an aim for reading, while “during” strategies help students make connections, monitor their understanding, generate questions, and stay focused. “After” strategies provide students an opportunity to summarize, questions, reflect, discuss, and respond to text. All in all, these kinds of reading strategies and activities make reading lessons more valuable and contribute to an expansion students’ both academic and interactive skills.

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How Can Pre-reading Strategies Benefit Students with Disabilities?
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St. John Fisher College

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John Fisher College

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BOSH MUHARRIR:

Maqsudov Ulug‘bek Qurbonovich

MAS‘UL KOTIB:

Xasanov Tursunali Xaydarali o‘g‘li

*Marg‘ilon shahar 11-umumiy o‘rta ta‘lim maktabi
Ma‘naviy va ma‘rifiy ishlar bo‘yicha direktor o‘rinbosari*

NASHRGA TAYYORLOVCHILAR:

Xasanov Nurmuhammad Xaydarali o‘g‘li

Farg‘ona davlat universiteti

Yusufjonov Quyoshbek Komiljon o‘g‘li

Farg‘ona davlat universiteti

Salomov Shoxabbos Nozimjon o‘g‘li

*Andijon Davlat Tibbiyot Instituti
„ Davolash ishi " fakulteti talabasi*

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