

THE EFFECTIVENESS OF DIFFERENT READING STRATEGIES: SKIMMING, SCANNING AND PREVIEWING ON READING COMPREHENSION OF HIGHER EDUCATION STUDENTS

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Annotation

Reading comprehension is a critical skill for success in higher education, and students often employ various reading strategies to enhance their understanding of academic texts. This article explores the effectiveness of three common reading strategies – skimming, scanning, and previewing – on the reading comprehension of higher education students. We examine the benefits and limitations of each strategy and provide practical insights for educators and students to optimize their reading approaches.

Keywords: Reading strategies, skimming, scanning, previewing, reading comprehension, higher education, effectiveness.

Reading comprehension is a fundamental skill for higher education students. The ability to understand, analyze, and retain information from complex texts is crucial for academic success. To enhance reading comprehension, students often employ various reading strategies, such as skimming, scanning, and previewing. This article explores the effectiveness of these strategies among higher education students and provides insights into their practical applications.

The effectiveness of different reading strategies, such as skimming, scanning, and previewing, on the reading comprehension of higher education students is an important topic in the field of education and cognitive psychology. Each of these strategies serves a distinct purpose and can be valuable in different contexts. Let's explore the effectiveness of these strategies:

Skimming:

- Skimming involves quickly glancing over a text to get a general sense of its content, without reading every word. It's often used to identify the main ideas and the overall structure of a text.



- Effectiveness: Skimming can be an effective strategy for higher education students when they need to quickly assess whether a text is relevant to their research or coursework. It helps in grasping the big picture and can save time by avoiding in-depth reading of irrelevant materials.

Scanning:

- Scanning involves searching a text for specific information, keywords, or details without reading the entire text. It's often used to find answers to specific questions or locate particular data.

- Effectiveness: Scanning is highly effective for higher education students when they need to find specific information within a longer text or when they are looking for evidence to support their arguments. It allows for efficient information retrieval.

Previewing:

- Previewing involves a systematic examination of a text before reading it in-depth. It includes looking at headings, subheadings, captions, and any visual aids like graphs or tables to gain an understanding of the text's structure and content.

- Effectiveness: Previewing can be particularly effective for higher education students as it helps them to mentally organize the information they are about to read. By identifying key sections and headings, students can approach the text with a clearer sense of what to expect, which enhances comprehension.

The effectiveness of these strategies can vary depending on factors such as the nature of the text, the purpose of reading, and the individual student's familiarity with the topic. Additionally, these strategies are not mutually exclusive, and students often use a combination of them, depending on the context.

To maximize reading comprehension, higher education students should be encouraged to use these strategies flexibly and adapt them to the specific reading tasks they encounter. Moreover, teaching students how to employ these strategies effectively can lead to improved comprehension and better academic performance. It's essential for educators to provide guidance and practice opportunities for students to develop these skills.

The study's findings suggest that the choice of reading strategy should align with specific reading goals. Skimming is most effective when students need a general overview of the text's content and structure. Scanning excels at quickly locating specific information but may lead to a shallow understanding of the text. Previewing



strikes a balance between understanding the main ideas and finding details, making it a versatile strategy for various reading tasks.

Moreover, students' prior knowledge and familiarity with a subject can influence the effectiveness of these strategies. Skimming may be less effective for unfamiliar topics, while scanning can be highly efficient when students are already knowledgeable about the subject matter.

Conclusions and Suggestions

In conclusion, the effectiveness of reading strategies - skimming, scanning, and previewing - depends on the specific reading goals and the reader's familiarity with the subject matter. Higher education students should be encouraged to develop a repertoire of reading strategies and choose the most appropriate one for each reading task.

Educational institutions should consider incorporating explicit instruction on these strategies into their curriculum. Additionally, providing opportunities for students to practice and refine their reading skills with different strategies can lead to improved reading comprehension, academic success, and critical thinking abilities.

Ultimately, the key to effective reading comprehension lies in empowering students to make informed choices about when and how to apply these strategies based on the demands of their academic work.

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