

READING COMPREHENSION: DEFINITION, PROCESS AND CONCEPT

Azimova Zilola

2nd course of Master's degree of Foreign Languages

Department of Jizzakh State Pedagogical University

A. Muhammedov

Scientific Supervisor: Associate Professor,

Annotation

Reading comprehension, a crucial element in the learning process, refers to the ability to understand, interpret, and evaluate written texts. It is a cognitive process that enables individuals to gain knowledge, communicate effectively, and contribute to society (Snow, 2002). The purpose of this article is to provide a brief analysis of reading comprehension, its definition, and the processes involved in achieving it. Reading is defined as the ability to construct meaning from written texts, which involves decoding the text, understanding its meaning, making connections with prior knowledge, and actively engaging in the construction of meaning (Duke & Pearson, 2002, p. 205).

Аннотация

Понимание прочитанного - это способность читать текст, обрабатывать его и понимать его смысл. Она опирается на две взаимосвязанные способности: чтение слов (способность расшифровывать символы на странице) и понимание языка (способность понимать значение слов и предложений). Однако, когда мы разбираемся в тексте, мы не просто запоминаем точные слова и фразы, которые прочитали.

Скорее, мы формируем ментальную модель того, что описывает текст, объединяя смысл слов и предложений в осмысленное целое, подобно фильму, который проигрывается у нас в голове.

Хорошее понимание жизненно важно, если у чтения есть цель, если читатель хочет взаимодействовать с текстом и извлекать из него уроки и, в конечном счете, если читатель хочет получать удовольствие от того, что он читает.

Key words: Reading comprehension, ability, understanding

Ключевые слова: понимание прочитанного, способность, понимание.

Reading comprehension is a complex cognitive skill that involves the ability to construct meaning from written texts. The process of reading comprehension requires readers to decode words, develop vocabulary knowledge, understand syntax, and use prior knowledge to make sense of the text. To effectively comprehend texts, readers employ various strategies, such as predicting, questioning, summarizing, visualizing, and making connections. By understanding the definition, process, and strategies involved in reading comprehension, educators can better support students in developing this essential skill. This work aims to provide a comprehensive analysis of the concept of reading comprehension, including its definition, theoretical perspectives, components, and strategies, supported by relevant research and literature. Reading comprehension is a vital aspect of literacy and academic achievement, encompassing the ability to understand, interpret, and evaluate written texts. It is a cognitive process that enables individuals to acquire knowledge, communicate effectively, and actively participate in society (Snow, 2002). This text aims to provide a comprehensive overview of reading comprehension, delving into its definition, theoretical perspectives, components, strategies, and assessment methods, supported by relevant research and literature. It is a complex cognitive skill that transcends mere decoding or word recognition, requiring readers to actively engage with the text and employ various strategies to construct meaning (Kintsch, 1998, p. 32).

Several theoretical perspectives have been proposed to explain the process of reading comprehension, including the bottom-up, top-down, and interactive models. The bottom-up model posits that reading comprehension begins with recognizing individual letters and words, which are then combined to form phrases and sentences, eventually leading to the understanding of the text as a whole (Gough, 1972, p. 159). This model emphasizes the importance of decoding and word recognition in the reading process.

The top-down model, also known as the concept-driven model, argues that reading comprehension is primarily influenced by the reader's prior knowledge, experiences, and expectations (Goodman, 1967, p. 127). According to this model, readers use



their existing knowledge to generate hypotheses about the meaning of the text, which are then confirmed or revised as they read further.

The interactive model of reading comprehension combines elements of both the bottom-up and top-down models, suggesting that readers simultaneously use decoding skills and prior knowledge to construct meaning from the text (Rumelhart, 1977, p. 565). This model emphasizes the dynamic and interactive nature of the reading process, as readers continuously adjust their understanding based on the information they encounter in the text.

Reading comprehension involves several interrelated components, including decoding, vocabulary knowledge, syntactic knowledge, and prior knowledge (RAND Reading Study Group, 2002, p. 17). These components work together to facilitate the construction of meaning from written texts.

Decoding is the process of recognizing written words by converting letters and letter patterns into spoken words (Ehri, 2005, p. 170). Decoding skills are essential for reading comprehension, as they enable readers to access the meaning of individual words in the text. Vocabulary knowledge refers to the understanding of the meaning of individual words, which is crucial for making sense of written texts (Stahl, 1999, p. 17). A strong vocabulary enables readers to comprehend a wider range of texts and contributes to their overall reading comprehension abilities.

Syntactic knowledge involves understanding the rules and structures of language, including grammar, punctuation, and sentence structure (Tunmer & Hoover, 1993, p. 68). This knowledge is important for reading comprehension, as it helps readers make sense of the relationships between words and phrases in the text.

Prior knowledge refers to the information, experiences, and beliefs that readers bring to the reading process (Anderson & Pearson, 1984, p. 255). Prior knowledge plays a critical role in reading comprehension, as it enables readers to make connections between the text and their own experiences, as well as to fill in gaps in the information provided by the text.

To effectively comprehend written texts, readers employ a range of strategies that help them actively engage with the text and construct meaning. Some of these strategies include predicting, questioning, summarizing, visualizing, and making connections (Pressley & Afflerbach, 1995, p. 19).



Predicting involves using prior knowledge and textual clues to anticipate upcoming events, themes, or ideas in the text (Duke & Pearson, 2002, p. 207). This strategy helps readers to actively engage with the text, monitor their understanding, and adjust their predictions as they read.

Questioning is a strategy in which readers generate questions about the text before, during, and after reading to guide their understanding and clarify any confusion (Harvey & Goudvis, 2000, p. 75). By asking questions, readers actively engage with the text and monitor their comprehension.

Summarizing involves condensing the main ideas and important details of a text into a brief, coherent statement (Brown, Campione, & Day, 1981, p. 44). This strategy helps readers to consolidate their understanding of the text, identify its main points, and integrate new information with their prior knowledge.

Visualizing requires readers to create mental images of the events, characters, and settings described in the text (Sadoski & Paivio, 2001, p. 104). This strategy helps readers to enhance their understanding of the text, connect with the material, and remember important details.

Making connections involves linking the text to the reader's prior knowledge, experiences, and other texts they have read (Keene & Zimmermann, 1997, p. 32). This strategy helps readers to deepen their understanding of the text, relate it to their own lives, and see the broader implications of the material.

Assessment of reading comprehension is essential for monitoring progress, informing instruction, and evaluating the effectiveness of reading interventions. Various assessment methods can be used to measure reading comprehension, including informal assessments, standardized tests, and performance-based assessments (Afflerbach, Pearson, & Paris, 2008, p. 367).

Informal assessments, such as teacher observations, questionnaires, and interviews, can provide valuable insights into a reader's comprehension skills and strategies (Johns, 2017, p. 23). These assessments are often qualitative and can be tailored to individual students, making them useful for guiding instruction and providing feedback.

Standardized tests, such as the Woodcock-Johnson Tests of Achievement and the Gray Oral Reading Test, provide a quantitative measure of reading comprehension abilities (Woodcock, McGrew, & Mather, 2001; Wiederholt & Bryant, 2012). These



tests typically involve multiple-choice or open-ended questions that assess various aspects of comprehension, such as vocabulary knowledge, understanding of text structure, and inferential reasoning.

Performance-based assessments, such as think-aloud protocols, retellings, and written responses, require readers to actively demonstrate their comprehension skills and strategies (Pressley & Afflerbach, 1995, p.33). These assessments offer a more authentic representation of the reading process and can provide valuable information about the strategies and thought processes employed by readers during comprehension.

BIBLIOGRAPHY:

1. "What is Reading Comprehension?". Reading Worksheets, Spelling, Grammar, Comprehension, Lesson Plans. 2008-05-29. Archived from the original on 2016-05-09. Retrieved 2016-05-13.
2. William Grabe (2009). Reading in a Second Language: Moving from Theory to Practice. Cambridge University Press. ISBN 978-0-521-72974-1. Archived from the original on 2018-05-04. Koda, 2005:4
3. Keith Rayner; Barbara Foorman; Charles Perfetti; David Pesetsky & Mark Seidenberg (November 2001). "How Psychological Science Informs the Teaching of Reading". Psychological Science in the Public Interest. 2 (2): 31–74. CiteSeerX 10.1.1.14.4083. doi:10.1111/1529-1006.00004. PMID 26151366. S2CID 134422. Tompkins 2011, p. 203.
4. "What is reading comprehension and why is it important?". www.oxfordowl.co.uk Retrieved 2023-05-01. Tompkins 2011, p. 37.
5. Davis, Frederick B. (September 1944). "Fundamental factors of comprehension in reading". Psychometrika. 9 (3): 185–197. doi:10.1007/BF02288722. S2CID 67849226.

