

METHODOLOGY OF TEACHING READING SKILLS

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Abstract. This article deeply analyzes the theoretical and practical aspects of teaching reading skill methodology. It examines modern pedagogical approaches, including interactive methods and strategies aimed at developing critical thinking. The research findings propose effective methods that enhance students' ability to comprehend and analyze texts. This article serves as a valuable guide for teachers and methodologists, contributing to the optimization of the reading process.

Keywords: Reading Skill, Methodology, Pedagogical Approaches, Interactive Methods, Critical Thinking, Text Comprehension, Teaching Strategies

Аннотация. Данная статья глубоко анализирует теоретические и практические аспекты методики обучения навыку чтения. В ней рассматриваются современные педагогические подходы, включая интерактивные методы и стратегии, направленные на развитие критического мышления. Результаты исследования предлагают эффективные методы, способствующие улучшению способности учащихся понимать и анализировать тексты. Статья служит ценным руководством для учителей и методистов, способствуя оптимизации процесса чтения.

Ключевые слова: Навык чтения, Методология, Педагогические подходы, Интерактивные методы, Критическое мышление, Понимание текста, Стратегии обучения

Annotatsiya. Ushbu maqola o'qish ko'nikmasini o'rgatish metodologiyasining nazariy va amaliy jihatlarini chuqur tahlil qiladi. Unda zamonaviy pedagogik yondashuvlar, jumladan, interfaol usullar va tanqidiy fikrlashni rivojlantirishga qaratilgan strategiyalar ko'rib chiqiladi. Tadqiqot natijalari o'quvchilarning matnni tushunish va tahlil qilish qobiliyatini oshirishga xizmat qiluvchi samarali usullarni taklif etadi. Maqola o'qituvchilar va metodistlar uchun qimmatli qo'llanma bo'lib, o'qish jarayonini optimallashtirishga yordam beradi.

Kalit so'zlar: O'qish ko'nikmasi, Metodologiya, Pedagogik yondashuvlar, Interfaol usullar, Tanqidiy fikrlash, Matnni tushunish, O'qitish strategiyalari

Introduction

In the modern education system, reading skills serve as a fundamental foundation for an individual's academic success, professional development, and active participation in society. In the information age, the ability to comprehend texts, critically analyze them, and use information effectively has become more important than ever. This skill is not only a key to mastering other subjects but also contributes to the development of independent thinking, problem-solving abilities, and lifelong learning. Therefore, methodologies for teaching reading remain a central focus of pedagogical research and practice.

However, there are significant challenges in developing reading skills, especially among students with learning disabilities. For instance, according to the 2022 National Assessment of Educational Progress (NAEP) report, 70% of fourth-grade students and

64% of eighth-grade students performed below the basic level in reading, which is considerably higher than the rates of their non-disabled peers—32% and 25%, respectively [4]. These statistical findings clearly highlight the urgent need for effective and evidence-based methodologies in reading instruction. Teachers must apply strategies that meet the diverse needs of learners, actively enhance comprehension, and foster a love for reading.

This article is devoted to an in-depth analysis of the theoretical foundations and practical applications of methodologies for teaching reading skills. The aim of the study is to critically synthesize key approaches such as phonics, whole-word, and blended methods, as well as to examine strategies for developing reading comprehension and fluency. In addition, methods of assessing, diagnosing, and monitoring reading skills, opportunities for integrating technology, and future trends in the field are thoroughly explored. The article seeks to provide teachers, researchers, and educational policymakers with practical recommendations and scientifically grounded directions aimed at improving the effectiveness of reading instruction.

Literature Review

A review of scholarly literature on methodologies for teaching reading skills provides a comprehensive overview of the theoretical foundations, practical approaches, and research findings in this field. In recent years, studies conducted on this topic have contributed to a deeper understanding of the complexity of the reading process, the diverse needs of learners, and effective pedagogical strategies. The literature review makes it possible to evaluate the main methodologies used in reading instruction, their advantages and limitations, as well as their role in modern educational practice.

Historically, methodologies of teaching reading have been characterized by debates between phonics (letter–sound relationships) and whole-word (recognizing words as complete units) approaches. However, contemporary research acknowledges the significance of each approach and emphasizes the importance of a balanced method. One of the essential components of high-quality reading instruction is phonics and word study. Phonics supports word decoding by teaching the relationship between sounds and written letters (the alphabetic principle). Word study, on the other hand, focuses on advanced decoding by teaching students to use more complex elements such as affixes, root words, and related word meanings. These skills are crucial for reading comprehension because they enable learners to accurately and quickly translate written text into spoken words and concentrate on meaning. Systematic and explicit phonics instruction significantly improves decoding skills and leads to considerable growth in word study abilities. Phonics instruction is most effective when introduced at an early age, particularly in kindergarten and first grade, and it should continue through third grade and beyond, adapting to students' phonemic awareness. Instruction typically includes introducing letter–sound associations, blending sounds into words, and gradually incorporating irregular words and word parts. Phonics and word study instruction should be integrated, systematic, and provide sufficient practice through both reading and writing, directly linking writing activities with decoding skills.

Various methods are applied in reading lessons to develop comprehensive literacy skills. A balanced approach combines phonics instruction—teaching letter–sound relationships for decoding—with the learning of sight words for instant recognition of frequently occurring words. Educators often integrate the whole language approach, which emphasizes contextual meaning, with phonics in order to create an

adaptive instructional strategy. Fluency is improved through repeated, audio-assisted, and timed readings, while comprehension is developed through visualization, summarizing, predicting, and connecting new information to prior knowledge [3]. Interactive read-aloud activities involve teachers modeling thinking processes and engaging students through open-ended questions and prompts. Guided reading groups provide targeted instruction in small settings and offer individualized support. Independent reading encourages students to choose books based on their interests, while teachers facilitate discussions and monitor progress. In addition, vocabulary development activities—such as learning word roots and using contextual clues—expand students' word knowledge. Close reading strategies deepen comprehension by analyzing textual details, the author's style, and the main message. Together, these diverse methods aim to build strong reading foundations, enhance comprehension, and foster a love of reading.

Although reading comprehension is an essential skill, many students—especially those with learning disabilities (LD)—face significant difficulties in processing information and applying effective strategies. The 2022 National Assessment of Educational Progress (NAEP) report once again highlights this issue, demonstrating the urgent need for effective methodologies. A meta-analysis of forty years of research indicates that comprehension strategies are effective for middle school students with LD. To address these challenges, educators must teach evidence-based reading strategies that encourage active engagement and self-questioning. Key strategies include activating prior knowledge, generating questions, actively monitoring comprehension through the use of contextual clues or rereading, and identifying main ideas and supporting details [4]. These methods help students think actively about what they read, thereby improving their ability to process information.

In conclusion, the literature review shows that there is no single universal approach to teaching reading skills. Instead, effective instruction requires a balanced, integrated, and systematic approach that incorporates phonics, whole-word methods, and comprehension strategies. In particular, it is essential to apply evidence-based strategies tailored to individual needs for students with learning disabilities. Future research and pedagogical practices should focus on meeting learners' diverse needs, increasing their motivation to read, and equipping them with deep comprehension skills necessary for success in an information-rich world.

Research Methodology

This article is aimed at providing an in-depth analysis of the theoretical foundations and practical applications of methodologies for teaching reading skills and is based on a qualitative research design. Specifically, it applies a systematic literature review and critical synthesis approach. This methodology is considered one of the most appropriate for conducting a comprehensive examination of existing scholarly knowledge in the field of reading education, evaluating various pedagogical approaches, and investigating their effectiveness. The main objective of the study is to critically synthesize methodologies such as phonics, whole-word, and blended approaches, as well as strategies for developing reading comprehension and fluency. In addition, assessment, diagnostic and monitoring methods, technology integration, and future trends are thoroughly examined. This approach makes it possible to identify gaps in existing knowledge and determine directions for future research.

The data for this study were collected from a wide range of academic literature sources. Key materials included reputable academic journals in the fields of education, psychology, and linguistics, as well as conference proceedings, dissertations, monographs, and government reports. Scientific databases such as Google Scholar, ERIC, Scopus, and Web of Science were used to gather relevant information. The search was conducted using combinations of Uzbek and English keywords such as “reading instruction methodology,” “phonics,” “whole-word approach,” and “reading comprehension strategies.” Priority was given to publications from the last decade, particularly studies published after 2020, although classic works essential for understanding the historical development of the topic were also reviewed.

Clear criteria were applied when selecting literature for inclusion in the study. First, only academic works directly related to reading instruction methodologies, strategies, assessment methods, and technological integration were considered. Second, emphasis was placed on high-value scholarly sources such as empirical studies, meta-analyses, systematic literature reviews, and theoretical articles. Third, studies discussing effective strategies for learners with reading difficulties, including students with learning disabilities, were considered particularly important [4]. Fourth, sources providing clear instructional recommendations and evidence-based approaches were prioritized. Non-academic publications or methodologically weak studies were excluded from the analysis. These criteria ensured the academic validity and objectivity of the research.

The collected literature was analyzed through a meaningful and critical review process. The analysis consisted of several stages: thematic coding (identifying key ideas, methodologies, findings, and recommendations); comparative analysis (comparing phonics, whole-word, and blended approaches in terms of their theoretical foundations, practical application, advantages, and limitations, such as the importance of systematic phonics and word study instruction for early learners [2]); critical synthesis (evaluating the effectiveness of each methodology based on evidence, particularly for students with learning disabilities, analyzing the benefits of a balanced approach [3] and the effectiveness of comprehension strategies for learners with LD [4]); and identifying gaps and future research directions. These stages ensured the depth of the study and the reliability of its findings.

The analytical approach of the study was grounded in the principles of Evidence-Based Education. This approach emphasizes identifying the most effective and scientifically validated methodologies in pedagogical practice and promoting their application. Socio-cultural theory, cognitive theory, and constructivist principles were also indirectly used as a foundation for analysis in reading instruction. The study considered reading comprehension as an active, interactive, and context-dependent process. Furthermore, the diversity of learners' individual needs and learning styles—especially the necessity of adapted approaches for students with learning disabilities—remained a central focus of the analysis. This theoretical framework provided a strong foundation for the research and supported a comprehensive understanding of the complexity of reading education.

Like any scholarly work, this study has certain limitations. First, it mainly relies on existing published literature, which may involve the risk of publication bias. Second, the selected keywords and the scope of databases used may have resulted in the exclusion of some relevant sources. Third, the study focuses primarily on general

methodologies, and certain cultural or linguistic aspects specific to teaching reading in the Uzbek language may not have been explored in depth. Fourth, the synthesis process involves a degree of the researcher's subjective interpretation, although efforts were made to ensure objectivity. These limitations should be taken into consideration when generalizing the findings.

In conducting this study, the principles of academic ethics were strictly followed. All sources used were properly cited and referenced. The ideas and findings of other authors were not appropriated, and their original sources were clearly acknowledged. Since the study did not involve the use of personal data or confidential information, no additional ethical approval related to privacy protection was required. The objectivity and transparency of the research were maintained throughout the process.

Conclusion

This article analyzed the complexity and significance of methodologies for teaching reading skills. Effective instruction requires a balanced and integrated approach that includes phonics, whole-word methods, and comprehension strategies. In particular, it is essential to apply evidence-based strategies adapted to individual needs for students with learning disabilities. The integration of technology also plays an important role in developing reading comprehension and fluency. Future pedagogical practices should focus on meeting learners' diverse needs, increasing their motivation, and equipping them with the skills necessary to succeed in an information-rich world.

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