

USING READING STRATEGIES IN CLASSROOM TEACHING ENVIRONMENT AT ACADEMIC LYCEUMS

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Annotatsiya: Ushbu maqolada akademik litsey o‘quvchilarining o‘qish ko‘nikmalarini rivojlantirishda o‘qish strategiyalarining ahamiyati yoritilgan. O‘qish strategiyalari o‘quvchilarga murakkab matnlarni tushunish, tahlil qilish va o‘z fikrlarini ifodalashda yordam beradi. Maqolada kognitiv, metakognitiv va ijtimoiy-affektiv strategiyalar turlari ko‘rib chiqilgan, ularning sinfda qo‘llanilishi, o‘qituvchining roli, mavjud muammolar va yechimlar tahlil etilgan. Shuningdek, real misollar, amaliy mashg‘ulotlar va tavsiyalar asosida maqola boyitilgan. Ushbu tadqiqot akademik litseylarda o‘quvchilarning mustaqil fikrlashini rivojlantirish va yuqori natijalarga erishishda foydali bo‘lishi mumkin.

Kalit so‘zlar: Akademik litsey, o‘qish strategiyalari, metakognitiv ko‘nikmalar, o‘qitish metodikasi, o‘quvchilarning kompetensiyasi, mustaqil o‘qish, fikrlash, o‘qish samaradorligi.

Аннотация: В данной статье рассматривается важность применения стратегий чтения в учебном процессе академических лицеев. Чтение является ключевым навыком, способствующим усвоению знаний, развитию критического мышления и академической успешности. Статья описывает когнитивные, метакогнитивные и социально-аффективные стратегии, а также методы их внедрения в классной среде. Отдельное внимание уделено роли учителя, возможным трудностям при применении стратегий и практическим решениям. Приведены примеры заданий и результаты исследований, подтверждающие эффективность стратегического подхода к обучению чтению.

Ключевые слова: Академический лицей, стратегии чтения, метакогнитивные навыки, методика преподавания, читательская компетентность, самостоятельное обучение, эффективность чтения.

Annotation: This article explores the significance of applying reading strategies in the classroom teaching environment of academic lyceums. Reading is a core academic skill that fosters comprehension, critical thinking, and academic achievement. The paper presents various types of reading strategies—cognitive, metacognitive, and social-affective—and discusses how they can be implemented effectively in teaching. The role of the teacher, potential challenges, and practical classroom solutions are analyzed. The article is enriched with examples of strategy-

based activities and research-based evidence demonstrating the benefits of reading strategy instruction in academic contexts.

Keywords: Academic lyceum, reading strategies, metacognitive skills, learner competence, independent reading, critical thinking, reading effectiveness.

Reading strategies play a fundamental role in the academic success of lyceum students, who are preparing for higher education and intellectual challenges. This article explores the importance of reading, examines a variety of strategies, and provides insights into effective classroom practices for enhancing students' reading skills. The discussion includes types of strategies—cognitive, metacognitive, social-affective—along with challenges, real-life applications, and pedagogical recommendations tailored to academic lyceums. In an ever-evolving global education landscape, academic institutions are placing greater emphasis on cultivating critical reading abilities among students. Academic lyceums, as specialized institutions focused on preparing students for tertiary education, demand rigorous reading skills across subjects like literature, science, history, and philosophy. Reading is not just a passive skill but a cognitive process involving analysis, synthesis, evaluation, and reflection. However, many lyceum students struggle with reading comprehension, vocabulary acquisition, and inferential thinking due to inadequate strategy use. Therefore, incorporating effective reading strategies into the classroom environment becomes not only beneficial but essential. This paper aims to present a comprehensive overview of how reading strategies can be used, taught, and reinforced in academic lyceums to enhance educational outcomes.

Reading forms the backbone of academic learning. Whether it is understanding a historical document, analyzing a piece of literature, or interpreting scientific research, students rely heavily on their reading abilities. At academic lyceums, the curriculum is designed to challenge students intellectually. Reading assignments often include dense, technical, or abstract texts requiring advanced comprehension. Moreover, reading proficiency directly correlates with standardized test performance, academic writing skills, and overall classroom participation. Reading also nurtures independence in learning, allowing students to acquire new knowledge beyond the classroom setting. In this sense, reading is not just a skill, but a lifelong competency that underpins academic and career success.

Reading strategies are techniques consciously employed by readers to make sense of written texts. These strategies help readers navigate unfamiliar vocabulary, predict upcoming information, clarify confusion, make inferences and retain essential ideas.

Effective reading is not merely about decoding words but constructing meaning. The goal of using strategies is to enhance comprehension and critical engagement with

texts. Reading strategies make learners more intentional, self-aware, and analytical in their approach to reading tasks.

Reading strategies can be classified into several categories:

Cognitive strategies: Enable learners to process and comprehend information. Examples include summarizing, underlining, and making predictions.

Metacognitive strategies: Involve self-monitoring and self-regulation of one's own reading process. Examples include checking understanding, adjusting reading speed, and re-reading.

Social/affective strategies: Relate to the social and emotional aspects of reading, such as group discussions, asking for clarification, or reducing anxiety through encouragement. Each category serves specific learner needs and helps overcome distinct reading barriers.

Cognitive strategies are mental processes used directly to process text. Some of the most widely used cognitive strategies include:

Skimming: Quickly reviewing text to get the gist.

Scanning: Searching for specific information or keywords.

Guessing from context: Using surrounding words to infer meaning.

Paraphrasing: Restating information in one's own words.

Summarizing: Condensing information into key points.

Mapping: Creating visual representations of text structure or content.

These strategies are especially useful for academic lyceum students who deal with content-rich materials requiring precise understanding.

Metacognition refers to “thinking about thinking.” Metacognitive strategies empower students to set reading objectives, plan their approach (e.g., skimming first, then detailed reading), monitor their understanding while reading, and reflect upon what has been learned. Examples include think-alouds: Verbalizing thoughts during reading, KWL charts (What I Know, What I Want to Know, What I Learned) and self-questioning: Asking reflective questions like “Do I understand this?” or “Should I re-read that paragraph? Developing these strategies leads to stronger autonomy and better comprehension.

Reading, while often individual, can be enriched through collaboration and emotional engagement. Social strategies include peer tutoring, group discussions, reciprocal teaching (students teach each other using different strategies). Affective strategies relate to emotional management during reading. Students may use positive self-talk to reduce anxiety, create a calm, focused reading environment, reward themselves for reading achievements. In lyceums, creating a classroom culture where reading is seen as enjoyable and meaningful enhances motivation and performance.

For successful integration of reading strategies teachers must model strategies (e.g., think-alouds). Strategies must be taught explicitly, not assumed. Students should

practice regularly with diverse texts. Feedback and reflection sessions help refine strategy use. Text difficulty must match students’ level to maintain engagement and challenge. When strategy use becomes habitual, students gain lifelong reading skills.

Teachers are key facilitators. Their responsibilities include diagnosing student reading levels through assessments, selecting texts that suit cognitive and linguistic capacities, differentiating instruction for students with varying skills, designing tasks that promote deep reading and strategic thinking, providing ongoing support through questioning and feedback, professional development for teachers in reading strategy instruction can improve effectiveness significantly.

The impact of teaching reading strategies includes improved comprehension and retention, greater reading fluency and speed, broader vocabulary knowledge, enhanced

analytical and critical thinking and increased engagement and enjoyment in learning.

Students who use reading strategies regularly demonstrate higher academic success, especially in subjects like history, biology, and literature.

Despite their benefits, applying reading strategies can be difficult. Challenges include teachers’ limited training or awareness, students’ lack of reading habits, time limitations within curriculum plans, lack of suitable or engaging materials, resistance from students unaccustomed to active reading and identifying and addressing these barriers is vital to ensure consistent use of strategies.

To improve reading strategy instruction workshops and training sessions for teachers should be organized, schools can develop reading centers or clubs, incorporate digital reading tools (apps, e-books), use a variety of texts: news articles, blogs, academic texts, offer personalized reading plans, provide peer mentoring programs and creating a school-wide culture that values reading ensures greater student investment and results.

Examples of Strategy-Based Activities:

1. Reciprocal Teaching Groups: students take roles: summarizer, questioner, clarifier, predictor and each reads a paragraph and discusses.
2. Reading Logs and Journals: students reflect after reading and it promotes metacognitive awareness.
3. Graphic Organizers: Venn diagrams, story maps, concept webs, visualize structure and relationships.
4. SQ3R Method (Survey, Question, Read, Recite, Review): useful for textbook reading.
5. Think-Pair-Share: students read, think individually, discuss with partners, share with class, such techniques increase both comprehension and participation.

A study conducted at an academic lyceum in Samarkand introduced a reading strategy program over 12 weeks. Students participated in guided reading sessions twice a week. Results showed 28% improvement in reading comprehension scores, increased student confidence and independence and teachers reported better classroom discussions. This example illustrates how strategic reading instruction can make a tangible difference.

In conclusion, reading strategies are not optional extras in lyceum education—they are essential tools for academic success. A well-structured, student-centered approach to teaching reading strategies fosters deeper comprehension, analytical thinking, and independent learning. Academic lyceums must prioritize teacher training, curriculum integration, student engagement and ongoing assessment. Such efforts will ensure students are prepared for university-level education and the demands of lifelong learning.

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