

## **READING AS AN INTERACTIVE PROCESS. IMPROVING STUDENT'S READING COMPREHENSION**

*Aminjonova Mohinur G'ayratjon qizi*

*FerSU 3<sup>rd</sup> courses student*

*Aktamxonova Nozimabonu Abrorjon qizi*

*FerSU teacher*

**ABSTRACT:** This article explores the significance of reading as an interactive process in enhancing students' reading comprehension. It delves into the interactive nature of reading, emphasizing the dynamic relationship between the reader and the text. By employing various reading strategies and engaging in active reading practices, students develop a deeper understanding of the text, improve critical thinking skills, and enhance overall comprehension. This article also highlights the role of educators in fostering an interactive reading environment and provides practical strategies for educators to promote student engagement and comprehension.

**KEYWORDS:** reading comprehension, interactive process, active reading, reading strategies, student engagement, critical thinking.

### **INTRODUCTION**

Reading comprehension is a fundamental skill that plays a crucial role in academic achievement and lifelong learning. However, improving students' reading comprehension is often a complex task that requires more than mere decoding skills. It involves nurturing an interactive process where students actively engage with the text, construct meaning, and make connections to their prior knowledge and experiences. This article explores the interactive nature of reading and provides insights into how educators can foster an environment that promotes active reading practices and enhances students' reading comprehension.

## METHODS

The article draws upon research studies and literature reviews to investigate the interactive nature of reading and its impact on improving reading comprehension. Various methods, including data collection through surveys, observations, and interviews with educators and students, were employed. The collected data was analyzed to identify effective strategies for fostering an interactive reading environment. Reading is not a passive activity but rather an interactive process that involves the dynamic interaction between the reader and the text. It goes beyond decoding words and sentences; it requires readers to actively engage with the text, ask questions, make predictions, and draw inferences. By interacting with the text, students develop a deeper understanding of the content and become active participants in the reading process.

## RESULTS

The results underscore the importance of reading as an interactive process in improving students' reading comprehension. Active engagement strategies, such as questioning, predicting, and connecting with prior knowledge, were found to significantly enhance understanding and retention of the material. Interactive reading strategies, such as reciprocal teaching, literature circles, and think-alouds, were also found to promote critical thinking and deeper comprehension. To improve reading comprehension, students need to employ effective reading strategies that facilitate active engagement with the text. These strategies include pre-reading activities such as activating prior knowledge and setting goals, during-reading strategies like making annotations, highlighting key ideas, and asking questions, and post-reading activities such as summarizing, reflecting, and discussing the text. By using these strategies, students enhance their comprehension, analyze the text critically, and develop metacognitive skills.

## DISCUSSION

The interactive process of reading requires students to actively participate, question, and make connections with the text. By employing pre-reading activities that activate prior knowledge and set reading goals, educators can provide a purposeful

framework for students. During reading, strategies such as highlighting key ideas, making annotations, and engaging in discussions promote active engagement and comprehension. Post-reading activities, such as summarizing, reflecting, and engaging in peer discussions, reinforce understanding and facilitate critical thinking. Educators play a crucial role in creating an interactive reading environment. By incorporating varied reading materials, integrating technology, and fostering collaborative discussions, educators can enhance student engagement and participation. Encouraging students to ask questions, make predictions, and analyze the text stimulates critical thinking skills necessary for improved reading comprehension. Reading as an interactive process cultivates critical thinking skills in students. By actively engaging with the text, students learn to evaluate information, analyze arguments, and draw evidence-based conclusions. Educators can facilitate critical thinking by posing thought-provoking questions, encouraging students to make connections between texts and real-world situations, and promoting discussions that require higher-order thinking skills. These practices help students develop a deeper understanding of the content and foster intellectual growth.

## CONCLUSION

Reading comprehension is a dynamic process that involves active engagement between the reader and the text. By fostering an interactive reading environment and employing effective reading strategies, educators can significantly improve students' reading comprehension. This article has highlighted the interactive nature of reading, provided insights into active reading strategies, emphasized the importance of student engagement, and discussed the role of critical thinking in enhancing comprehension. By embracing reading as an interactive process, educators can empower students to become proficient readers and lifelong learners.

**REFERENCE:**

1. Duke, N. K., & Pearson, P. D. (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), What research has to say about reading instruction (3rd ed., pp. 205-242). International Reading Association.
2. Guthrie, J. T., Wigfield, A., & Perencevich, K. C. (2004). Motivating reading comprehension: Concept-oriented reading instruction. Lawrence Erlbaum Associates.
3. Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A practice guide (NCEE #2008-4027). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
4. National Institute of Child Health and Human Development. (2000). Report of the National Reading Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction (NIH Publication No. 00-4769). U.S. Government Printing Office.
5. Pressley, M. (2000). What should comprehension instruction be the instruction of? In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), Handbook of reading research (Vol. 3, pp. 545-561). Lawrence Erlbaum Associates.