

METHODS TO TEACH READING AND WRITING FOR HIGH SCHOOL STUDENTS

Alisher Rustamov Abduhakimovich

*A teacher at the Department of English Language Teaching Methodology
in Samarkand State Institute of Foreign Languages. alisherus2@gmail.com*

Khudoyberdiyeva Irodaoy Askarjon kizi

A student of Samarkand State Institute of Foreign Languages

Gunel Hummetova (Paniyeva) Saleh

*Teacher of the Department of Literature Teaching Technology, Doctor of Philology PhD,
Azerbaijan State Pedagogical University*

Annotation: This paper analyzes various approaches to teaching reading and writing competencies to high school learners, focusing on their relevance in Uzbekistan. It provides a worldwide perspective on literacy teaching strategies and assesses their appropriateness for Uzbekistan, taking into account the phonetic and agglutinative characteristics of the Uzbek language. Utilizing comparative charts, research-based suggestions, and references in the Vancouver format, the article presents educators with actionable strategies to improve literacy abilities, tackling obstacles such as limited resources and multilingualism in Uzbek classrooms.

Keywords: reading skills, writing skills, high school education, Uzbekistan, Uzbek language, SQ3R method, shared reading, skimming and scanning, process writing, bilingual instruction

Introductions

The foundation of fundamental skills necessary for secondary students' academic success and personal development is reading and writing. Through reading, students gain the ability to attain information, interpret difficult texts, and engage reflectively with ideas, while through writing, they are able to communicate proficiently in a variety of genres. Teachers across the globe employ diverse methods to cultivate these skills, adapting their practice to fit students' levels of development, linguistic capacities, and cultural contexts. In Uzbekistan, a country with the impressive literacy rate of nearly 100% [1], there is growing focus on the attainment of higher-order literacy skills in order to ready students for university and international horizons.

Ever since its independence in 1991, the educational system in Uzbekistan has been reformed to enhance the level of education in the native Uzbek language and English as a required foreign language. The Uzbek language, as a phonetic and agglutinative Turkic language written in the Latin alphabet since 1992, presents unique possibilities and challenges for literacy development. This paper reviews international methods of teaching reading and writing to secondary school students (12–17 years) and identifies the most suitable for the linguistic and cultural environment of Uzbekistan. By combining evidence-based practices and local modifications, teachers can facilitate high levels of literacy among Uzbek students.

International Methods of Teaching Reading and Writing Teaching Reading

Teaching reading to secondary students focuses on comprehension, analytical skill, and fluency. Some of the most cited methods include the following:

SQ3R Technique

Developed by Francis Pleasant Robinson in 1941, the SQ3R method (Survey, Question, Read, Recite, Review) is designed to enhance understanding and retention of study content [2]. Students first survey the material, develop questions based on headings, read actively to seek answers, recite key ideas, and review notes. The model encourages critical thinking and is being widely used in universities and high schools globally. Example: Students look at a chapter in history, ask the question "What caused the decline of the Silk Road?" and read to discover answers, later summarizing the main points.

Collaborative Reading

Originating from Don Holdaway's research in 1979, shared reading involves students and teachers reading aloud together, typically with engaging texts to discuss feelings and observations [3]. Though often for lower age brackets, it can be adapted to high school levels to facilitate fluency and literary interest.

Example: A class reads a short story together, discussing character motives and summarizing major themes.

Rapid Reading and Scanning

Popularized by Evelyn Wood in the 20th century, rapid reading and scanning are techniques tailored for speed reading [4]. Skimming entails going through texts at high speed to identify main ideas, while scanning entails looking for specific details such as names or dates. These techniques boost productivity and are directly applicable to high school students who have to tackle complicated texts.

Example: Students skim a scientific article to determine the primary argument and scan for information on the implications of climate change.

Comprehension Strategies

Predicting, questioning, summarizing, and clarifying are strategies that assist students in active engagement with reading texts [5]. These are particularly necessary for secondary students reading difficult material.

Example: Students predict what will happen in a novel, investigate the author's purpose, and summarize key events.

Vocabulary Development

Teaching vocabulary in context through word maps, synonyms, and contextual clues reinforces understanding [6]. Secondary students benefit from acquiring academic vocabulary to deftly manage complex texts.

Example: Students create a word map for "resilience," linking it to synonyms and examples from a specific text.

Comparative Tables

Table 1: Reading Methods Comparison

Method	Focus	Suitability for High School	Adaptation for Uzbekistan
SQ3R	Critical analysis	High	Use for academic texts; bilingual prompts
Shared Reading	Engagement, fluency	Medium	Use Uzbek epics; adapt for English

Skimming/Scanning	Efficiency	High	Start with Uzbek texts
Comprehension Strategies	Understanding	High	Bilingual instruction
Vocabulary Development	Word knowledge	High	Morphology in Uzbek; context in English

Writing Instruction

Instruction in composition is designed to create systematic, coherent, and expressive writing. Among the key strategies are:

Developmental Writing Method

With origins in North American universities in the 1970s-1980s, this method leads students step-by-step through brainstorming, writing, revising, editing, and publishing [7]. It encourages creative thinking and ongoing refinement.

Example: Students brainstorm, write out their arguments, revise based on peer feedback, and refine for grammar.

Format-Focused Writing

It encompasses teaching specific types of writing, i.e., essays, reports, or stories, according to scholarly and professional standards [7].

Students learn parts of a research paper, e.g., introduction, methodology, and conclusion.

Peer Review

Researchers exchange remarks on each other's work, enhancing teamwork and self-assessment [8].

Example: Associates exchange essays, utilizing a rubric to analyze clarity and structure.

Grammar and Syntax Instruction

Direct teaching of grammar, punctuation, and spelling ensures professionalism and readability [7].

Example: Lessons focus on avoiding run-on sentences or the proper use of verb forms.

Imaginative Writing

Encouraging creative writing in fiction or poetry increases interest, although typically a minor part in high school to academic writing [8].

Example: Students write a short story based on a real event in history.

Table 2: Writing Methods Comparison

Method	Focus	Suitability for High School	Adaptation for Uzbekistan
Process Writing	Structured writing	High	Apply to exam essays; bilingual support
Genre-Based Writing	Specific forms	High	Focus on academic genres
Peer Review	Collaboration	High	Use for both languages
Grammar and Mechanics	Accuracy	High	Explicit English instruction

Creative Writing	Expression	Medium	Balance with academic tasks
------------------	------------	--------	-----------------------------

Conclusion

Instructing adolescents in reading and writing within Uzbekistan's high schools necessitates an amalgamation of international best practices and local modifications. Techniques such as SQ3R, collective reading, and process writing are universally effective and can be customized to suit Uzbekistan's phonetic Uzbek language and its multilingual environment. Bilingual education, texts relevant to the culture, and the infusion of technology boost student involvement and accessibility, even amidst hurdles like limited resources and the demand for teacher training. By adopting these approaches, educators can equip Uzbek learners for academic achievement and global prospects, building upon the nation's robust literacy base.

References List:

1. UNICEF Uzbekistan. Education in Uzbekistan: New York: UNICEF; 2020: <https://www.unicef.org/uzbekistan/en/education>
2. Robinson FP. Effective Study. New York: Harper & Brothers; 1941.
3. Holdaway D. Foundations of Literacy. Sydney: Ashton Scholastic; 1979.
4. Wood EN. Reading Skills. New York: Holt; 1958.
5. Serravallo J. The Reading Strategies Book: Your Everything Guide to Developing Skilled Readers. Portsmouth, NH: Heinemann; 2015.
6. Nation ISP. Learning Vocabulary in Another Language. Cambridge: Cambridge University Press; 2001.
7. Harvey S, Goudvis A. Strategies That Work: Teaching Comprehension for Understanding and Engagement. 2nd ed. Portland, ME: Stenhouse Publishers; 2007.
8. Murray DM. A Writer Teaches Writing: A Practical Method of Teaching Composition. Boston: Houghton Mifflin; 1968.
9. Flower L, Hayes JR. A Cognitive Process Theory of Writing. Coll Compos Commun. 1981;32(4):365-87.
10. Watkins P. Teaching and Developing Reading Skills. Cambridge: Cambridge University Press; 2018.
11. English Teaching Aids in Uzbekistan. Tashkent: AEIM; Available from: <https://aeim.co.uk/>
12. British Council Uzbekistan. Tashkent: British Council; <https://www.britishcouncil.uz/en>