

ONLINE READING STRATEGIES FOR THE CLASSROOM

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Abstract: *The article investigates that digital reading is a reality now and is no longer a vision of the future. Students' lives are already significantly impacted by information and communication technologies (ICTs), such as the Internet and mobile applications. In addition to being used more frequently for personal purposes, ICTs have significantly changed the kinds of reading that students are expected to perform for their present and future coursework, as well as for their jobs (Leu et al. 2011). With order to be literate today, one must be proficient with 21st-century technology in addition to understanding traditional print literature (International Reading Association, 2009). Even though reading online is now widespread and even required, readers aren't always using digital texts properly or efficiently.*

Key words: *Reading, ICT, English Reading approaches and strategies, develop, predicting, proficiency.*

Reading is crucial for collaboration in both the classroom and in daily life. We frequently need to read in English in order to find information or learn new things, especially as we become older and attend college. Many people think that children who are proficient readers perform better in school and in their future careers. For this reason, it's critical that children learn to read in the early grades. It may be more difficult for a child to do well in school and land a decent job later on if they don't practice reading. Because reading can be difficult, schools place a lot of emphasis on helping children improve their reading skills and ensure that they comprehend what they read.

Even though reading online has become usual and frequently required, readers aren't always using digital texts properly or efficiently. By being aware of the unique difficulties associated with online reading and offering adequate strategy instruction and digital reading practice, teachers can assist their students in increasing their online reading speed and comprehension. This article's objectives are to list some of the challenges associated with reading online, explain various approaches to overcoming those challenges, and offer practical exercises to assist students in putting the techniques into reality. After all, reading is reading. Both yes and no. Reading, whether in print or digital form, necessitates the coordination of several intricate abilities into a single, automated process. When reading a text, the proficient reader consistently applies both top-down and bottom-up techniques (Grabe 2009). The reader can identify words using bottom-up skills by using their

understanding of spelling, sound, sentence structure, and meaning (Nassaji 2014). Reading becomes less fluid and comprehension decreases if a reader cannot identify words fast enough. Additionally important are top-down procedures, which enable the reader to employ tactics, set goals, and draw from previously learned material. There are significant distinctions between reading in print and reading online, even though these fundamental mechanisms are the same for both. Three distinctions are especially noteworthy. First, there is a ton of material available on the Internet. Online readers need to be able to assess a website's usefulness quickly because they have ready access to so many sources. After finding a potentially pertinent item, they need to quickly examine and skim the content to make sure the information is accurate. Online users will waste too much time on articles that end up being unimportant if they try to read every text in detail.

However, much as when reading a print text, it is essential to read it thoroughly after the reader has decided it would be helpful. It takes a lot of flexibility and work to switch between skimming and thorough reading all the time (Coiro 2015). Online readers who lack the necessary skills sometimes scan too much and fail to fully comprehend a document, or they read too thoroughly and take too long. Second, a lot of information on the internet is either released by unreliable sources or is not fact-checked. Online users must therefore be especially skilled at determining a source's reliability. In general, students struggle to identify bias, even if they have heard the "Wikipedia speech" and are aware that information should not be cited if the source is unknown or not an authority in the field. In addition to blogs authored by individuals who are neither specialists nor answerable for their online content, an internet reader looking for oil drilling is likely to come across websites run by the government, oil firms, and environmental nonprofits. Agleton (2015). Finally, according to Cobb (2017), Geva and Ramirez (2015), and Kymes (2008), reading on the internet is typically nonlinear. When reading a paper book, readers usually have a single text in front of them; they start on the first page and proceed to read each page, adhering to the author's prescribed flow of ideas. Online readers, on the other hand, hardly ever have a single text in front of them. Several texts, images, videos, and ads are frequently displayed on a web page, all of which are viewable at once.

Teele says that when we read, our main goal should be to understand what we're reading. The study shows that good readers really pay attention to the words and think about how they can understand the story or information better. Teachers can help students become better readers by teaching them different ways to understand texts. These ways include guessing what might happen next, connecting the story to their own lives, imagining what they read, thinking about what they can figure out, asking questions, and summarizing the main points. To teach these strategies, teachers should name each one, explain how to use it, show students how to do it by thinking out loud, let them practice in groups, practice with a partner, and then let them use the strategies on their own. Also, using things like pictures and

videos can help students pay more attention when they read. These visual aids make it easier for students to understand the text and connect with it, making reading more exciting and quicker.

Reading proficiency is considered as the most essential skill for educational learning and success in schools and lyceums. It is believed that reading proficiently is significantly associated with a person's achievement in his or her personal and professional life (Block & Israel, 2005). This is the reason for which I have decided to do this action research. Usually an action research is carried out in a school setting. According to Corey (1953), the worth of action research is in the variation that happens in our daily routine instead of generalization to a broader audience. It is the reflective process which deals with the practical concerns and is close to the instructors that let them to make a change. The main purpose of an action research is to find out the solutions for real problems faced in schools and search for possible solutions in order to ensure the success of the students. Action research assists instructors in evaluating needs, documenting the steps of inquiry, examining data, and making informed choices that can lead to desired outcomes. An instructor has to follow the following phases in doing action research: Planning Acting Observing Reflecting (McNiff, 1988, p. 22) The result of action research shows that students improve comprehension, when they analyze which strategy they are using and how it assists in bringing meaning to the text.

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