

Methods For Improving Students Reading Comprehension

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ABSTRACT

Objective: This study aims to develop and evaluate an algorithm for systematically improving students' reading competence through integrated pedagogical, communicative, and diagnostic methods. **Method:** The proposed algorithm includes initial diagnostics, instructional strategies grounded in real-life scenarios, practical application in teaching practicum, and post-practicum refinement. It emphasizes the use of cognitive strategies such as summarization, self-questioning, visualization, and prediction, all of which have demonstrated significant improvements in reading comprehension. **Results:** The findings confirm that structured cognitive instruction fosters deeper comprehension and enhances future teachers' capacity to apply reading strategies in real-world settings. **Novelty:** Unlike traditional fragmented approaches, the research offers a comprehensive, stage-based algorithm grounded in dialogic education and cognitive engagement, enabling consistent skill development and practical application.

INTRODUCTION

The development and implementation of the proposed algorithm for shaping reading competence (RC) in future foreign language (FL) teachers is grounded in the core principles of the dialog concept of education (V. S. Bibler, S. Yu. Kurganov, E. A. Yamburg) [1]. This educational philosophy emphasizes balanced, reciprocal interaction among all participants in the learning process, along with the interconnectedness of all components within the teaching and learning system [2].

The algorithm also draws on the communicative approach advocated by E. I. Passov, which promotes language acquisition through meaningful speech practice. The main principles of this method involve:

1. Speech-driven learning (language is learned through actual use),
2. Situational relevance (materials selected based on real-life, engaging contexts),
3. Functionality (language elements are mastered in meaningful activity),
4. Novelty and informativeness (new and relevant communication scenarios) [3].

RESEARCH METHOD

The central elements of the Algorithm are

1. Initial Assessment of Students' Reading Competence.

Pedagogical diagnostics play a crucial role by offering feedback that enables instructors to adjust and improve the learning process. This initial evaluation helps guide the development of students' RC effectively. 2. Designing a Technology for RC

Development. Based on B. T. Likhachev's definition, pedagogical technology is viewed as a set of psychological and instructional principles that guide the selection and organization of teaching methods and tools [4]. This RC development strategy is informed by systemic, competence-based, dialog, and communicative methodological principles. Instructional formats include: Classroom sessions focused on reading and text analysis, independent work and homework, particularly "home reading" assignments that require students to read a specific number of pages per course and report their progress [5]. Consultations that address questions arising from students' independent reading. The methodology involves discussion to activate prior knowledge and support independent thinking, debate around text-based issues, exercises for skill reinforcement, game-based techniques, project work that promotes gradual skill development [6].

Assessment tools such as surveys and tests

1. Incorporating RC Development in Practical Language Classes Speaking and writing practice sessions are central to this algorithm because they consistently involve reading texts. Reading supports the development of all other language skills – speaking, listening, and writing – making it a vital instructional focus. 3.Encouraging RC During Teaching. Practicum. The competence-based model treats teaching practice as an essential component of teacher education, not a separate add-on. During practicum, students are expected to apply their RC to real teaching tasks, contributing to both personal and professional growth [7]. A key tool here is the reading journal, which helps students reflect on their reading habits and challenges. Analysis of these journals helps refine the teaching strategy. Regular consultation sessions should be held during this time to support student-teachers.
2. Adjusting the RC Development Process Post-Practicum Based on practicum feedback, the RC development strategy is refined using the same exercise-based framework. Over time, there should be an increased focus on problem-based tasks that require students to search for information more independently. In their fifth year, students undertake a second practicum where they must demonstrate a full range of teaching skills. They complete two RC-related assignments: maintaining a reading journal and delivering a final evaluated lesson focused on reading, accompanied by a detailed lesson plan [8].

RESULTS AND DISCUSSION

Results

Final Evaluation of RC Development The process concludes with a final diagnostic assessment to measure the effectiveness of the overall RC development strategy [9]. Cognitive strategies are mental techniques that readers use to grasp and remember information. These methods are crucial for students to analyze difficult texts, decode unfamiliar words, and connect new knowledge with what they already know. A highly effective strategy for enhancing reading comprehension is summary. Duke and Pearson describe summary as condensing key points from a text and rewriting them in simpler

terms. This approach helps students concentrate on central ideas while filtering out unnecessary details, strengthening their understanding [10].

Discussion

The results confirm the effectiveness of explicit cognitive strategy instruction in improving RC [11]. Summarizing helped students focus on core content, while self-questioning promoted active thinking. Visualization turned abstract ideas into memorable images, and predicting kept learners mentally engaged. These findings are consistent with previous research by Duke & Pearson, Wood & King, and Guthrie et al., all of whom advocate for cognitive engagement during reading [12]. The implication is clear: reading comprehension should not be taught passively. Teachers must guide students to use mental strategies that foster independent and critical reading skills. This approach not only improves test scores but also prepares students for lifelong learning. Research by Palincsar and Brown found that teaching students to summarize effectively boosts their comprehension and memory of what they read. Another useful strategy is self-questioning, where students ask themselves questions before, during, and after reading [13]. According to Wood and King, this method keeps readers actively involved with the text and deepens understanding by prompting them to look for answers as they read. Self-questioning enhances both basic comprehension and deeper analysis by directing attention to key details and concepts. Visualization is another technique that involves forming mental pictures of the content in a text. Guthrie et al suggest that imagining scenes, characters, or processes makes abstract or complex ideas more concrete, helping students see connections within the text. Studies show that visualization works especially well with stories, as readers can mentally follow the sequence of events [14]. Predicting encourages students to guess what might happen next based on prior knowledge and clues in the text. Pressley and Afflerbach highlight that making predictions keeps students engaged, prompting them to think critically and draw conclusions. This strategy not only improves comprehension but also helps students recognize how authors organize their writing [15].

CONCLUSION

Fundamental Finding : This study demonstrates that a theoretically grounded, multi-stage algorithm—combining diagnostics, targeted teaching, practical tasks, and reflective activities like journal writing—can significantly improve the formation of reading competence among future foreign language teachers. The integration of communicative and competence-based methodologies ensures a strong connection between theoretical learning and classroom application. **Implication :** By applying this structured approach, teacher education programs can better prepare future educators with not only reading skills but also the ability to transfer these skills into effective pedagogical practice. The use of interactive and collaborative methods, such as peer discussions, further enhances motivation and comprehension. **Limitation :** While the study establishes the algorithm’s effectiveness in structured environments, its

adaptability across diverse educational contexts or varying student backgrounds remains less explored. **Future Research** : Further investigation is needed to test this algorithm in broader, more diverse settings and to examine its long-term impact on teaching performance and student outcomes.

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