

PERFECT READING LESSON

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Annotatsiya: Ushbu maqola mukammal o'qish darsini tashkil etishning nazariy va amaliy jihatlarini tahlil qiladi. Maqolada pre-o'qish, o'qish jarayonida va post-o'qish bosqichlarida qo'llaniladigan samarali strategiyalar, o'quvchilarning matnni tushunish qobiliyati va ishtirokini oshirish usullari ko'rib chiqiladi. Shuningdek, maqolada farqlash, o'zaro muloqot va shakllantiruvchi baholashning o'qish darslaridagi ahamiyati ta'kidlangan. Tadqiqot natijalari mukammal o'qish darsi orqali o'quvchilarning o'qish mahorati, motivatsiyasi va o'ziga bo'lgan ishonchi sezilarli darajada oshishini ko'rsatadi.

Kalit so'zlar: Mukammal o'qish darsi, o'qishni tushunish, pre-o'qish strategiyalari, o'qish jarayonidagi strategiyalar, post-o'qish faoliyatlari, farqlash, o'zaro muloqot, shakllantiruvchi baholash, o'qish tezligi, o'quvchi ishtiroki.

Abstract

This article analyzes the theoretical and practical aspects of designing a perfect reading lesson. It examines effective strategies used during pre-reading, while-reading, and post-reading stages, as well as methods to enhance students' comprehension and engagement. The importance of differentiation, interaction, and formative assessment in reading instruction is also emphasized. The findings indicate that a well-structured reading lesson significantly improves students' reading skills, motivation, and self-confidence.

Key words: Perfect reading lesson, reading comprehension, pre-reading strategies, while-reading strategies, post-reading activities, differentiation, interaction, formative assessment, reading fluency, learner engagement.

INTRODUCTION

An excellent reading lesson is a well-planned educational encounter that fosters students' reading proficiency, reading confidence, and ability to read independently. Reading instruction in today's English language classrooms is an interactive and goal-oriented activity that goes beyond word decoding on a page. Students actively participate with texts, create meaning, and use newly acquired skills to comprehend different types of written content. A good reading lesson strikes a balance between motivation, clear goals, and engaging activities that let students study language on various levels. Prior preparation is essential for a successful reading session. The purpose of this stage is to awaken students' prior knowledge and get them ready for the text in terms of their emotions and cognition. Teachers may introduce important vocabulary, discuss a picture or brief film related to the reading, pose prediction questions, or invite students to share personal experiences related to the subject. Activities like these encourage pupils to approach reading with curiosity and self-assurance. The procedure is less

stressful and more enjoyable when pupils have a motive to read and a fundamental grasp of what to anticipate.

The lesson concentrates on leading students through the text in a systematic but adaptable manner during the while-reading phase. The instructor chooses activities that promote understanding without interfering with the pace of reading. These may include highlighting key details, determining the central concept, skimming for overall meaning, or searching for specific information. Higher-level skills like identifying the author's intent, analyzing tone, or drawing conclusions can also be taught gradually, depending on the learners' skill level. In a great reading lesson, the instructor strikes a balance between providing support and fostering student autonomy; students should feel both directed and accountable for developing their own comprehension.

In a good reading class, interaction is key. Students gain a deeper understanding and become more self-assured readers when they talk about the text with their classmates, share interpretations, and argue their opinions. Students are encouraged to express their opinions, ask questions, and discuss the meaning via group and pair work. By creating cooperative activities based on the text, such as jigsaw reading, information gap exercises, or role-playing, teachers may encourage these encounters. With these strategies, reading becomes a communicative exercise that improves language and cognitive abilities rather than a solitary one.

A great reading lesson's post-reading phase goes beyond comprehension of the text. Learners consider what they have read here, highlight the main points, and relate the material to larger themes or real-world events. Students may use their comprehension skills and express themselves in meaningful ways through creative activities like creating a diary entry from a character's point of view, creating a poster, or presenting an opinion. Additionally, post-reading activities encourage the integration of writing, speaking, and critical thinking into the reading process, which improves long-term retention. Differentiation is another crucial component of a great reading lesson. Each classroom has students with different skill levels, learning methods, and interests. Effective reading instruction provides several entry points so that every student can interact with the text in a productive way. Teachers may provide visual aids for pupils who benefit from extra support, simplified summaries for students who are having difficulties, or extension questions for students who are more advanced. The teacher makes sure that each pupil feels challenged but supported by meeting them where they are.

In an ideal reading lesson, assessment is ongoing and focused. Teachers evaluate worksheets, analyze written responses, listen to discussions, and monitor student conduct rather than just depending on conventional assessments. Formative evaluations of this kind offer direct information about students' areas for growth and strengths. Feedback is essential in this situation; when given in a clear and positive manner, it enables students to improve their strategies and build better reading practices over time. Last but not least, a perfect reading lesson fosters an atmosphere of encouragement, inquisitiveness, and respect. Students develop as readers as well as critical thinkers when they feel at ease posing questions, expressing doubt, or sharing interpretations. By demonstrating excitement for reading, empathizing with students' difficulties, and acknowledging progress, no matter how modest, the teacher's job is to foster this atmosphere. In short, a great reading lesson is distinguished by careful planning, meaningful engagement, and a sincere desire to assist students in understanding the

importance of reading, rather than by strict rules. It combines preparation, strategy, reflection, creativity, and assistance into a seamless, student-centered experience. Reading transforms into an enjoyable and empowering journey of discovery when these components come together, rather than simply an academic ability.

LITERATURE REVIEW AND METHODOLOGY

For decades, research on reading comprehension, cognitive processing, and second language learning has supported the notion of the ideal reading lesson. According to academics like Anderson, Nation, Grabe, and Day, reading instruction must strike a balance between top-down and bottom-up methods in order for students to learn to decode linguistic forms while also deriving meaning from context. The importance of background knowledge in promoting understanding is emphasized in the literature on schema theory, which suggests that pre-reading exercises are necessary to activate appropriate mental frameworks. Vocabulary preparation is also emphasized in research; according to Nation's lexical threshold hypothesis, pupils must know a specific number of the words in a text in order to fully grasp it, which shows the necessity of pre-teaching vocabulary selectively. The elements of an ideal reading lesson may also be better understood through communicative language instruction theories. According to interactionist viewpoints, meaningful interaction improves comprehension and language learning; hence, pair and group work within reading assignments promotes greater interaction with the text. Day and Bamford's thorough reading studies demonstrate that when reading is an enjoyable and self-directed endeavor, students' reading fluency, enthusiasm, and general language abilities improve. In the meanwhile, scaffolding is supported as an effective teaching method by Vygotsky's sociocultural theory, which emphasizes the importance of teacher support within the learner's zone of proximal development. Additionally, literature suggests that evaluation should be included into the reading process, with an emphasis on formative evaluation rather than summative testing, in order to offer ongoing support and feedback.

The approach to creating a flawless reading lesson is based on a well-defined, methodical instructional framework that offers room for customization based on the demands of the students. Drawing from both qualitative classroom observations and theoretical analysis, this research uses a descriptive and teaching approach. Choosing a suitable text that matches students' skill levels, interests, and educational objectives is the first step in the strategy. The three-stage reading model—pre-reading, during-reading, and post-reading activities—is the focus of the approach. Every step is intended to improve a particular component of comprehension. Activating prior knowledge, forecasting content, and clarifying important vocabulary are all examples of pre-reading techniques. Strategies for reading include guided activities like skimming, scanning, identifying key concepts, drawing conclusions, and annotating the text. Summarizing, reflecting, and putting the material into practice through conversations or creative projects are all examples of post-reading techniques.

The approach also uses differentiation principles to account for varying skill levels and learning preferences. All pupils can participate meaningfully thanks to tools like visual aids, simplified texts, comprehension scaffolds, and extension assignments. The lesson places a strong emphasis on classroom interaction, with the teacher acting as both a facilitator and a guide. Formative assessment techniques, such as observation, inquiry, and analysis of students' answers, are used to determine understanding and guide instructional choices. In general, the

literature review and approach work together to offer a solid basis for comprehending the elements of a great reading session. They emphasize the significance of organized but flexible instruction, student involvement, cognitive support, and ongoing evaluation, ultimately demonstrating that a good reading lesson is both theoretically sound and practically focused.

RESULTS

When the concepts of a great reading lesson are applied, there are noticeable advancements in students' reading confidence, comprehension abilities, and degree of participation. Students showed improved readiness to engage with the text when pre-reading activities were done regularly. As a result of being able to better utilize prior knowledge and anticipate content with higher precision, they experienced a more seamless transition into the primary reading activities. Students who engaged in vocabulary preparation activities had greater success decoding difficult text and needed less support throughout the reading process. The theoretical assertion that lexical familiarity is essential to comprehension was supported by this. Students were able to concentrate on important information without getting bogged down by details by using structured activities like skimming and scanning during the while-reading phase. Students improved their ability to recognize main ideas and supporting points, and many showed a significant improvement in their capacity to draw conclusions from textual clues. Activities based on interaction, such as collaborative analysis and pair discussions, promoted greater participation and critical thinking. Giving students the chance to express their ideas aloud and discuss meaning with their classmates helped them become more involved after initially having trouble understanding what they were reading. This backs up the idea that reading is improved by social contact and shared interpretation.

The most significant results were discovered during the post-reading phase. Students' comprehension went beyond rote memorization when they participated in creative and reflective activities. They displayed an aptitude for connecting the material to larger issues, stating their own ideas, and using the information in practical situations. Reflections, summaries, and presentations that were written became more coherent and clearer, demonstrating that a thorough understanding had been achieved. Additionally, pupils said they felt more motivated and self-assured when they were allowed to creatively express their interpretations rather than being constrained by conventional comprehension questions. Additionally, the reading lesson's differentiation proved beneficial. Visual assistance and straightforward explanations helped students with lesser skill levels, as seen by their gradual gains in understanding accuracy. The use of extension tasks and higher-level questions pushed advanced students to engage in more thorough textual analysis. Regardless of where they started, this adaptable strategy ensured that all students achieved progress and success.

During the course, formative assessment showed a noticeable improvement in reading habits. According to teachers, students began to approach new texts more strategically, utilizing context cues, prediction abilities, and structural awareness. The consistent use of guided tasks helped lessen reading anxiety and fostered a more autonomous method of understanding. Teacher feedback, provided throughout the course, aided students in improving their comprehension and fixing misconceptions. Overall, the findings demonstrate that a well-planned reading session, complete with guided practice, meaningful interaction, and thoughtful follow-up, can greatly improve students' reading skills. Students not only increase their

understanding but also gain greater confidence, motivation, and a more upbeat outlook on reading.

Conclusion

In conclusion, the idea of the ideal reading lesson shows that successful reading teaching involves both art and science, necessitating thoughtful preparation, valuable engagement, and adaptable methods. According to the study, a lesson organized around the pre-reading, during-reading, and post-reading phases promotes learner independence, comprehension, and participation. During-reading techniques guide students through text analysis and promote independent meaning-making, while pre-reading tasks engage previous knowledge and get students ready intellectually and emotionally. Tasks after reading enhance comprehension by allowing students to think, apply, and articulate their thoughts in innovative ways. The findings demonstrate that reading instruction must include interaction, collaboration, and differentiation in order to be effective. Differentiated activities make sure that students of all skill levels may participate in meaningful text interaction, while pair and group exercises foster critical thinking, debate, and negotiation of meaning. Learners improve their reading skills and self-assurance in their abilities through ongoing formative assessment and positive feedback. At the end of the day, a great reading lesson does more than just teach pupils how to decipher words; it fosters readers who are driven, planful, and introspective. Such lessons turn reading into a potent and engaging activity by combining the cognitive, social, and creative elements of learning. Teachers who put these ideas into practice not only help students improve their reading abilities, but they also encourage a lifelong love of reading and critical interaction with texts.

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