GENERAL INFORMATION ABOUT TEACHING STRATEGIES

Ahmadjonova Shaxnoza Mahamadjon qizi
Teacher of the Foreign Languages Department
in Tashkent State Technical University

Abstract: The article describes effective strategies for working with students and for achieving good results.

Key words: Diagram, most effective strategies, reading, group work, L2 learners

INTRODUCTION

Remember the adventures that lived and breathed between the pages of a really good book when, as a young reader, you slipped away undiscovered into your own magical world? My favorite works were Charlotte's Web, Arabian Nights, Huckleberry Finn, Arthurian Legends, and, later, the timeless tragedy of William Shakespeare's Hamlet. It is no surprise that many of us who loved such adventures grew up to become today's English teachers and writers. The surprise comes when we discover how many of our own students are struggling readers.

But surprise need not lead to a permanent state of frustration. By scaffolding reading instruction with various strategies, you will improve the reading abilities of most students, and you will begin to hear struggling readers say things like "I remember every part of that story!" The key is to apply reading strategies persistently and imaginatively. Speaking of imagination, let me ask you to indulge for a moment in a bit of guided imagery. Picture a beautiful, majestic cathedral soaring upward. Then visualize restoration experts at work on that architectural wonder, identifying the problems that need correcting and building a scaffold next to the structure so that they can interact with it at different heights. In a similar way, English teachers build a scaffold for struggling readers so that they can interact safely and securely with the text.

Most effective strategies.

Theoretically speaking, if the daily reading curriculum uses research-proven methods, students should develop skills for comprehending the text. But you may be wondering which strategies are the most beneficial. That question was answered in 1997 by a 14-member panel appointed by the National Institute of Child Health and Human Development (NICHD). The results of their research, published under the title Teaching Children to Read (see resources below), revealed that the eight most effective strategies are as follows:

- Comprehension monitoring
- Cooperative learning

- Graphic organizers
- Story structure
- Question answering
- Question generating
- Summarization
- Multiple Strategy

Comprehension monitoring. Reading activities can be divided into three categories, depending on when they take place: pre-reading, reading, and post-reading.

Pre-reading: Collecting and defining vocabulary terms from the text will assist students in understanding words that otherwise may interrupt their reading. It will also help them increase their vocabulary in a meaningful, relevant way. Students can record the terms in a notebook or on flash cards. Another strategy involves having students preview comprehension questions so that they can focus on answering those questions as they read.

Reading: Teachers can guide students' interaction with the text by asking questions about literary elements, having students present oral summaries of the plot, or asking them to collect details or write observations on post-it notes. If students have previewed comprehension questions, they can answer these questions as they read.

Post-reading: Summarizing (see below) is an effective strategy that can take many different forms.

Cooperative learning is a strategy that maximizes student engagement, reduces class tensions, and promotes student learning. Typically, students work in groups of four. If you plan to use cooperative learning frequently in classes, consider arranging your classroom to facilitate learning in small groups.

The following are examples of how students can work cooperatively to learn more about a narrative work of literature:

- Each group uses a plot diagram to locate and summarize a stage of plot development.
- Groups conference briefly with the teacher to ensure their answers are correct.
- Students reassemble into new groups comprising one "expert" from each of the previous groups.
- These new groups pool their expertise to fill out every stage of the plot diagram.
- The session concludes with a class discussion of the novel, short story, play, or narrative poem.

Graphic organizers, which provide a visual map for the reader, can be placed next to the text as learners read in groups or individually, aloud or silently. They are particularly useful in helping readers to understand the structure of a narrative or of an argument. Following are descriptions of three types of organizers.

Comparison/Contrast: These organizers can help students consider the similarities and differences between stories, plots, themes, and characters. An example of such an organizer is a Venn diagram (PDF), which consists of interlocking circles or ellipses. The area common to both circles shows similarities between two items, while the areas unique to each circle show differences between the items.

Hierarchy Diagram: This graphic organizer can assist students who are reading informational texts of all kinds, whether related to language arts or to other content areas. The hierarchy diagram (PDF) offers the opportunity to apply literary terms to the reading, make connections between the parts of a concept, or analyze the author's craft. For example, consider placing characterization at the top of the graphic organizer as the overarching concept. The next level of this graphic organizer can then be assigned to characters, and the last level can deal with methods of characterization, including the use of dialogue, author description, and action.

Matrix Diagram: This organizer is effective in representing comparisons and contrasts. For

example, students can use the matrix diagram (PDF) to compare and contrast the styles of various authors by entering key elements of style at the top and then filling in the lower cells with the similar or different approaches of the authors they are considering.

The typical approach to question answering is to answer comprehension questions upon completion of the selection, but questions can be a part of a reading lesson at many points. As mentioned before, previewing questions can help students focus their reading. In addition, story stems that prompt students to complete a question can organize a cooperative learning experience as students read. Partners can take turns using story stems to quiz one another on the reading.

Following are examples of typical story stems:

Explain why….

Explain how….

How does…affect…?

What is the meaning of…?

Why is …important?

What is the difference between … and…?

CONCLUSION

The hypothesis tested in this study was that extraverted L2 learners would outperform introverts in fluency. Lexical and grammatical accuracy were hypothesized to be lower for extraverts. At the end of the research it has been partially proven Rossier's theory that "people owning extraverted personality are tend to be fluent in communication aspect of L2" since it was identified some mistakes in terms of grammar during the whole observation and study also led to the agreement with the view of Ellis (1994) that "extroverted learners will do better in acquiring basic interpersonal communication skills" while "introverted learners will do better at developing cognitive academic language ability"(p. 520).

From my own perspective, it could be inclined that it should be taken into consideration the age of the participant. Since the participant is young enough to be fluent, possibly, the same study might show different results. During the process of research design different ideas ran through my mind to conduct the case study. However, I chose the way that could do. Through deep investigation, I have found out that one of the final observation types of activities are Direct Communication with a native speaker or Online Communication since they might have a greater contribution to evaluate the student's process and progress after series of lessons. Till the end of the process of my case study, I kept this idea to implement in my study. However, I could not find an opportunity to find neither native speaker nor online friend to ask a favor. So, I would suggest examining this procedure for those who had in mind to investigate this topic in the future.

REFERENCES

1. Beebe, L (1983). Ris-taking and the language learner. In K. Seliger & Long (eds.).

2. *Classroom oriented research in Second language Acqiusition,* Rowley, MA: Newbury House, pp.39-66.

3. Chen, Y. Jiang, Y. and Mu, Z. (2015), A survey study: *The Correlation between Introversion/Extroversion and Oral Learning Outcome,*

4. Journal of Language Teaching and Research, Vol.6, pp.581-587.

5. Cook, V. (2002). *Second language learning and language teaching (4ᵗʰ edn.),* Hodder Education a Hachette UK Company.