

STRATEGIES FOR AVOIDING COMMON READING MISTAKES

Uzakova Aru Erejebay Qizi

University Of Innovation Texnology, Student of the faculty of philology

Annotation: *This article highlights the essential role of language as the foundation of human communication and focuses on reading comprehension as a fundamental language skill. It emphasizes the critical importance of primary education, particularly for 5th-grade students, in developing foundational reading skills including phonics, morphology, and sentence construction. Furthermore, the paper discusses how reading comprehension expands students' vocabulary, cognitive prospects, and critical thinking abilities. Finally, it underlines the significance of English language teaching in primary curricula and the decisive role of teachers in fostering learners' overall academic and linguistic competency.*

Аннотация: *В данной статье рассматривается ключевая роль языка как основы человеческого общения и акцентируется внимание на чтении как фундаментальном языковом навыке. Особый акцент сделан на важности начального образования, в частности для учащихся 5-х классов, в процессе формирования базовых навыков чтения, включая фонетику, морфологию и построение предложений. Кроме того, подчеркивается, что понимание прочитанного расширяет словарный запас, кругозор и критическое мышление учащихся. В заключение отмечается значимость преподавания английского языка в начальной школе и определяющая роль учителя в развитии языковой компетенции учащихся.*

Izoh: Ushbu maqola tilning inson muloqotidagi asosiy o‘rni va mutolaa tushunchasining (reading comprehension) til ko‘nikmalarini rivojlantirishdagi poydevoriy rolini yoritib beradi. Maqolada boshlang‘ich ta’limda, xususan 5-sinf o‘quvchilarida fonetika, morfologiya va matnni tushunish kabi bazaviy ko‘nikmalarni shakllantirishning ahamiyati ta’kidlanadi. Shuningdek, o‘qib tushunish ko‘nikmasi o‘quvchilarning lug‘at boyligini oshirishi, dunyoqarashini kengaytirishi va tanqidiy fikrlashini rivojlantirishi ko‘rsatib o‘tilgan. Yakunda boshlang‘ich maktab dasturida ingliz tili fanining o‘rni va o‘qituvchining o‘quvchi bilimini oshirishdagi hal qiluvchi rolga alohida e’tibor qaratiladi.

Keywords: *Reading comprehension, primary education, language skills, English language teaching, vocabulary development.*

Ключевые слова: *Понимание прочитанного, начальное образование, языковые навыки, обучение английскому языку, развитие словарного запаса.*

Kalit so‘zlar: *O‘qib tushunish, boshlang‘ich ta’lim, til ko‘nikmalari, ingliz tilini o‘qitish, lug‘at boyligini oshirish.*

Language is the foundation of communication. It reflects the state of mind, acknowledged insight, understanding, and longings of the entire mankind. It is a distinguishing characteristic of Adam's sons and Eve's daughters, among all the living beings of the Creator of the Universe. Language has diverse facets and all these facets are significant. Reading is one of the facets of language which has a dominant position and delivers the foundation for the development of language skills in children. It is therefore indispensable, to prepare the upcoming generation with reading competency [1]. At the primary level learners are delivered very rudimentary language in the shape of phonemes, phonetics, phonics, word identifications, morphology, sentence construction, and reading comprehension. All these facets of reading are desired to be taught at the primary level. Investigators showed agreement that the age of primary school children of 5th-grade students is the most significant in the kid's life as a kid can learn more words and expertise in operational communication at this age [2]. Reading comprehension is the understanding of a text or a part of the text. It is the construction, modification, and questioning of the materials in a unified method. Reading comprehension broadens the conceptual prospect of students. It disseminates the learner with fresh words and concepts that not only improve their vocabulary but enhance the learners' interest in reading. It also develops students' understanding of power. Apart from that, it assists individuals to assimilate their prior knowledge with the new concept and to form a new view of knowledge [3]. English is an important subject in our primary schools' curriculum, which ponder on the language development ability of students and is very crucial for the understanding of different subject material such as sciences and social studies. The role of an English teacher is very significant. He/she is the gateway for the increase of learners' knowledge of the English language. His competency in teaching the English language is crucial in preparing him/her for his due role which is teaching English. Consequently, it is authoritative that he should have a thorough command of the English language. He should possess high-quality English pronunciation, a rich vocabulary, and knowledge of reading strategies. He must have the basic knowledge of Educational Psychology, instruction of reading strategies, teaching methodologies, and teaching models. He must keep bound with up-to-date developments (research studies) in the teaching of the English language [4]. Many people blame their memory, but the real culprit is poor reading habits. Reading is a skill, and like any skill, it can be optimized. By identifying and eliminating the most common reading mistakes, you can drastically increase your reading speed and comprehension. Here is how to do it.

Stop Whispering in Your Head (Subvocalization): What Is Subvocalization?

Right now, as you read these words, there’s likely a voice in your head pronouncing them. This internal speech — sometimes called inner voice reading or silent reading voice — is subvocalization. It’s one of the most universal and least understood aspects of the reading experience. When you subvocalize, your brain activates the same speech-processing regions it uses when you speak aloud, just at a much lower intensity. In fact, sensitive instruments can detect tiny electrical signals in your throat and tongue muscles during silent reading — the ghost of actual speech, suppressed but present [5]. Subvocalization is the habit of pronouncing each word in your mind as you read it. While this helps children learn to read, it severely limits adults. Because you can only speak at about 150–250 words per minute, subvocalization caps your reading speed at your talking speed. The Strategy: Train your eyes to skip directly to the meaning of the words without "saying" them. Try using a pointer (like your finger or a pen) to guide your eyes smoothly across the line. This forces your brain to process words visually rather than auditorily.

Break the Habit of Looking Back (Regression):

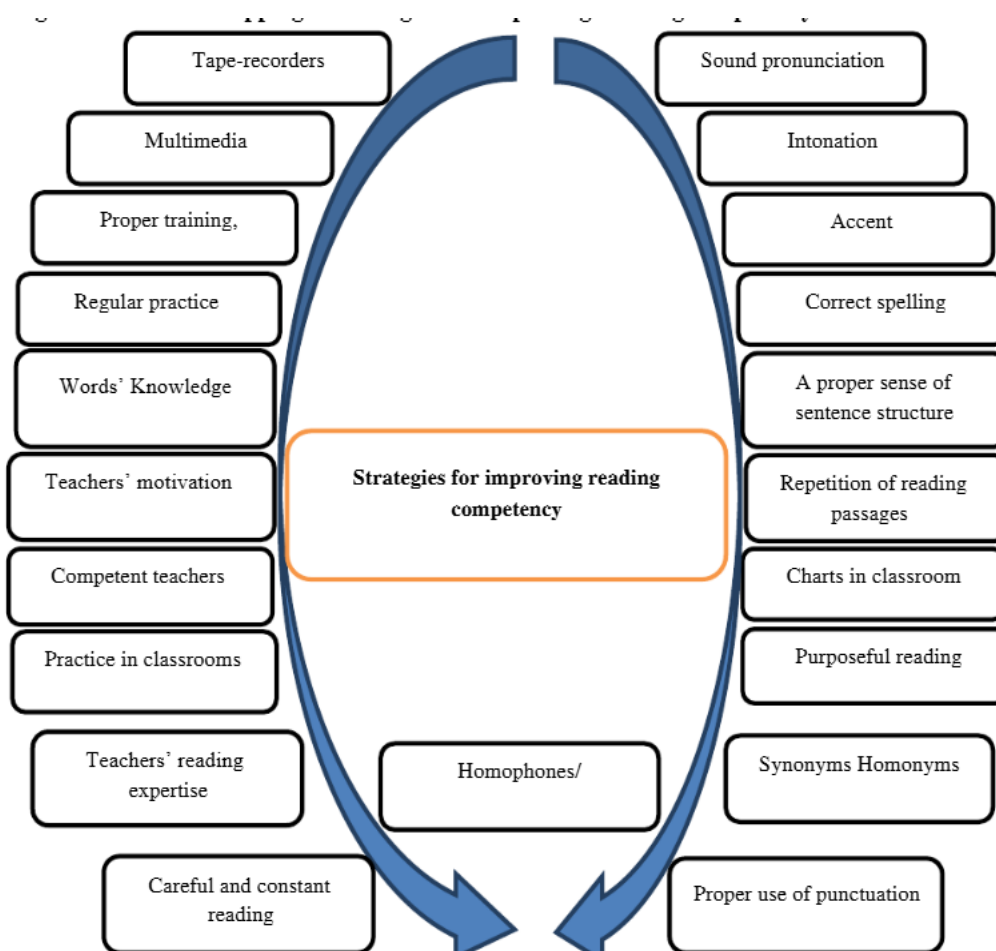
Reduce unnecessary rereading without losing comprehension

1 What is regression?  ● Eyes move backwards to text already read ● Small amounts are normal ● The problem is automatic rereading by habit	2 Quick answer  → Keep your eyes moving forward — Use a pacer ⏸ Pause at the end of paragraphs 🎯 Read with a clear purpose ✓ Check comprehension after each section	3 The key idea  ● Do not ban rereading completely ● Useful rereading is intentional ● Reduce automatic backward movement
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You can stop regression while reading by keeping your eyes moving forward, using a pacer, pausing at the end of paragraphs, reading with a clear purpose, and checking comprehension after each section. Instead of jumping back mid-sentence, finish the paragraph first and then decide whether rereading is actually needed. Useful rereading is part of careful reading. The aim is to reduce automatic rereading that happens because of distraction, doubt, or poor reading flow [6].

Move from Passive to Active Reading: Passive reading is when your eyes glide over the text while your mind wanders to what you want for dinner. If you aren't engaging with the material, your brain treats it as background noise and fails to store it. The Strategy: Turn reading into a conversation. Highlighting isn't enough. Write brief summaries in the margins, ask questions (e.g., "Why did the author make this point?"), and try to predict what the next section will discuss.

Figure 1 Thematic mapping of Strategies for Improving Reading competency Word Trees



Turning reading into punishment: "If you don't read, you won't go for a walk", "First read a page, then cartoons". Such phrases associate a book with restriction of freedom. The result: the child doesn't want to read even his favorite stories. Reading should be a pleasure, not a condition for getting joy. Create an evening ritual of reading together. When a child sees that parents enjoy reading themselves, they copy this behavior naturally.

Choosing inappropriate books: What happens if you make a first grader read a long adult novel with lots of obscure words? It's a sure way to give up reading. Choose your books age-appropriate and his preferences. Only in this way will the child become genuinely interested in reading.

Criticize every mistake: Constant corrections create a fear of making mistakes. The child freezes, begins to spell with pauses. Rule of thumb: correct no more than 1-2 times per page, and only if the error distorts the meaning. It is better after reading gently: "Let's read this word again - it's difficult, but you can do it". Support is more important than perfect technique at the beginning [7].

In conclusion, reading competency serves as the cornerstone of overall language acquisition, cognitive development, and academic success. While primary education builds essential foundational skills-such as phonics, morphology, and reading comprehension-both learners and educators face challenges rooted in ineffective reading habits and instructional approaches. On one hand, adult learners and students must actively overcome cognitive barriers such as subvocalization, regression, and passive engagement by adopting targeted visual and active reading strategies. On the other hand, supporting young readers requires a supportive environment free from punitive measures, overly complex materials, and excessive criticism, thereby fostering a natural interest in reading. Ultimately, enhancing reading performance is an ongoing process that demands effective teaching strategies from instructors and intentional, active habits from readers.

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