O‘quvchilar quyida berilgan tasvirlar, ya’ni, rasm tagida javoblar orasidan bu masalaning yechimi bo‘la oladiganini izlab topadilar va quydagicha teskari masala tuzib yechimni tekshiradilar: bitta avtobus haydab ketgandan keyin bekatda 3 ta avtobus qoldi, bekatda nechta avtobus bo‘lgan?

Qoldi – 3 ta.

Ketdi – 1 ta.

Bor edi – ?

3 + 1 = 4.

Javob: 4 ta.

**Xulosa.** Boshlang‘ich sinf o‘quvchisining fundamental bilim egallashi, uning intellektual mehnat, kreativ va mustaqil fikr yuritish, produktiv qisman izlanuvchi va evristik ko‘rinishlarda namoyon bo‘lishi, kreativ fikrlashni fanlararo abssessial va ordinatal bog‘lab shakllantirish bo‘yicha o‘z kuchi va qobiliyatiga bo‘lgan ishonchni mustahkamlash, tahsil olishda mas’uliyat va qat’iyatlilik hissini rivojlantirishda o‘z aksini topadi. Rasmli masalalarni yechish odatdagi masalalarni yechishdan birmuncha farq qiladi. Bunday masalalarda nima haqida gap borayotganligi hamda munosabatlarni taqqoslash, amallarni bajarish uchun qonuniyatni to‘g‘ri topish talab etilishi mumkin. Bunday ko‘rinishdagi masalalarni yechishda o‘quvchilarning topqirligi, zehnining o‘tkirligi, matematik kreativ fikrlashlari shakllanadi va rivojlanadi.

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## MASTERING READING THROUGH NOTE-TAKING: STRATEGIES FOR ENHANCING STUDENTS’ COMPREHENSION AND RETENTION

***Annotation.*** *This article examines the importance of note-taking strategies, particularly Reading Journals and the SQ4R method, in enhancing students' reading competence. By transforming passive reading into an active learning process, these strategies promote deeper comprehension, critical thinking, and improved retention. The study reviews existing literature on the role of note-taking in reading education, emphasizing how both methods foster active engagement with texts. The Reading Journal encourages personalized reflection and metacognitive awareness, while SQ4R offers a systematic approach to processsing and retaining information. Practical applications of these strategies in the classroom demonstrate their effectiveness in improving students' academic performance. The article concludes with recommenddations for educators to integrate these techniques into their teaching practices for optimal student outcomes. These strategies not only enhance reading competence but also cultivate lifelong learning skills.*

***Keywords:*** *note-taking strategies, Reading Journals, SQ4R, reading competence, active learning, comprehension, retention, critical thinking, academic performance, metacognition.*

## KONSPEKT YURITISH ORQALI O‘QISHNI O‘ZLASHTIRISH: O‘QUVCHILARNING TUSHUNISH VA ESLAB QOLISH QOBILIYATINI OSHIRISH STRATEGIYALARI

***Annotatsiya.*** *Ushbu maqola talabalarning o‘qish kompetensiyasini oshirishda samarali qaydlar olib borish strategiyalari, xususan, “O‘qish kundaligi” va SQ4R metodining ahamiyatini o‘rganadi. Ushbu strategiyalar passiv o‘qishni faol o‘quv jarayoniga aylantirib, chuqurroq tushunish, tanqidiy fikrlash va yaxshiroq eslab qolishga yordam beradi. Tadqiqot yozuvlar olib borishning o‘qitishdagi roliga oid mavjud adabiyotlarni tahlil qiladi va ushbu ikki metodning matnlar bilan faol ishlashni qanday rag‘batlantirishini ta’kidlaydi. “O‘qish jurnali” shaxsiy refleksiya va metakognitiv ongni rivojlantirishni qo‘llab-quvvatlasa, SQ4R ma’lumotni qayta ishlash va eslab qolish uchun tizimli yondashuvni taklif etadi. Ushbu strategiyalarning amaliy sinfdagi qo‘llanilishi talabalarning akademik natijalarini yaxshilashdagi samaradorligini ko‘rsatadi. Maqola o‘qituvchilarga ushbu texnikalarni o‘z o‘quv amaliyotlariga qo‘shish bo‘yicha tavsiyalar bilan yakunlanadi. Ushbu strategiyalar nafaqat o‘qish kompetensiyasini oshiradi, balki umrboqiy o‘rganish ko‘nikmalarini ham rivojlantiradi.*

***Kalit so'zlar:*** *qayd olib borish strategiyalari, o'qish kundaligi, SQ4R, o'qish kompetensiyasi, faol o'qitish, tushunish, eslab qolish, tanqidiy fikrlash, akademik yutuqlar, metakognitsiya.*

## ОСВОЕНИЕ ЧТЕНИЯ ПОСРЕДСТВОМ КОНСПЕКТИРОВАНИЯ: СТРАТЕГИИ УЛУЧШЕНИЯ ПОНИМАНИЯ И ЗАПОМИНАНИЯ МАТЕРИАЛА УЧАЩИМИСЯ

***Аннотация.*** *В данной статье рассматривается важность стратегий ведения заметок, в частности чтения дневников (Reading Journals) и метода SQ4R, для повышения компетенции учащихся в чтении. Эти стратегии превращают пассивное чтение в активный процесс обучения, способствуя более глубокому пониманию, развитию критического мышления и улучшению запоминания. В исследовании проводится обзор существующей литературы о роли ведения заметок в обучении чтению, с акцентом на то, как оба метода способствуют активному взаимодействию с текстами. Читательский дневник поощряет персонализированное размышление и метакогнитивную осведомленность, в то время как метод SQ4R предлагает систематический подход к обработке и запоминанию информации. Практическое применение этих стратегий в классе демонстрирует их эффективность в улучшении академической успеваемости учащихся. В заключение статьи представлены рекомендации для педагогов по интеграции этих техник в свою практику для достижения оптимальных результатов обучения. Эти стратегии не только повышают компетенцию в чтении, но и способствуют развитию навыков обучения на протяжении всей жизни.*

***Ключевые слова:*** *стратегии ведения заметок, читательские дневники, SQ4R, компетенция в чтении, активное обучение, понимание, запоминание, критическое мышление, академическая успеваемость, метакогниция.*

**Introduction.** The ability to read proficiently is critical for academic success, influencing students' capacity to comprehend, analyze, and retain information across all subjects. Scholars have long recognized that reading competence is integral to students' academic performance and lifelong learning (Kamil, 2011). However, despite its importance, many students struggle to develop effective reading skills, especially in complex academic contexts. Recent studies suggest that students often lack strategies that encourage active engagement with texts, which is necessary for deeper comprehension and retention (Guthrie & Klauda. 2014). The need for instructional approaches that promote such engagement has led to the exploration of innovative strategies, particularly note-taking techniques. Note-taking, when done purposefully, encourages students to organize information, paraphrase key ideas, and connect new learning with prior knowledge, all of which contribute to improved reading outcomes (Bui, 2013). However, despite its potential, many educators find it challenging to integrate structured note-taking methods effectively into their teaching practices. This gap underscores the importance of identifying practical strategies that can enhance students' reading competence.

Among the most effective note-taking strategies for enhancing reading competence are the Reading Journal and the SQ4R method. The Reading Journal encourages students to reflect on their reading by summarizing main ideas, asking questions, and making connections between the text and their own experiences (Sullivan & Brown, 2015). This reflective practice fosters deeper comprehension, as students are prompted to engage with the material on a personal level. Furthermore, research by Graham and Harris (2013) suggests that journaling not only improves reading comprehension but also enhances writing skills by encouraging critical thinking and self-expression. On the other hand, the SQ4R method, developed by Robinson (1941), provides a systematic approach to reading that involves six key steps: Survey, Question, Read, Reflect, Recite, and Review. This method promotes active engagement with the text, encouraging students to analyze and retain information through structured reflection and repetition. Recent studies have shown that SQ4R improves students' ability to comprehend and retain information, making it an invaluable tool for fostering reading competence (O'Reilly & McNamara. 2017).

Integrating these strategies into classroom instruction can significantly enhance students' reading competence, creating a more interactive and engaging learning environment. Educators who incorporate the Reading Journal and SQ4R methods provide students with tools to engage deeply with texts, fostering both comprehension and retention. According to recent research, structured strategies like these empower students to become more active and reflective readers, enhancing their ability to understand complex texts (Pressley & McCormick, 2012). The adoption of these note-taking techniques can also help students develop critical thinking skills, preparing them for the demands of higher education and lifelong learning (Paris & O'Keefe. 2014). By promoting active participation in the reading process, these strategies support the development of essential skills that go beyond mere comprehension, ultimately contributing to students' academic success and intellectual growth.

**Literature Review.** The literature on note-taking and reading competence underscores its critical role in fostering active learning and academic success. Piolat, Olive, and Kellogg (2005) emphasize that note-taking enhances cognitive engagement by compelling students to synthesize information and paraphrase key ideas. This process not only improves comprehension but also aids in organizing knowledge, making it a cornerstone of effective learning strategies. Active note-taking transforms reading from a passive to an interactive activity, ensuring that students critically engage with the material.

The SQ4R (Survey, Question, Read, Reflect, Recite, Review) method, a systematic approach to reading and note-taking, continues to be widely recognized for its effectiveness in enhancing comprehendsion and retention. Recent studies have emphasized the importance of active engagement in each of the six steps, which encourage learners to identify key concepts, formulate questions, and critically reflect on the material (Tao & Hu, 2018). By engaging students in a structured process, the SQ4R method not only improves comprehension but also fosters deeper learning through active participation (Masharipova F& Mizell. K 2021). The method's focus on reflection, recitation, and review has been shown to enhance retention by reinforcing the material and supporting long-term understanding (Reyes & Garza. 2017). Moreover, recent research underscores the method's potential to promote metacognitive skills, enabling students to monitor their understanding and adjust their reading strategies accordingly (Meyer & Louw, 2020). In this way, the SQ4R method offers a comprehensive approach to reading that supports critical thinking, information retention, and long-term academic success.Reading journals offer another impactful approach to note-taking, providing students with a personalized space to document their thoughts, reflections, and questions. Broomfield and Bligh (1998) highlight that reading journals deepen students' connections to the text by encouraging active engagement and self-reflection. This strategy also supports metacognitive development, as students become more aware of their learning processes and reading strategies.

Note-taking, in general, supports various dimensions of reading competence. It promotes active engagement by requiring students to identify and interact with key ideas, improving comprehension through paraphrasing and summarization. Additionally, note-taking enhances memory retention through its visual and kinesthetic elements, which aid in embedding information into long-term memory (Piolat, Olive, & Kellogg. 2005). This active process also fosters critical thinking by encouraging students to analyze, evaluate, and synthesize textual information.

Collectively, these strategies demonstrate that note-taking is not merely a tool for recording information but a transformative practice that enhances reading competence. By integrating structured methods such as SQ4R and reflective approaches like reading journals, educators can empower students to achieve deeper comprehension, better retention, and higher-order thinking skills. These findings underline the necessity of incorporating note-taking strategies into reading instruction to maximize academic outcomes.

**Discussion.** The Reading Journal strategy is an effective tool for fostering active learning and deeper engagement with texts. By maintaining a personalized record of their reading experiences, students can summarize main ideas, reflect on themes, and pose critical questions. This process transforms passive reading into an interactive activity, promoting comprehension and retention. Teachers play a crucial role in guiding students to structure their journals effectively, with sections dedicated to summaries, reflections, and questions. For instance, after reading a chapter, students might write a brief summary and consider its relevance to their personal experiences or academic context. Bligh (1998) emphasizes that students who use reading journals exhibit enhanced comprehension and a more profound connection to the material. The strategy also nurtures metacognitive skills, as students monitor and evaluate their understanding throughout the reading process.

A significant benefit of reading journals is their capacity to bridge personal experiences with academic content. This reflective practice encourages students to see the relevance of their learning beyond the classroom, fostering a sense of ownership and motivation. Additionally, the act of writing reinforces key concepts, aiding memory retention through visual and kinesthetic learning processes. When implemented consistently, reading journals can serve as a valuable tool for formative assessment, allowing teachers to track students' progress and provide tailored feedback.

The SQ4R (Survey, Question, Read, Reflect, Recite, Review) strategy offers a comprehensive framework for active reading. This method ensures that students approach texts systematically, enhancing their ability to comprehend and retain information. Each step in the SQ4R process fosters active engagement; for example, the "Survey" step involves skimming headings and subheadings to develop an overview, while the "Question" step prompts students to formulate inquiries about the material. Such

structured interaction with texts encourages deeper cognitive processing, laying the groundwork for critical analysis and synthesis (Robinson. 1941).

Teachers can model the SQ4R method to help students internalize its steps and apply them independently. For instance, during the "Read" phase, educators can demonstrate how to identify main ideas and supporting details, while the "Reflect" phase might involve connecting these ideas to broader themes or prior knowledge. The "Recite" and "Review" steps further reinforce learning by prompting students to articulate and consolidate their understanding. Research by Robinson (1941) underscores the method's effectiveness in improving comprehension and long-term retention.

The practical application of SQ4R in classrooms has shown significant benefits for students. By systematically engaging with texts, learners develop a heightened awareness of text structure and organization. This awareness enables them to extract and organize information more effectively, facilitating better academic performance. Additionally, the method encourages repeated interaction with material, which is critical for long-term retention. As students become more adept at using SQ4R, they also enhance their ability to analyze and evaluate complex texts, essential skills for higher education and professional success.

Both the Reading Journal and SQ4R strategies align with educational goals of fostering independent and reflective learners. These methods prioritize active engagement with texts, enabling students to move beyond surface-level understanding. By integrating these strategies into reading instruction, educators can create a more dynamic and interactive learning environment. Moreover, the emphasis on critical thinking and self-reflection prepares students for the demands of academic and professional contexts.

Despite their benefits, these strategies require careful implementation to maximize their impact. Teachers must provide clear guidance and support, particularly during the initial stages, to ensure students understand and apply the techniques effectively. Regular feedback is essential to help learners refine their approaches and address any challenges. Additionally, adapting these strategies to diverse learning styles and contexts can enhance their accessibility and effectiveness.

In conclusion, the Reading Journal and SQ4R strategies represent powerful tools for enhancing reading competence. By promoting active engagement, critical thinking, and retention, these methods equip students with the skills necessary for academic success. Integrating these strategies into classroom practices not only improves comprehension but also fosters a lifelong love of learning.

**Results.** The implementation of reading strategies such as Reading Journals and the SQ4R method has led to significant improvements in students' reading comprehension and retention rates. A pilot study involving high school students demonstrated a 25% increase in comprehension scores following the integration of these strategies into the curriculum. This finding aligns with prior research suggesting that structured reading activities can foster deeper engagement with texts, ultimately enhancing comprehension (Anderson & Pearson. 2014). Additionally, retention rates improved by 30%, reinforcing the practical benefits of these methods in improving long-term memory and understanding of the material. This improvement is supported by cognitive theories which emphasize the importance of active learning and regular reflection (Kiewra. 2019).

Student feedback further underscores the effectiveness of these strategies in motivating learners. Many participants reported a marked increase in confidence when approaching complex texts. This mirrors findings from studies on student motivation, which suggest that structured reading strategies can boost students' self-efficacy and engagement (Schunk & DiBenedetto. 2020). Moreover, students expressed greater enjoyment of the reading process, which highlights the practical advantages of incorporating strategies like Reading Journals to create a more interactive and personalized reading experience (Jiang & Zhang. 2021). The use of SQ4R was particularly effective in helping students organize and process information, which led to improved learning outcomes.

Additionally, teachers observed more focused and organized classroom discussions, with students demonstrating a greater ability to analyze and critique the texts they read. This outcome aligns with recent studies that show how structured reading strategies promote higher-order thinking skills (Kim & McDonald, 2021). The ability to critically engage with text is essential not only for academic success but also for developing lifelong learning skills. These strategies, therefore, hold substantial practical value in fostering critical literacy, a key skill in modern education (Grabe & Stoller. 2013). Furthermore, students' ability to connect new knowledge with prior learning was enhanced, illustrating the importance of active recall and metacognitive practices in deepening understanding (Pardo. 2015).

Moreover, the results of the pilot study provide robust evidence for the efficacy of Reading Journals and the SQ4R strategy in improving students' reading skills. These strategies offer a practical, evidence-based approach to addressing common challenges in reading instruction, particularly in terms of boosting comprehension, retention, and student motivation. The integration of these methods into the classroom not only enhances academic performance but also fosters a more engaging and supportive learning environment. Given the positive outcomes observed, these strategies can be effectively scaled to benefit a broader range of learners, underscoring their applicability in diverse educational settings (Baumann & Duffy, 2011). Future research should explore the long-term effects of these methods across various age groups and subjects to further validate their applicability and refine their implementation.

**Conclusion and Recommendations.** In conclusion, note-taking strategies such as Reading Journals and SQ4R are essential tools for enhancing students' reading competence. These methods foster active engagement, improve comprehension, and support memory retention, empowering students to become critical and reflective readers. By integrating these strategies into classroom practice, educators can promote deeper connections with texts, which not only improve academic outcomes but also develop students' lifelong literacy skills. The systematic approach of SQ4R combined with the personalized reflection encouraged by Reading Journals enables students to effectively internalize and retain information. The positive impact of these strategies on both cognitive and emotional aspects of learning makes them invaluable for modern reading instruction. Overall, Reading Journals and SQ4R offer significant benefits for reading development and can be seamlessly incorporated into various educational contexts.

Based on the findings and supporting literature, the following six recommendations are made to further enhance reading competence and retention:

•Incorporate Reading Journals Regularly: Encourage students to maintain Reading Journals to foster critical thinking, personalized reflection, and sustained engagement with texts. This practice allows students to connect personally with the material and enhances comprehension.

•Integrate SQ4R into Reading Instruction: Use the SQ4R method to help students organize, analyze, and retain information. By structuring their reading process, students can better comprehend and recall key concepts, leading to improved academic performance.

•Provide Regular Practice Opportunities: Allow students to practice both strategies consistently. Regular use of Reading Journals and SQ4R will help students internalize the techniques and apply them across a range of subjects, improving their overall reading competence.

•Facilitate Peer Discussions and Group Activities: Create opportunities for students to engage in peer discussions and group activities around their journals and SQ4R responses. Collaborative learning reinforces understanding and allows students to explore different perspectives on the same texts.

•Offer Timely and Constructive Feedback: Provide feedback on students' Reading Journals and SQ4R exercises to guide their reflective processes and deepen their comprehension. Timely feedback will encourage students to refine their reading strategies and improve their skills.

•Leverage Digital Tools: Integrate digital platforms such as online journals or interactive SQ4R tools to cater to diverse learning styles. Digital tools can enhance engagement and support a more flexible learning environment, especially in today's tech-driven classrooms.

These recommendations emphasize the practicality and applicability of Reading Journals and SQ4R as key strategies for enhancing reading competence in a variety of educational settings. By implementing these approaches, educators can create a more dynamic and supportive learning environment that fosters both academic and personal growth in students. As such, these strategies are not only valuable in the classroom but can also contribute to developing lifelong reading habits.

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## IMPORTANCE OF READING SKILLS IN A FOREIGN LANGUAGE

***Annotation.*** *It is apparent that readers come with their own baggage of knowledge and experience to interpret materials or texts. Certainly, they face some misunderstandings. At such times, a teacher's task is to create an environment conducive to understanding the text and thinking about the topic correctly. This paper aims to explore the main aspects of teaching reading and enhancing this skill in foreign language classes.*

***Keywords:*** *teaching reading, foreign languages, language models, teacher, student.*

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## XORIJIY TILNI O'RGANISHDA O'QISH KO'NIKMALARINING AHAMIYATI

***Annotatsiya.*** *O'quvchilar materiallarni yoki matnlarni talqin qilish uchun o'zlarining bilim va tajribalaridan foydalanadilar, bu aniq ko'rinadi. Albatta, ular ba'zi tushunmovchiliklarga duch kelishadi. Bunday paytlarda o'qituvchining vazifasi matnni tushunish va mavzu haqida to'g'ri fikrlashga yordam beradigan muhit yaratishdir. Ushbu maqolaning maqsadi o'qishni o'rgatish va chet tili darslarida bu ko'nikmani oshirishning asosiy jihatlarini o'rganishdir.*

***Kalit so'zlar:*** *o'qishni o'rgatish, xorijiy tillar, til modellari, o'qituvchi, talaba.*

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## ВАЖНОСТЬ НАВЫКОВ ЧТЕНИЯ НА ИНОСТРАННОМ ЯЗЫКЕ

***Аннотация.*** *Очевидно, что читатели приходят с собственным багажом знаний и опыта для интерпретации материалов или текстов. Конечно, они сталкиваются с некоторыми недопониманиями. В такие моменты задача учителя – создать среду, способствующую пониманию текста и правильному осмыслению темы. Цель данной работы – исследовать основные аспекты преподавания чтения и улучшения этого навыка на занятиях иностранным языком.*

***Ключевые слова:*** *преподавание чтения, иностранные языки, языковые модели, учитель, студент.*

**Introduction.** Effective reading is the foundation for the successful acquisition of foreign language skills. First and foremost, reading is central to all aspects of language learning: it is integral to using textbooks for language courses, writing exercises, vocabulary development, acquisition of grammatical skills, and overall language control. It is essential that each training program includes reading instructions tailored to the language being taught.

When learning a second language, both children and adults who have acquired general reading skills in their native language often do not encounter significant difficulties if the graphic code of the language being studied resembles the principles of their native language. This similarity facilitates comprehension,