

UDC 82

## TO THE MATTER OF IDENTIFICATION OF WORDS IN PRINTED MATERIALS

N.Sh. Amriddinova<sup>1</sup>, N.B. Nazarova<sup>2</sup>

### *Abstract*

Considering the ways and methods of their use in the process of reading, aimed at memorizing, attentive reading and easy and quick perception of the text.

*Key words:* Comprehension, shallow process, deep process, instant recognition, context clues, picture clues

Reading comprehension is the ability to process text, understand its meaning and to combine it with what the addressee already knows. A reader's ability to understand text belongs to their skills and their ability to process information. If there is difficulty in the process of reading, students need to use their processing capacity to read individual words, which interferes with their ability to comprehend what is read. A number of reading strategies are given by researchers in order to improve reading comprehension and inferences. Generally, there are two levels of reading comprehension process such as shallow (low-level) and deep (high-level) processing. Deep processing involves semantic processing which occurs when we encode the meaning of a word. Shallow processing deals with structural and phonemic recognition, the processing of sentence and word structure.

The following are widely acknowledged as skills that readers use to identify printed words.

#### Instant Recognition

High level readers identify words with remarkable speed and accuracy. Moreover, fluent word identification appears to be a prerequisite for comprehending text. If a reader must slowly analyze many of the words in a text, memory and attention needed for comprehension are drained by word analysis.

Few words are recognized instantly by elementary readers. Through repeated exposure to the same words, instant recognition vocabulary grows. It is particularly major that developing readers learn to recognize those words that occur very frequently in print. "The", "and", "to", "you", "he", "it", "said" are examples of these high-frequency words. Developing readers also need to learn to recognize high-frequency words instantly because many of them are not phonically regular.

It is clear to all that children's ability to recognize words can be developed by teachers' pointing out the words, by a variety of games like activities and also by writing those words. However, it appears that instant recognition of words, especially high-frequency words, develops best when students read large amounts of text, particularly text that is relatively easy for the reader [Cunningham, 1995;37].

There is a good research base for concluding that students can use meaning or context clues to help identify words and that instruction can help improve their use of such clues [Johnson & Baumann, 1984;23]. In general, there are three types of context clues which help to identify words in the process of reading.

**Semantic or Meaning Clues.** There are general semantic clues. For example, when reading a story about dogs, skilled readers develop the expectation that it will contain words associated with dogs, such as tail, bark, and so on. Sentence context clues are more specific. In the sentence "My dog likes to \_\_\_\_\_," given the sentence context and what most of us know about dogs, words like play, jump, and bark seem reasonable.

---

<sup>1</sup>Амриддинова Назира Шамсиддиновна – заведующая кафедрой «Лексикологии и Стилистики английского языка», Самаркандский государственный институт иностранных языков, Узбекистан.

<sup>2</sup>Н.Б. Назарова – магистрант, Самаркандский государственный институт иностранных языков, Узбекистан.

**Syntactic or Word Order Clues.** In the previous example, the order of the words in the sentence indicates that the missing word must be a verb. Other parts of speech, such as adjectives (nice, brown) or nouns (man, fence), make no sense or don't result in what sounds like a real sentence.

**Picture Clues.** Illustrations can often help with the identification of a word. In the example, if a picture of a cat leaping through the air accompanies the text, jump seems a very good possibility.

**Context clues** are often helpful, but they are often not specific enough to predict the exact word. In most cases several choices are possible, as in the example given. However, when context clues are combined with other clues such as phonics and word-part clues (for example, the sounds associated with letter "j" and letter combination "mp"), accurate word identification is usually possible.

Context clues allow readers to "crosscheck" their identification of words. For example, a reader, encountering the word scratch for the first time, should look carefully at the letters of the word, apply what he or she knows about phonics and word parts, and check to be sure that an attempted pronunciation matches the letter clues. In addition, the reader should always crosscheck to be sure that the word makes sense in terms of syntactic and semantic clues. Cunningham [1995; 43] offers examples of activities that build and extend children's crosschecking activities.

There are many groups of letters that occur frequently in words. These are generally perceived by more mature readers as clusters of letters. Among these letter groups are prefixes (un-, re-, in-), suffixes (-ful, -ness, -est), and inflectional endings (-ed, -ing, -es). Common prefixes, suffixes, and inflectional endings should be pointed out to students. Being able to associate sounds with a cluster of letters leads to more rapid, efficient word identification.

As readers build an increasing store of words that they can recognize with little effort, they use the words they know to help them recognize words that are unfamiliar. For example, a child who has seen the word, will many times and who knows the sound associated with the consonant "f" will probably have little difficulty recognizing the word fill. Building phonemic awareness for onsets and rimes builds a foundation for being able to identify simple words and syllables by analogy. Many teachers encourage developing readers to use analogy strategies by engaging students in word family (man, ran, pan) and initial consonant substitution ("What word would I have if I changed the m in man to an "r"?") activities. One clear advantage to the use of analogy strategies is that vowels, which can be variable in the sounds they represent, are much more stable within rimes (-eam).

*Reference list:*

1. Cunningham, Terms and Conditions of Use. TUESDAY, NOVEMBER 20, 2018
2. Chard, David J. and Osborn, Jean. (2013). Reading Rockets. Phonics and word recognition instruction in early reading programs: guidelines for accessibility. Retrieved January 2013. <http://www.readingrockets.org/article/6316>.
3. Academic and Research Libraries. Library Review 50.4 (2001)
4. Houghton Mifflin Company. (1997). Word recognition skills and strategies. Retrieved January 2013

© N.Sh. Amriddinvna, N.B. Nazarova, 2019