

ANALYSIS OF THE SKIMMING AND SCANNING TECHNIQUES FOR INCREASING THE READING SPEED OF ACADEMIC TEXTS IN THE PROCESS OF LEARNING ENGLISH

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Abstract. As we all know, education and technology are developing rapidly day by day. One of the main pillars of developing education is language learning. At present, the demand for learning English in our country is growing significantly. The language learning process includes areas such as reading, speaking, listening, and writing, and these methods provide the foundation for learning the language more deeply and thoroughly. This article discusses the differences and advantages of the Skimming and Scanning techniques in the process of learning to read.

Keywords: effective reading, easy assimilation, time management, scanning, skimming, adaptability, process, and exploring a conducive learning environment.

In the process of language acquisition, the exponential growth of information flow leads students to adopt a literal (linear) reading strategy, which results in a lack of time resources and cognitive fatigue. Selective reading models that optimize reading speed and efficiency are invaluable in addressing this problem. This study focuses on two fundamental components that serve to increase the speed of visual and cognitive processing of scientific texts¹.

This study is dedicated to analyzing the functional characteristics, psycholinguistic mechanisms, and empirical significance for academic success of the techniques of **skimming (macro-evaluation/surface rapid reading)** and **scanning (micro-search/eye-skimming)**.

Theoretical and Psycholinguistic Foundations of the Skimming Technique.

Skimming is a rapid reading strategy aimed at identifying a text's global macrostructure, its main conceptual direction (gist), and the author's fundamental intention with minimal time expenditure. From a cognitive perspective, during the skimming process the reader perceives the text's structural hierarchy based on the "top-down processing" principle².

Components of the skimming methodology.

Macro-evaluation areas.

1 Hoshimov, O', & Yoqubov, I. (2003). Methodology of Teaching English. Tashkent: Sharq Publishing House.

2 Grabe, W., & Stoller, F. L. (2020). Teaching and Researching Reading (3rd ed.). Routledge.

The Title, Subheadings, and Abstract sections constitute the semantic core of the discourse.

Analysis of Topic Sentences:

In academic English, paragraphs are typically deductive in nature, with the main idea expressed in the first (sometimes last) sentence of the paragraph – the topic sentence. In the skimming strategy, these sentences are given primary focus³.

Graphic and Visual Connotations:

Diagrams, tables, bold and italic fonts are the conceptual anchor points of the text. With this technique, a reader's speed can increase to 400–500 words per minute, while maintaining a general comprehension rate of around 50–60%. This indicator demonstrates high efficiency in quickly filtering the relevance of academic articles.⁴

The Mechanism of Scanning and Selective Attention

Scanning is a selective search behavior aimed at instrumentally locating specific target information (facts, numerical data, chronological indicators, is a selective search behavior aimed at instrumentally locating specific target information (facts, numerical data, chronological, proper nouns) without getting distracted by the text's overall content. Unlike skimming, a partial bottom-up processing visual scanning mechanism is activated here⁵.

Psychophysiological characteristics of the scanning process.

Cognitive Fixation (Mental Set).

Before engaging with the text, the reader forms a mental visual and semantic model of the object being sought. (for example, if searching for the year – a four-digit number format, if searching for a scientist – a word written with an initial capital letter) is formed in the reader's mind before accessing the text.

Saccadic Movements.

The eye does not move linearly along rows, but rather the foveal (central) gaze jumps over text blocks in a zigzag or vertical trajectory.

Peripheral Vision.

The visual field around the target keyword is filtered not by contextual analysis, but solely according to the principle of formal matching.

In the scanning strategy, the text is not read.

It is examined as a visual field. This feature, especially in timed tests, offers the highest efficiency for cross-referencing answers to specific questions.

A comparative severity description of the skimming and scanning techniques.

In the process of working with an academic text, these two techniques do not operate in isolation but manifest in an interactive symbiosis. Their functional differences and

3 Grabe, W., & Stoller, F. L. (2020). Teaching and Researching Reading (3rd ed.). Routledge.

4 Yusupov, O. Q. (2021). Integration of "Skimming" and "Scanning" techniques in the process of reading academic texts. Foreign Languages in Uzbekistan, 3(37), 112–125.

5 Grabe, W., & Stoller, F. L. (2020). Teaching and Researching Reading (3rd ed.). Routledge.



methodological parameters are summarized in the following systematic table:

Analysis	Criteria.
Skimming (Surface)	quick reading)
Scanning (Selective)	searching reading)
Cognitive	Goal
Understanding the overall semantic architecture and ideological orientation of the text.	
Identifying a specific local fact, piece of information, or cognitive unit.	
Visual	Trajectory
Horizontal-linear (more detailed at paragraph beginnings and ends).	
Vertical, diagonal, zigzag	symmetrical free movement.
Processing	Type
Conceptual and contextual	macro-analysis (Top-down).
Scanning for formal and visual	correspondence (Bottom-up).
Information	Capacity
General ideas, theses, and	conclusions.
Nouns, dates, statistics,	terms.
Psycholinguistic Barriers to	Speed Reading
In academic speed reading and the effective implementation of the above techniques, students resist with the following negative lingvo-cognitive habits:	

6Subvocalization.

The mental pronunciation of words through the internal speech mechanism during text reading lessons. This habit ties reading speed to the limit of oral speech speed (150–180 words per minute)⁷.

Regression: The unnecessary return of the eye to previously read lines due to lack of attention or comprehension anxiety. This increases cognitive load⁸.

Lexical Fixation.

Pausing for an extended period on each unfamiliar academic term or lexeme. In contrast, skimming requires abstracting meaning through contextual guessing.⁹

Conclusion: In other words, based on theoretical and methodological analyses, the skimming and scanning techniques are the most effective strategies for increasing the speed and quality of text processing in English academic discourse. While skimming provides the reader with the

6 Ziyayeva, S. A. (2023). The Role of Cognitive Strategies in Developing Students' Academic Reading Skills. National Research in Uzbekistan, 14(2), 45–50.

7 G'ofurov, B. Z. (2022). Technologies for Developing Students' Independent Reading Skills in English Language Classes. Tashkent: Jahon Tillari University Publishing House.

8 Yusupov, O. Q. (2021). Integration of "Skimming" and "Scanning" techniques in the process of reading academic texts. Foreign Languages in Uzbekistan, 3(37), 112–125.

9 Hoshimov, O., & Yoqubov, I. (2003). Methodology of Teaching English. Tashkent: Sharq Publishing House.



text's semantic map and macrostructure, scanning enables locating the necessary coordinates on that map within seconds.

In the methodology and textbooks for English at higher education institutions, elevating these techniques from mechanical exercises to the level of interactive-cognitive strategies, Forming students' skills to overcome obstacles such as subvocalization and regression must remain one of the priority tasks of glottodidactics. Deep mastery of the subject multiplicatively increases the efficiency of information filtering and time management in academic and scientific activities.

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