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## LANGUAGE COMPREHENSION

What is comprehension?

The ability to understand what you are reading. It is a particularly important skill to have. Whether you are trying to understand a story, news article or secret love letter, comprehension can help extract meaning from the text and better realize what the author is trying to say.

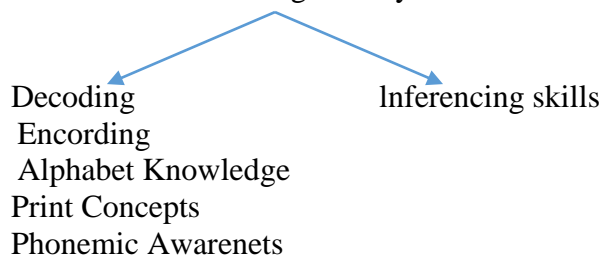
If you don't understand something, your first instinct should be to understand, not to criticize (this applies to more than just writing)

If you didn't like the ending of a story because you believe that Alex should have left the town, then the show did exactly what it was supposed to do and, if you can't see that, nor let it sink in, that's on you, not the writer. Detection of possible comprehension failures is a desire to fix breakdowns, for example by saying, "I am not sure I understand what you mean; could you explain?". Comprehending abstract language, metaphors, figures of speech and the like often requires a reasonable level of abstract thinking ability. Comprehending language involves a variety of capacities, knowledge, skills, processes and dispositions that are used to derive meaning from spoken, written, and signed language. In this broad sense, language comprehension includes reading comprehension, which has been addressed in a separate tutorial, as well as comprehension of sign language.

Now to improve reading comprehension, gain insight into and reassess your current reading habits.

Enhance your vocabulary skills. Engage in reading for enjoyment. Reading comprehension is gaining and making meaning from print.

Pivot Point. Text reading fluency.



### Word recognition

And word recognition at the same time in your classroom weaning of “Comprehension” meaning:

To ability to understand.

Example:

This book is beyond my comprehension?

How to improve reading skills.

The ability to understand what you are reading. It is a particularly important skill to have.

What am I trying to say.

Prose comprehension.

The park was very dirty. The children found they couldn't play there are more. With the of their parents they had made repeated complaints to the authorities. Still nothing was done. The boys and girls decided to clean up the park themselves.

Atul. Peter and Nazz fetched baskets from their homes. They picked up the pieces of paper, empty bottles and plastic bass that lay about. With the help of the other children. They put them into the baskets and emptied them into the garbage dump nearby. By the end of the first day, the park looked cleaner and tidier. From that day onwards, the children made sure that visitors kept the park clean. Atul's father helped to make the flowerbeds. The children took turns watering the plants. They planted sapling near the fence. When the people of the neighborhood saw their efforts they came forward to help them.

Questions:

1) Who helped to make the flowerbeds?

2) What were the baskets used for?

Answers:

1) Atul's father helped to make the flowerbeds.

2) The baskets were used to pick up the piece of paper, empty bottles and plastic bass that lay about.

Understanding what other people say and write is more complicated than it might at first appear.

Comprehending spoken language requires the ability to focus attention simultaneously on the speaker's words and nonverbal behavior (e.g. gesture, facial expression, body posture), to maintain that focus over time, to focus simultaneously on one's own response, and to flexibly shift attentional focus as topics change. Comprehending a speaker's intended meaning is often a reasoning process. For example, if a speaker says, “I'm really busy “today” and later in the conversation says, “can't come over to your house after school today”, the listener should be able to reason that the speaker is not being rude in rejecting an invitation, but rather is unable to come over because of his busy schedule. Comprehending spoken language

requires the ability to hold several pieces of information in mind at the same time possibility including the words that the speaker just uttered, other information about the speaker, the topic, and the context, and the like.

Comprehending spoken language requires that the listener put together (i.e., organized) the various comments that the speaker makes, together with the listener's own comments, background information, and the like. This assumes considerable organizational skill.

Comprehending abstract language, metaphors, figures of speech, and the like often requires a reasonable level of abstract thinking ability.

Comprehending the intent underlying a speaker's message critically worry; it's not a problem, "he just might intend to communicate that it is a hinge problem. Correctly interpreting this message requires "mind reading" – getting inside the speaker's.

Parents, teachers, other relevant adults and possibly even peers should understand the nature of the student's language comprehension weakness so that they will be in a position to make appropriate adjustments as they speak to the student without speaking in a condescending or infantilizing manner. For students who process information slowly, adjustments should be made. This does not mean speaking each word slowly in a drone – like manner. Rather it means speaking clearly and allowing greater than normal pause time between meaningful units of information. However, for students with a significantly reduced attention span, slowing the rate of speech input may be counter – productive; the student's attention may be lost. Lengthy instructions should be accompanied by simple written instructions or possibly picture cues to which the student can refer when necessary. If lecture notes are available in advance, the student can be "primed" for the content of the lecture in order to comprehend more effectively.

For student who process information slowly or have difficulty organizing information, reasonable limits should be placed on the amount of information given at one time. After a few units of information, it may be useful to have the student summarize what she has understood of the information already given. Then the speaker can proceed. Lengthily instructions should be broken into parts and also accompanied by simple written instruction that the student can refer to when needed, or pictured instructions. High school or college students who are required to take lecture courses may need condensed versions of the lectures – organized summaries – in written form or notes taken by an assistant teacher.

For students who are concrete thinkers and who have difficulty processing abstract meanings and abstract or indirect forms of language, reasonable adjustments should be made.

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## **DİL ANLAMA X Ü L A S Ə**

**Açar sözlər:** *dil, yazı, anlama, məna, mürəkkəb söz, bilik, bacarıq, danışıq.*

Məqalə dil anlamadan bəhs edir. Digər insanların nə demək və yazmaq istəyi ilk baxışdan daha mürəkkəb görünə bilər. Dil anlama müxtəlif qüvvələri, bacarıqlar, biliyi, prosesləri və digər kateqoriyaları özündə birləşdirir. Bütün bunlardan dil anlamasında istifadə olunur. Geniş mənada dil anlama özündə eləcə də bədən dili anlayışını da birləşdirir. Danışq dilindən bilik əldə etmə daha çox söz və onun mənasını dərk etməsi cəlb edir.

Dil anlama çətin proses olduğundan bəzi məsələləri yadda saxlamaq lazımdır. Ünsiyyət bacarığı, sintaksis, morfolojiya, dünya biliyi və s. bütün bunlara riayət etməklə dil anlama prosesi nisbətən asan ola bilər. Müasir İngilis – dili beynəlxalq bir dildir. İngilis – dili Avstraliya, Yeni Zelandiya, Kanada, Cənubi Afrika ölkələrində birinci dil kimi istifadə olunur. Birləşmiş krallıqda da bir neçə variantı vardır ki, onlar da dialektlər və aksentlər adlanır.

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## **ПОНИМАНИЕ ЯЗЫКА Р Е З Ю М Е**

**Ключевые слово:** *язык, понимание, значение, сложные слова, знание, умение, разговоры*

Понимание того, что другие люди говорят и минут (т.е. понимание языка) является более сложным. Чем это может показаться на первый взгляд. Постигая язык включает в себя разнообразные мощностей, навыков, процессов, знаний и диспозиций. Которые используются для получения, т.е. от разговорного. Письменного, и подписанное языке. В этом широком смысле, включает в себя понимание языка понимания прочитанного которая была в отдельном уроке а также понимание языка жестов. Получение значение из разговорного языка включает в себя гораздо больше, чем зная значение слов и понимание того, что предназначено. Когда эти слова воедино в определенного смысле.

Преподавание иностранного языка состоит из развития логического мышления студентов. В связи с этим нужно отметить важность воспитания навыков и привычек чтения. Устной речи и писания студентов.

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### S U M M A R Y

**Keywords:** *language, comprehension, weaning, complicated word, knowledge, skill, speaking.*

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Then the speaker can proceed. High school or college students who are required to take lecture courses may need condensed.

Versions of the lectures – organized summaries in written form or notes taken by an assistant teacher.

As always, step one in helping students with complex disability understands the problem. For exp, difficulty with comprehension of language could be a consequence of weakness in any of the domains (outlined above) that contribute to successful comprehension. The problem exploration steps on this web site should help staff family identify the factors associated with the students difficulties. Intervention and support can then be targeted to the set of problem known to contribute to the students difficulty with language comprehension.

Students with language comprehension problems should receive some combination of the intervention strategies outlined later in this tutorial to improve their comprehension.

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