

IMPROVING READING SKILLS IN A FOREIGN LANGUAGE

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Annotation: *Reading in a foreign language is considered as a multidimensional cognitive and psycholinguistic process that integrates linguistic, cognitive, strategic, motivational, and socio-communicative components. The study aims to examine the theoretical foundations of reading competence and to explore the role of cognitive, constructivist, and metacognitive approaches in enhancing comprehension, independent thinking, and professional readiness. The analysis demonstrates that purposeful application of reading types, interactive texts, graphic organizers, and metacognitive strategies supports deep comprehension and self-regulated learning.*

Key words: *multifaceted activity, metacognitive process, learner autonomy, conceptual clarification.*

Annotatsiya: *Xorijiy tilda o'qish lingvistik, kognitiv, strategik, motivatsion va ijtimoiy-kommunikativ komponentlarni birlashtirgan ko'p o'lchovli kognitiv va psixolingvistik jarayon sifatida qaraladi. Tadqiqot o'qish qobiliyatining nazariy asoslarini o'rganishga va tushunish, mustaqil fikrlash va professional tayyorgarlikni oshirishda kognitiv, konstruktiv va metakognitiv yondashuvlarning rolini o'rganishga qaratilgan. Tahlil shuni ko'rsatadiki, o'qish turlari, interaktiv matnlar, grafik tashkilotchilar va metakognitiv strategiyalardan maqsadli foydalanish chuqur tushunish va o'zini o'zi boshqarishni qo'llab-quvvatlaydi.*

Kalit so'zlar: *ko'p qirrali faoliyat, metakognitiv jarayon, o'quvchining avtonomiyasi, kontseptual aniqlashtirish.*

Аннотация: *Чтение на иностранном языке рассматривается как многомерный когнитивный и психолингвистический процесс, интегрирующий лингвистические, когнитивные, стратегические, мотивационные и социально-коммуникативные компоненты. Цель исследования — изучить теоретические основы компетенции чтения и исследовать роль когнитивного, конструктивистского и метакогнитивного подходов в улучшении понимания, самостоятельного мышления и профессиональной готовности. Анализ показывает, что целенаправленное применение различных типов чтения, интерактивных текстов, графических органайзеров и метакогнитивных*

стратегий способствует глубокому пониманию и саморегулируемому обучению.

Ключевые слова: *многогранная деятельность, метакогнитивный процесс, автономия обучающегося, концептуальное уточнение.*

INTRODUCTION

Reading in a foreign language is not a simple or isolated skill, but rather a multifaceted activity. It requires the synchronization of psycholinguistic, cognitive, and metacognitive processes that enables learners to decode, encode, and make sense of written material. Reading is a dynamic cognitive process in which learners evaluate, interpret, and reflect on content in order to acquire knowledge and develop professional skills. Previous research has shown that successful reading instruction is closely related to learners' cognitive profiles, strategic awareness, and professional goals [1], [4]. While various models exist, current research emphasizes the need for a comprehensive framework that integrates cognitive processing, learner autonomy, and the use of reflective strategies.

METHODOLOGY

This study explores theoretical models, reading styles, and pedagogical strategies to identify effective practices for developing reading fluency in a foreign language.

The study is based on a qualitative, non-empirical design, emphasizing systematic analysis and synthesis of theoretical sources. This approach was chosen because of its suitability for conceptual clarification, model comparison, and structural examination of reading fluency.

These procedures are designed to systematically organize reading styles, instructional strategies, and theoretical models, while identifying the interrelated components of reading fluency.

1. Classification analysis is used to systematize reading styles (informational, critical, reflective), activity modes (extensive, intensive, screening, scanning), and levels of text processing (receptive, productive, interactive) [5], [6]. This method helps to align reading styles with learning objectives.

2. A comparative analysis is conducted to evaluate cognitive, constructivist, metacognitive, and integrative models of reading [2], [4]. The models are compared in terms of their focus on comprehension, learner autonomy, strategy awareness, and instructional flexibility.

3. A structural analysis is conducted to identify the linguistic, cognitive, strategic, motivational, and socio-communicative components of reading competence and analyze their interrelationships [1], [5].

Reading competence is viewed as a multidimensional and dynamic system, which emphasizes the need for integrated instructional strategies.

RESULTS

The study aims to provide a comprehensive understanding of how cognitive, constructivist, and metacognitive approaches contribute to effective reading instruction and student development through the use of classification, comparative, and structural analyses.

The study provides practical recommendations that emphasize the use of graphic organizers, interactive texts, problem-based reading, and metacognitive strategies to improve comprehension, engagement, and self-regulation.

DISCUSSION

A review of theoretical sources and models suggests that reading in a foreign language is an integrative system in which psycholinguistic, cognitive, and metacognitive mechanisms interact [5], [6]. The processes of encoding and decoding allow learners to construct coherent chains of meaning, contextualize information, and relate new knowledge to prior concepts [1], [5]. Differentiating reading types and strategies according to learners' cognitive profiles enhances comprehension and professional competence. A hybrid approach that combines cognitive, constructivist, and metacognitive perspectives promotes independent thinking, analytical reasoning, and interactive communication [1], [2], [3].

Metacognitive strategies, including think-aloud protocols, KWL charts, graphic organizers, and mind maps, support self-regulated learning and ongoing monitoring of comprehension. Constructivist methods encourage students to actively construct knowledge, fostering reflective and interactive reading practices [2], [4], [5]. Graphic organizers, case studies, problem-solving tasks, and interactive discussions have been shown to promote interdisciplinary integration, cognitive engagement, and professional skills [3], [5]. Feedback, peer collaboration, and challenging tasks enhance comprehension and analytical discourse in accordance with constructivist and social learning principles. Overall, foreign language reading competence can best be developed through an integrative framework in which cognitive, constructivist, and metacognitive approaches are systematically tailored to students' profiles and professional goals.

CONCLUSION

The research shows that reading in a foreign language is not a single skill, but an integrative psycholinguistic and cognitive system. The interaction of encoding/decoding processes and cognitive/metacognitive strategies plays a crucial role in increasing comprehension, independent thinking, and professional competence.

Practical recommendations include:

- Purposeful use of different reading types and strategies;
- Systematic use of graphic organizers, mind maps, and KWL charts;
- Promoting reflective and interactive reading practices;
- Regular implementation of metacognitive strategies;
- Integrating constructivist and cognitive approaches to create an effective learning environment [1], [3], [4], [5].

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