

**WAYS TO DEVELOP READING SKILLS IN A FOREIGN LANGUAGE.  
TEXT SELECTION**

**Jizzakh branch of the National University of Uzbekistan named after Mirzo  
Ulugbek**

**The faculty of Psychology, Student of the 102-23 group**

**Erkaboyeva Sarvinoz Xolmurod qizi**

[sarvinozerkaboyeva567@gmail.com](mailto:sarvinozerkaboyeva567@gmail.com)

**Abduraxmanova Zilola Yoqubjon qizi**

[Abduraxmanova@jbnuu.uz](mailto:Abduraxmanova@jbnuu.uz)

**Annotatsiya**

Mazkur maqolada chet tilida o'qish ko'nikmalarini rivojlantirish usullari, ayniqsa matn tanlash masalasi tahlil qilinadi. Unda o'quvchilarning tushunishi va motivatsiyasini oshirishda mos, qiziqarli va darajaga mos matnlarni tanlash muhimligi yoritilgan. Tadqiqot nazariy tahlil va pedagogik kuzatuvlarga asoslangan bo'lib, o'qish strategiyalari, lug'at boyligini rivojlantirish hamda o'qish bosqichlarining ahamiyati ko'rsatib berilgan. Natijalar shuni ko'rsatadiki, to'g'ri tanlangan matnlar va interaktiv metodlar o'quvchilarning o'qish ko'nikmalarini sezilarli darajada yaxshilaydi va mustaqil o'rganishni rivojlantiradi.

**Kalit so'zlar:** o'qish ko'nikmalari, chet tilini o'rganish, matn tanlash, o'qish strategiyalari, tushunish, lug'at boyligini rivojlantirish, autentik materiallar, o'quvchi motivatsiyasi, til o'qitish, o'qish faoliyati.

**Abstract**

This article examines effective ways of developing reading skills in a foreign language with a particular focus on text selection. It highlights the importance of choosing appropriate, engaging, and level-based materials to enhance learners' comprehension and motivation. The study is based on theoretical analysis and pedagogical observations, emphasizing the role of reading strategies, vocabulary development, and structured reading stages. The results show that carefully selected texts, combined with interactive teaching methods, significantly improve learners' reading abilities and promote independent learning.

**Key words:** reading skills, foreign language learning, text selection, reading strategies, comprehension, vocabulary development, authentic materials, learner motivation, language teaching, reading activities.

### **Аннотация**

В данной статье рассматриваются эффективные способы развития навыков чтения на иностранном языке с особым акцентом на отбор текстов. Подчеркивается важность выбора доступных, интересных и соответствующих уровню обучающихся материалов для повышения понимания и мотивации. Исследование основано на теоретическом анализе и педагогических наблюдениях, где раскрывается роль стратегий чтения, развития словарного запаса и этапов работы с текстом. Результаты показывают, что правильно подобранные тексты в сочетании с интерактивными методами обучения значительно улучшают навыки чтения и способствуют развитию самостоятельности учащихся.

**Ключевые слова:** навыки чтения, изучение иностранного языка, отбор текстов, стратегии чтения, понимание, развитие словарного запаса, аутентичные материалы, мотивация учащихся, обучение языку, виды чтения.

### **INTRODUCTION**

The development of reading skills in a foreign language represents one of the central challenges in language education, as reading is both a receptive skill and a powerful tool for language acquisition. It enables learners to expand vocabulary, internalize grammatical structures, and engage with authentic cultural and contextual meanings. Effective reading instruction requires not only methodological awareness but also careful consideration of text selection, which plays a decisive role in shaping learners' comprehension, motivation, and overall progress.

Reading in a foreign language is not a passive decoding process but an active cognitive activity involving prediction, inference, and interpretation. Learners approach texts with their prior knowledge, linguistic competence, and strategic awareness, all of which influence comprehension. Therefore, the development of reading skills must focus on both bottom-up processes, such as recognizing words and sentence structures, and top-down processes, such as understanding context and identifying main ideas. A balanced integration of these processes helps learners become efficient and independent readers. One of the most important aspects of teaching reading is the selection of appropriate texts. Text selection should be guided

by several pedagogical principles, including relevance, readability, authenticity, and learner engagement. A well-chosen text can motivate learners, facilitate comprehension, and create opportunities for meaningful language use. Conversely, poorly selected texts may lead to frustration, demotivation, and limited learning outcomes.

The level of difficulty is a primary factor in text selection. Texts should be slightly above the learners' current proficiency level to provide a challenge without overwhelming them. This concept, often referred to as the zone of proximal development, ensures that learners can understand the general meaning while encountering new vocabulary and structures. Simplified or graded texts are particularly useful at lower levels, as they control linguistic complexity while maintaining coherence and interest. At more advanced levels, authentic texts become increasingly important, exposing learners to real-life language use and diverse discourse patterns.

Authenticity in text selection is another key consideration. Authentic texts, such as newspaper articles, short stories, advertisements, and online content, reflect how language is used in real contexts. They provide learners with exposure to natural vocabulary, idiomatic expressions, and cultural references. However, authenticity should not come at the expense of accessibility. Teachers must adapt tasks and provide support to ensure that learners can engage with authentic materials effectively. Interest and relevance are equally crucial in selecting texts. Learners are more likely to engage deeply with texts that reflect their interests, needs, and experiences. Topics related to daily life, culture, technology, education, and global issues can stimulate curiosity and encourage active participation. When learners find texts meaningful, they are more motivated to read, which enhances comprehension and retention. Personalization of reading materials, where possible, further strengthens this connection.

Another important dimension of text selection is variety. Exposure to different text types, such as narratives, descriptive texts, argumentative essays, and informational texts, helps learners develop a range of reading skills. Each text type requires different strategies, such as skimming for main ideas, scanning for specific information, or analyzing arguments. By working with diverse genres, learners become more flexible readers capable of adapting their strategies to different purposes. The integration of pre-reading, while-reading, and post-reading activities also supports the development of reading skills. Pre-reading activities activate background knowledge and prepare learners for the content. While-reading tasks guide comprehension and encourage interaction with the text. Post-reading activities promote reflection, discussion, and language use, reinforcing understanding and extending learning. These

stages are closely connected to text selection, as the chosen text must allow for meaningful task design.

Vocabulary plays a significant role in reading comprehension, and text selection should take lexical density into account. Texts with too many unfamiliar words can hinder understanding and discourage learners. At the same time, encountering new vocabulary in context is essential for language development. Teachers should aim for a balance where learners can infer meaning from context while gradually expanding their vocabulary. Cultural aspects embedded in texts also contribute to the development of reading skills. Through reading, learners gain insights into the cultural norms, values, and perspectives associated with the target language. This cultural awareness enhances comprehension and fosters intercultural competence. Therefore, texts should not only be linguistically appropriate but also culturally informative and inclusive.

Technology has expanded the possibilities for text selection in foreign language learning. Digital platforms provide access to a vast range of materials, including interactive texts, multimedia content, and adaptive reading tools. These resources allow for personalized learning experiences and immediate feedback, which can significantly enhance reading development. However, teachers must carefully evaluate digital texts to ensure their quality, reliability, and pedagogical value. In conclusion, the development of reading skills in a foreign language is a complex and dynamic process that depends heavily on the thoughtful selection of texts. Effective text selection considers learners' proficiency levels, interests, and learning goals while balancing authenticity, readability, and variety. By providing appropriate and engaging reading materials, educators can create a supportive environment that fosters comprehension, motivation, and independent learning. Reading, when approached strategically and supported by well-chosen texts, becomes not only a means of language acquisition but also a gateway to knowledge, culture, and lifelong learning.

## **LITERATURE REVIEW AND METHODOLOGY**

The study of reading skills development in a foreign language has been widely explored within the field of applied linguistics and language pedagogy. Scholars have emphasized that reading is not merely a process of decoding written symbols but a complex interaction between the reader, the text, and the context. The theoretical foundations of reading instruction are largely based on cognitive, psycholinguistic, and sociocultural perspectives, each of which contributes to understanding how learners process and interpret written language. Early approaches to reading focused primarily on bottom-up processing, where comprehension was seen as a linear process beginning with the recognition of letters and words and progressing to sentence and text-level

understanding. Later research introduced the importance of top-down processing, highlighting the role of background knowledge, expectations, and predictions in making sense of texts. Contemporary models advocate for an interactive approach, where both bottom-up and top-down processes operate simultaneously, allowing readers to construct meaning more effectively.

A significant contribution to the field has been the concept of reading strategies. Researchers have identified various strategies such as skimming, scanning, guessing meaning from context, identifying main ideas, and making inferences. These strategies are considered essential tools that enable learners to become more autonomous and efficient readers. The development of strategic competence is closely linked to successful reading comprehension, and many studies have shown that explicit instruction in reading strategies can significantly improve learners' performance. Another important area in the literature concerns the role of vocabulary knowledge in reading comprehension. It is widely acknowledged that lexical competence is a strong predictor of reading success. Learners with a broader vocabulary are better able to understand texts and infer meanings of unfamiliar words. Therefore, many scholars emphasize the integration of vocabulary instruction within reading activities, particularly through contextualized exposure in carefully selected texts.

Text selection itself has been a central topic in reading research. Studies suggest that the effectiveness of reading instruction is heavily influenced by the appropriateness of the texts used. Criteria such as readability, linguistic complexity, thematic relevance, and cultural content are frequently discussed in the literature. Graded readers and simplified texts are recommended for lower proficiency levels, while authentic materials are encouraged for more advanced learners to promote real-world language exposure. Researchers also highlight the importance of learner interest and motivation, noting that engaging texts can significantly enhance comprehension and retention. In addition, sociocultural theory has underscored the importance of interaction and context in reading development. From this perspective, reading is seen as a socially mediated activity where learners construct meaning through engagement with texts and collaboration with others. This view supports the use of discussion, group work, and guided reading activities as part of effective reading instruction.

The methodology of the present study is based on a qualitative and descriptive approach, aimed at analyzing effective ways to develop reading skills in a foreign language with a particular focus on text selection. The research draws on theoretical analysis of existing literature, as well as practical observations of teaching practices. Various academic sources, including books, journal articles, and educational reports, were examined to identify key principles and strategies related to reading instruction.

In addition to theoretical analysis, the study incorporates elements of comparative methodology by examining different types of texts and their impact on learners' comprehension and engagement. Examples of graded and authentic texts were analyzed in terms of their linguistic features, readability, and suitability for different proficiency levels. This comparative perspective allows for a deeper understanding of how text characteristics influence reading outcomes.

The research also employs elements of pedagogical observation, focusing on how reading activities are implemented in classroom settings. Attention is given to the stages of reading instruction, including pre-reading, while-reading, and post-reading activities, and how these stages interact with the selected texts. Observations highlight the importance of teacher guidance, task design, and learner interaction in facilitating effective reading. Furthermore, the methodology includes an analysis of learners' needs and preferences, recognizing that individual differences play a significant role in reading development. Factors such as age, proficiency level, learning goals, and interests are considered when evaluating the effectiveness of different text types. This learner-centered approach ensures that the findings are relevant and applicable to real educational contexts. Overall, the combination of theoretical review and practical analysis provides a comprehensive framework for understanding the development of reading skills in a foreign language. The methodology is designed to identify best practices in text selection and reading instruction, offering insights that can be applied in various teaching and learning environments.

## **RESULTS**

The findings of the study demonstrate that the development of reading skills in a foreign language is significantly influenced by the quality and appropriateness of text selection, as well as the strategic organization of reading activities. The analysis reveals that learners show higher levels of comprehension and engagement when texts are carefully matched to their proficiency level. Materials that are too difficult tend to discourage learners and hinder understanding, while overly simple texts fail to stimulate cognitive development. A balanced level of challenge creates optimal conditions for both comprehension and language growth.

The results also indicate that the use of varied text types contributes positively to the development of flexible reading skills. Learners exposed to narratives, informational texts, and argumentative passages demonstrate a greater ability to adapt their reading strategies according to the purpose of reading. This adaptability enhances overall comprehension and allows learners to process different forms of written discourse more effectively. Another important outcome of the study is the strong

correlation between learner interest and reading performance. Texts that reflect learners' personal interests, real-life situations, and contemporary issues lead to increased motivation and deeper engagement. Motivated learners tend to spend more time interacting with texts, apply reading strategies more actively, and achieve better comprehension results. This finding highlights the importance of selecting relevant and meaningful content in foreign language instruction.

The study further shows that the integration of reading strategies into instruction significantly improves learners' ability to understand texts. Learners who are trained to use strategies such as skimming, scanning, predicting, and inferring meaning from context perform better in comprehension tasks compared to those who rely solely on word-by-word translation. Strategy-based instruction encourages learners to become more independent and confident readers.

Vocabulary development emerges as a key factor influencing reading success. The results reveal that learners benefit from encountering new vocabulary within meaningful contexts rather than through isolated memorization. Texts that provide contextual clues enable learners to infer the meanings of unfamiliar words, thereby enhancing both vocabulary acquisition and reading comprehension simultaneously. However, an excessive number of unknown words within a text negatively affects comprehension, emphasizing the need for careful lexical control in text selection. The findings also highlight the effectiveness of structured reading stages. Pre-reading activities are shown to activate background knowledge and prepare learners for the content, leading to improved comprehension. While-reading tasks help learners focus on key information and maintain engagement, while post-reading activities reinforce understanding and promote critical thinking. The integration of these stages creates a coherent learning process that supports the development of reading skills. In addition, the use of authentic materials is found to be particularly beneficial at intermediate and advanced levels. Authentic texts expose learners to real language use, including idiomatic expressions and cultural references, which enhances both linguistic competence and cultural awareness. However, the results emphasize that such materials must be accompanied by appropriate support and guidance to ensure accessibility.

Technological resources also show a positive impact on reading development. Digital texts, interactive platforms, and multimedia materials increase learner engagement and provide opportunities for individualized learning. Learners using digital tools demonstrate improved reading speed and comprehension, especially when interactive features such as glossaries and instant feedback are available. Overall, the results confirm that effective reading instruction in a foreign language requires a

combination of appropriate text selection, strategic teaching methods, and learner-centered approaches. The interaction between these elements creates a supportive environment in which learners can develop their reading skills more efficiently and confidently.

### **THE LIST OF USED LITERATURES:**

1. Abduraxmanova , Z. ., & Eshpo'latova , R. . (2025). COMMUNICATIVE LANGUAGE TEACHING (CLT) LESSON PLAN. Молодые ученые, 3(51), 92–96.
2. Abduraxmanova, Z., & Eshpo'latova, R. . (2025). PERFECT READING LESSON. Наука и инновация, 3(54), 125–129.
3. Abduganieva, . A., Hasanov , F., & Abduraxmanova, Z. (2023). THE MAIN ROLE OF ENGLISH AS A GLOBAL LANGUAGE. Молодые ученые, 1(3), 64–66.
4. Abdullayeva Dilnoza Nuriddinovna, & Abduraxmanova Zilola Yoqubjon qizi. (2026). WAYS TO DEVELOP SPEAKING SKILLS IN LEARNING A FOREIGN LANGUAGE. "XXI ASRDA INNOVATSION TEKNOLOGIYALAR, FAN VA TA'LIM TARAQQIYOTIDAGI DOLZARB MUAMMOLAR" nomli respublika ilmiy-amaliy konferensiyasi, 3(3), 348–354.
5. Abdullayeva Dilnoza Nuriddinovna, & Abduraxmanova Zilola. (2026). THE EFFECTIVENESS OF JIGSAW READING AS A COOPERATIVE LEARNING STRATEGY IN EFL CLASSROOMS. FAN, TA'LIM, TEKNOLOGIYA VA ISHLAB CHIQRISH INTEGRATSIYASI ASOSIDA RIVOJLANISH ISTIQBOLLARI, 3(1), 51–56.
6. Abduraxmanova, Z., & Mamurova, M. (2021). THEORETICAL APPROACH TO SPEECH DISFLUENCIES IN SIMULTANEOUS INTERPRETATION. In МОЛОДОЙ ИССЛЕДОВАТЕЛЬ: ВЫЗОВЫ И ПЕРСПЕКТИВЫ (pp. 43-45).
7. Абдурахманова, З. (2022). Analysis of pauses and interruptions as elements of linguistic production in simultaneous interpretation. Современные инновационные исследования актуальные проблемы и развитие тенденции: решения и перспективы, 1(1), 533-535.
8. Alderson, J. C. Assessing Reading. Cambridge: Cambridge University Press, 2000.
9. Anderson, N. J. Exploring Second Language Reading: Issues and Strategies. Boston: Heinle & Heinle, 1999.

10. Brown, H. D. Principles of Language Learning and Teaching. New York: Pearson Education, 2007.
11. Carrell, P. L., Devine, J., & Eskey, D. E. Interactive Approaches to Second Language Reading. Cambridge: Cambridge University Press, 1988.
12. Day, R. R., & Bamford, J. Extensive Reading in the Second Language Classroom. Cambridge: Cambridge University Press, 1998.
13. Grabe, W. Reading in a Second Language: Moving from Theory to Practice. Cambridge: Cambridge University Press, 2009.
14. Harmer, J. How to Teach English. Harlow: Pearson Longman, 2007.
15. Nation, I. S. P. Teaching ESL/EFL Reading and Writing. New York: Routledge, 2009.
16. Nunan, D. Language Teaching Methodology: A Textbook for Teachers. London: Prentice Hall, 1991.
17. Ur, P. A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press, 1996.
18. Zilola, A., Bahodir, N., & Munisa, Y. (2023). Approaches and activities that help develop intercultural competence. *Journal of Academic Research and Trends in Educational Sciences*, 2(2), 204–208.
19. Zilola, A., Sohibxon, S., & Afruza, A. (2023). The cultural legacy: Advertising, broadcasting, and cinema. *Journal of Academic Research and Trends in Educational Sciences*, 2(2), 220–224.