

MODERN AND INNOVATIVE PEDAGOGICAL TECHNOLOGIES OF TEACHING READING TO B1 LEVEL LEARNERS

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ANNOTATION: The article examines modern and innovative pedagogical technologies for teaching reading to B1 level English learners. It evaluates methods such as the communicative approach, flipped classroom, task-based learning, and the use of digital tools. The paper highlights key aspects that contribute to increasing student motivation and developing their critical thinking and reading competence.

Keywords: pedagogical technologies, reading instruction, B1 level, communicative approach, flipped classroom, digital tools, critical thinking, innovative methods.

In the modern world, proficiency in foreign languages, especially English, has become a necessary condition for successful professional and personal realization. Reading, as one of the main types of speech activity, plays an important role in the process of mastering a foreign language, providing students with access to authentic information, expanding their vocabulary, and forming critical thinking. Effective reading instruction at the B1 level, which corresponds to the threshold stage of independent language proficiency and opens the possibility for progression to more advanced levels, becomes especially important.

Given the rapid development of digital technologies and changes in the educational environment, traditional methods of teaching reading need updating. Modern pedagogical technologies and innovative digital tools offer new opportunities to enhance student motivation, individualize the learning process, and develop skills for conscious and purposeful reading.

The aim of this article is to analyze modern and innovative pedagogical technologies for teaching reading to B1 level English learners, determine their effectiveness, and propose practical recommendations for their implementation.

The object of the study is the process of teaching reading in English.

The subject of the study is modern and innovative technologies for teaching reading to B1 level students.



The relevance of this work is due to the need to find effective teaching methods that meet the requirements of modern education and the needs of the digital generation of students.

In the educational process, the development of 21st-century skills among students plays an important role, such as communication skills, the ability for critical and creative thinking, goal-setting, independent planning of learning activities, as well as teamwork, negotiation skills, self-organization, and time management. These also include respect for cultural differences, awareness of one's dignity, social activity, and many other important qualities [1].

Teaching reading at the B1 level is an important stage in the development of students' language competencies. According to the Common European Framework of Reference for Languages (CEFR), students at the B1 level should be able to understand the main ideas of texts on familiar topics related to work, studies, leisure, and other areas of everyday life. They should also be able to read descriptive and narrative texts and extract the main information from them.

One of the key features of teaching reading at the B1 level is the transition from mechanical understanding of the text to conscious perception and interpretation of information. At this stage, the focus shifts from teaching individual words and phrases to developing skills such as:

- Predicting the content of the text from titles and illustrations;
- Identifying main and secondary information;
- Understanding logical connections between parts of the text;
- Drawing conclusions based on what has been read.

From a psycholinguistic perspective, reading in a foreign language requires active interaction between the student's linguistic knowledge (vocabulary, grammar) and cognitive processes (analysis, synthesis, generalization). This is why teaching reading at the B1 level should focus not only on forming language skills but also on developing strategies for understanding the text, such as using context, guessing meaning, and paraphrasing.

Methodologically, effective teaching includes different types of reading:

- Skimming reading — quickly extracting the main idea of the text;
- Scanning reading — searching for specific information in the text;
- Intensive reading — careful analysis of the text's content for deep understanding;



- Search reading — finding specific facts or answers to given questions.

Modern teaching methodology distinguishes between two main types of reading: silent (internal) reading and reading aloud (external). Silent reading is considered the primary form, as its main goal is the independent extraction of information, which gives it a monologic character. In contrast, reading aloud is aimed at conveying information to others, thus acquiring a dialogic nature. Despite their functional differences, both forms are closely interconnected and complement each other. They rely on the same psycholinguistic mechanisms of speech activity, such as probabilistic prediction, short- and long-term memory, and comprehension. Internal speech developed through silent reading largely depends on how well oral speech is formed through reading aloud. At the same time, reading aloud reflects the characteristics of internal speech.

Modern foreign language teaching methodology emphasizes the activity-based approach, where students are not passive consumers of knowledge but active participants in the educational process. This is particularly important in developing reading skills, as mastering this competence requires not only working with the text but also active engagement in cognitive activities.

One of the most effective approaches to teaching reading is the communicative approach, where reading is viewed not in isolation but as part of communicative activity. Texts are selected in such a way as to stimulate discussion, exchange of opinions, and reflection. According to V.V. Safonova, foreign language teaching should focus on developing intercultural communicative competence, including the ability to understand texts in their sociocultural context [2].

Task-Based Learning (TBL) has also gained widespread popularity, where the text becomes the starting point for completing a practical task — a project, presentation, or role-playing game. This promotes deeper processing of information and retention in long-term memory [3].

The integration of the Cooperative Learning (CL) technique into the foreign language learning process contributes to increasing student motivation and developing necessary skills and abilities. Cooperative Learning proves to be especially effective in language learning, as studying any language requires active information exchange to solve specific communicative tasks. Cooperative Learning involves organized and structured learning activities in small groups aimed at achieving high effectiveness in learning [4].

The main goal of this technique is to create conditions for active student interaction while mastering the study material. Its use implies changing the student's role from a passive participant to an active and creative subject of the educational process, who is able to plan their activities, choose methods and forms of work, reflect, conduct self-monitoring and self-correction, and take responsibility for the process and results of collective work. In turn, the teacher's role also changes and includes support, modeling, and coaching.

Another modern technique is the Flipped Classroom, where students familiarize themselves with the text at home (using video or audio materials, interactive exercises), and during the class, there is active discussion, analysis, and application of the information received [5].

The CLIL (Content and Language Integrated Learning) methodology is also relevant for the B1 level. It involves studying subject material in a foreign language. In this case, reading is used as the primary channel for acquiring knowledge on the topic. This approach allows for the simultaneous development of both language and cognitive competencies [6].

Modern technologies provide the opportunity to use authentic texts (news, blogs, journal articles, comics), which enhances motivation and immersion in the language environment. Students begin to perceive reading as a real tool for communication, rather than as a mechanical exercise. Thus, modern pedagogical technologies are focused on the development of the student's personality, critical thinking, the ability to interact with the text, and to use the acquired information in various communicative situations.

The rapid development of information technologies has significantly expanded the possibilities for teaching English, particularly reading. Modern digital tools make the reading process more interesting, interactive, and adapted to the individual characteristics of students.

One effective innovative practice is the use of mobile applications to develop reading skills. Apps such as LingQ, Readlang, and Beelinguapp help students work with authentic texts, track new words, train reading comprehension, and improve fluency in reading [7]. What is particularly valuable is that many apps allow students to select texts based on difficulty levels and topics, which boosts motivation.

Interactive platforms such as Kahoot, Padlet, and Edmodo enable the creation of quizzes, mind maps, and collaborative projects based on the texts read [8]. These activities encourage active student interaction and develop critical thinking skills.

The use of artificial intelligence technologies in reading instruction deserves special attention. Programs like ChatGPT can be used to create adapted texts, generate questions for reading comprehension, or conduct role-playing interviews based on the content of the text [9]. Services that simplify texts for better understanding, such as Rewordify, make authentic materials accessible even to intermediate-level students.

Gamification of the reading process is also gaining popularity. The use of game elements such as achievements, rankings, and quests increases student engagement and fosters a sustainable interest in reading in a foreign language [10].

An innovative solution is also the use of digital quests and web quests. In the process of completing tasks, students read different types of texts, carry out missions, and find hidden messages, which helps develop skills for search and intensive reading.

Thus, the use of innovative technologies creates a dynamic, engaging, and productive environment for teaching reading, which is especially important for students at the B1 level, who are transitioning to independent language proficiency.

The effective integration of modern and innovative technologies into the reading instruction process for B1-level students requires clear methodological planning. It is necessary to consider both didactic goals and the individual characteristics of students, their level of motivation, the development of reading strategies, and their skills in using digital tools.

The first step in integrating technologies is diagnosing the students' initial level. Through testing, surveys, and analyzing reflective journals, one can identify strengths and weaknesses in reading skills, as well as determine preferred learning styles [11].

Based on the data obtained, task individualization is planned. For example, students with high reading speed may be assigned projects based on in-depth reading of long texts, while students who struggle may receive tasks focused on skimming and scanning, using adapted texts [12].

It is important to integrate different reading formats:

- **Pre-reading:** Creating motivation (working with headings, illustrations, predicting content).
- **During reading:** Active engagement with the text (highlighting key words, forming questions).
- **Post-reading:** Analysis, discussion, and creative tasks (writing a brief summary, creating a comic, debates).

A critical role is played by the selection of digital tools depending on the set objectives:

- For developing scanning and information-searching skills — interactive quizzes on Kahoot or Quizizz.
- For in-depth text analysis — collaborative work on platforms such as Padlet or Google Docs.
- For fostering critical thinking — creating projects based on the reading material through tools like Canva or Book Creator.

It is important to follow a gradual implementation of technologies, starting with simple digital formats (e-books, audio texts) and progressing to more complex project-based tasks.

Additionally, regular reflection is necessary: discussing with students their experiences with the technologies, recording difficulties and achievements. This helps to adjust the methodology and increase its effectiveness [13].

Modern and innovative pedagogical technologies are radically changing approaches to teaching reading in English, especially at the B1 level, when students transition from basic text comprehension to a deeper understanding and interpretation of information.

Traditional methods are giving way to more flexible and individualized strategies, such as the communicative approach, task-based learning, the flipped classroom model, and Content and Language Integrated Learning (CLIL). The integration of digital tools, mobile apps, artificial intelligence technologies, and gamification creates new opportunities for motivating students, increasing their autonomy, and developing critical thinking.

However, the effectiveness of modern technologies depends directly on the methodological competence of the teacher. It is important to consider the students' level, their learning needs, the pace at which they assimilate material, and their readiness to use digital resources. Only with a systematic and well-thought-out



approach can innovative methods truly contribute to the development of full-fledged reading competence.

Thus, the successful integration of pedagogical technologies into reading instruction requires not only the implementation of new tools but also a deep understanding of the learning objectives, students' needs, and the characteristics of the reading process as a complex cognitive activity.

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