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ANALYSIS OF FOREIGN AND NATIONAL EXPERIENCES IN DEVELOPING STUDENTS' READING COMPETENCE

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Abstract

This article analyzes foreign and national experiences in developing students' reading competence. The study highlights the role of communicative, cognitive, and intercultural approaches in forming reading skills, emphasizing the interactive and reflective aspects of reading activities in modern education. A comparative analysis between the educational practices of the European Union, the United States, Japan, and Uzbekistan reveals effective strategies. The findings justify the need for using innovative technologies, individualized learning environments, and reflective methods to enhance students' reading competence effectively.

Keywords: reading competence, student, foreign experience, national education, innovative approach, reflection.

Introduction

Global research indicates that interactive methods—such as clustering, the “insert” strategy, “cloud of ideas,” and maintaining a “comprehension journal”—yield effective results in improving learners' reading speed, content comprehension, contextual analysis, and analytical thinking. Within the **Common European Framework of Reference for Languages (CEFR)**, interactive approaches have become the key methodological principle in developing reading proficiency at A2–C1 levels.

Literature Review

W. Grabe views second-language reading as a complex cognitive process that integrates comprehension, vocabulary activation, and contextual analysis as the foundation of reading skills. Z. Dörnyei emphasizes the interconnection between motivation and interactive methods, deeply analyzing their influence on receptive activities—especially reading. According to I.S.P. Nation, reading in a foreign language, particularly when dealing with academic texts, represents one of the main linguistic competencies.

In Russia, several linguistic schools have emerged that focus on applying interactive technologies in teaching Russian as a foreign language. Scholars such as L.V. Elkonin, N.I. Gez, E.I. Passov, T.G. Rumyantseva, and V.V. Safonova have underlined the vital role of interactive methods in developing communicative competence.

Results and Analysis

Reading competence, in today's globalized educational context, is considered one of the core elements of functional literacy. It encompasses not only the ability to read a text technically but also to understand, analyze, evaluate, and apply it critically in practice.

The **Programme for International Student Assessment (PISA)** serves as the main international system for evaluating reading competence, measuring the literacy of 15-year-old learners in reading, mathematics, and science.

PISA results show that leading countries in reading development—Finland, South Korea, Estonia, and Singapore—apply the following key approaches:

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1. **Contextual Reading and Work with Multimodal Texts:** Tasks involve analyzing text type, style, and information source (e.g., materials from interactive websites and media).
2. **Metacognitive Approach:** Learners plan, monitor, and evaluate their reading activity, emphasizing reflective strategies.
3. **CLIL (Content and Language Integrated Learning) Model:** Widely used in Europe to develop reading competence through subject-based instruction in foreign languages.
4. **Dialogic Reading Approach:** Focused on group discussions, question formulation, and collaborative problem-solving based on the text.

In the **United States**, the “**Close Reading**” approach is widely used, aiming to explore the depth of texts—word choice, sentence structure, author’s intention, and thematic implications. The works of D. Fisher and N. Frey are especially noteworthy in this regard.

Countries such as **Canada, Australia, and New Zealand** emphasize the **critical literacy** approach, which involves critical text analysis and understanding content within socio-cultural contexts.

Comparative Insights

In Uzbekistan, after independence, the system of teaching foreign languages, especially Russian, underwent major reform. Although certain research exists on developing reading skills in Russian, the comparative analysis of international and national experiences shows that effective development of reading competence relies on **interactive, contextual, dialogic, and reflective** approaches.

Modern educational methodology encourages students to search for information independently, interact actively with texts, analyze what they read, and connect it with personal experience. Therefore, reading competence is now viewed not only as a linguistic skill but as a unity of **psychological, social, cognitive, and communicative** abilities.

The **CEFR framework** clearly defines reading skill descriptors from A1 to C2 levels, highlighting the importance of gradual, systematic development. Reading is not limited to linguistic decoding but includes understanding, evaluating, and interpreting texts in social contexts.

Finland’s model deserves particular attention: students analyze texts not only semantically but also morally, culturally, and historically. Through question-answer sessions, discussions, and annotated reading, learners develop a comprehensive reading culture. Teachers model reading strategies to make their analytical process explicit to learners.

In **Canada**, the “**Think-Aloud**” technique is widely used: while reading, the teacher verbalizes thoughts, demonstrating analytical and interpretive strategies. This method develops psycholinguistic awareness, metacognitive thinking, and self-regulation.

New Zealand’s “Reading Recovery” program, based on scaffolding principles, provides individualized reading support by diagnosing each learner’s needs and tailoring strategies accordingly. This learner-centered approach has proven highly effective in overcoming reading difficulties.

In Finland, reading and thinking are taught in an integrated manner. Activities such as Q&A, graphic analysis, mind-mapping, identifying main ideas, and personal reflection promote critical reading. As Finnish scholar **Pasi Sahlberg** notes, “Guiding learners from independent reading toward critical thinking based on text is the main strength of Finnish education.”

In the **United States**, “literacy skills” encompass broader competencies, including information literacy, media text analysis, and intertextual interpretation. Reading activities involve multimodal materials such as QR-coded texts, podcasts, and visual narratives—combining textual, visual, and auditory thinking.

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In **France**, reading competence is shaped by linguistic and intercultural approaches. Students not only develop lexical and grammatical thinking but also learn to interpret cultural codes and compare texts across languages—following the “**intercultural approche**”, often integrated with CLIL methodologies.

Uzbek Context

In Uzbekistan, the national education system traditionally applies a step-by-step approach to developing reading competence. According to **A.X. Jo‘rayeva**, “In developing reading competence, it is necessary to ensure the harmony of psycholinguistic factors, text analysis, and communicative approaches.” She emphasizes that exercises such as Q&A, logical sequencing, and semantic mapping help form both reading technique and comprehension skills.

Conclusion

Comparative analysis of international and national experiences shows that the key elements in developing reading competence include:

- working with multimodal texts;
- structuring reading activities in stages;
- encouraging reflective responses;
- organizing dialogic reading; and
- maintaining the guiding role of the teacher.

While cultural and methodological differences remain—such as greater learner autonomy abroad versus stronger teacher control in Uzbekistan—both approaches aim for cognitive and communicative development.

Integrating global experiences into national education is crucial. Particularly, adapting methods such as **CLIL**, **peer discussion**, **problem-based reading**, and **reflective tasks** to local cultural contexts can significantly enhance teaching effectiveness. Experimental programs and innovative teaching practices across Uzbek universities serve as successful examples of such integration.

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