

INTERNATIONAL APPROACHES TO EFL READING INSTRUCTION IN
HIGHER EDUCATION

Toshniyozova Dildora Hayitmurodovna,
Renaissance University, Assistant-teacher
Department of foreign languages and literature
dildoratoshniyozova373@gmail.com

DOI: <https://doi.org/10.5281/zenodo.18798621>

Abstract. *This article examines the theoretical foundations and methodological approaches to teaching reading in a foreign language within higher education. Drawing upon national and international scholarship in psycholinguistics, pedagogy, and TESOL methodology, the study systematizes key conceptualizations of reading as a multi-level cognitive and communicative process. Particular attention is given to the works of L.V.Shcherba, Z.I.Klychnikova, A.R.Luria, A.N.Shchukin, and Benjamin Bloom, whose research has shaped understanding of reading mechanisms, levels of comprehension, and cognitive development.*

The study employs theoretical and comparative analysis of methodological literature, synthesis of psychological and pedagogical classifications, and taxonomic analysis based on Bloom's hierarchy of cognitive skills. The findings demonstrate that reading comprehension develops across multiple cognitive levels, from lexical recognition to deep interpretative and evaluative processing. The paper identifies core mechanisms of reading, including motivational activation, semantic processing, and comprehension monitoring. It also systematizes classifications of reading types (skimming, scanning, detailed, and critical reading) and highlights the pedagogical significance of critical reading for academic literacy development.

Keywords: *foreign language reading, academic literacy, psycholinguistics, reading comprehension levels, critical reading, communicative methodology, Bloom's taxonomy, cognitive development, intensive and extensive reading, higher education.*

Annotatsiya. *Ushbu maqola oliy ta'lim muassasalarida chet tilida o'qishni o'qitishning nazariy asoslari va metodologik yondashuvlarini tahlil qiladi. Psixolingvistika, pedagogika va TESOL metodikasi bo'yicha milliy hamda xalqaro tadqiqotlarga tayangan holda, maqolada o'qish jarayoni ko'p bosqichli kognitiv va kommunikativ jarayon sifatida tizimlashtiriladi. Ayniqsa, L.V.Shcherba, Z.I.Klychnikova, A.R.Luria, A.N.Shchukin hamda Benjamin Bloom ilmiy ishlari asosida o'qish mexanizmlari, matnni tushunish darajalari va kognitiv rivojlanish masalalari yoritib beriladi.*

Tadqiqot metodologik adabiyotlarni nazariy va qiyosiy tahlil qilish, psixologik hamda pedagogik tasniflarni sintezlash, shuningdek, Bloom taksonomiyasi asosida kognitiv ko'nikmalar iyerarxiyasini tahlil qilish usullariga tayangan. Natijalar shuni ko'rsatadiki, o'qib tushunish jarayoni leksik birliklarni tanib olishdan tortib, chuqur interpretativ va baholovchi tahlilgacha bo'lgan bir necha kognitiv bosqichlarda rivojlanadi. Maqolada o'qishning asosiy mexanizmlari – motivatsion faollashuv, semantik qayta ishlash va tushunishni nazorat qilish jarayonlari aniqlab berilgan. Shuningdek, o'qish turlari (tezkor ko'z yugurtirib o'qish, ma'lumot izlab o'qish, batafsil o'qish va tanqidiy o'qish) tizimlashtirilib, akademik savodxonlikni rivojlantirishda tanqidiy o'qishning pedagogik ahamiyati alohida ta'kidlangan.

Kalit so'zlar: *chet tilida o'qish, akademik savodxonlik, psixolingvistika, o'qib tushunish darajalari, tanqidiy o'qish, kommunikativ metodika, Bloom taksonomiyasi, kognitiv rivojlanish, intensiv va ekstensiv o'qish, oliy ta'lim.*

Аннотация. *В данной статье рассматриваются теоретические основы и методологические подходы к обучению чтению на иностранном языке в системе высшего образования. Опираясь на национальные и международные исследования в области психолингвистики, педагогики и методики TESOL, автор систематизирует ключевые концепции чтения как многоуровневого когнитивного и коммуникативного процесса. Особое внимание*

уделяется трудам Л.В.Щербы, З.И.Клычниковой, А.Р.Лурии, А.Н.Щукина и Бенджамина Блума, чьи исследования способствовали формированию представлений о механизмах чтения, уровнях понимания и когнитивном развитии.

В исследовании применяются теоретический и сравнительный анализ методической литературы, синтез психологических и педагогических классификаций, а также таксономический анализ на основе иерархии когнитивных умений Блума. Результаты показывают, что понимание текста развивается на нескольких когнитивных уровнях – от распознавания лексических единиц до глубокого интерпретативного и оценочного осмысления. В статье выделяются основные механизмы чтения, включая мотивационную активацию, семантическую переработку информации и контроль понимания. Кроме того, систематизируются виды чтения (ознакомительное, поисковое, изучающее и критическое), а также подчеркивается педагогическая значимость критического чтения для развития академической грамотности.

Ключевые слова: чтение на иностранном языке, академическая грамотность, психолингвистика, уровни понимания текста, критическое чтение, коммуникативная методика, таксономия Блума, когнитивное развитие, интенсивное и экстенсивное чтение, высшее образование.

Introduction. Reading instruction in a foreign language is one of the central components of both national and international university-level language education. It plays a crucial role not only in the development of reading skills, but also in the formation of broader linguistic, communicative, and academic competencies. In many educational traditions, reading has historically been equated with foreign language proficiency itself.

In national methodology, influenced by scholars such as L. V. Shcherba, reading was viewed primarily as the ability to work with texts of various functional styles using a dictionary and to grasp the main idea of written discourse. This approach reflected societal needs connected with internationalization and professional communication.

In contrast, in English-speaking contexts such as the UK and the US, teaching reading within the framework of TESOL focuses on students' academic adaptation and the development of academic literacy. Academic literacy presupposes effective functioning in an international academic environment, where reading and writing are core competencies.

Literature analysis. Theoretical research on reading has been significantly influenced by psychological and psycholinguistic studies. For example, Z.I.Klychnikova conceptualized reading as a process of perception and active processing of graphically encoded information and identified multiple levels of text comprehension. Similarly, A.R.Luria emphasized the neuropsychological mechanisms underlying speech and writing. These theoretical foundations demonstrate that reading is a complex cognitive and communicative activity requiring systematic pedagogical support.

The purpose of this study is to systematize theoretical approaches to teaching reading in a foreign language, analyze models of reading comprehension, and define methodological principles for developing critical reading skills in higher education.

Research methodology. This study employs:

Theoretical analysis of national and foreign methodological literature on teaching reading.

Comparative analysis of different models of reading comprehension.

Synthesis of psychological and pedagogical approaches to classify reading types and cognitive levels.

Taxonomic analysis based on Benjamin Bloom's hierarchy of cognitive skills.

The research draws upon works of Russian and foreign scholars in psycholinguistics, pedagogy, and methodology, including studies on academic literacy, communicative reading, and critical thinking.

The following aspects were analyzed:

- Mechanisms of reading as a speech activity.
- Levels of text comprehension.
- Types of reading in methodological classifications.
- The role of probabilistic forecasting and phonemic awareness.
- Development of critical reading skills through Bloom's taxonomy.

Results and discussion. The analysis revealed several key findings:

1. Reading as a Multi-Level Cognitive Process

According to Klychnikova, text comprehension develops across seven levels, ranging from fragmentary word-level understanding to deep interpretation involving subtext and socio-cultural evaluation. Higher levels require the integration of categorical-cognitive, situational-cognitive, emotional-evaluative, and motivational-volitional information.

2. Reading Mechanisms

The reading process involves:

Motivational activation (need and interest),
Perception of the text,
Semantic processing,
Evaluation of comprehension.

Researchers such as A. N. Shchukin identify syntagma as a semantic processing unit and distinguish between understanding at the level of meaning and at the level of sense. Indicators of comprehension include completeness, accuracy, and depth.

3. Classification of Reading Types

Multiple classifications of reading were identified:

By purpose: viewing (skimming), searching (scanning), detailed reading, critical reading.

By pedagogical organization: classroom, laboratory, independent.

By methodology: intensive vs. extensive reading.

By communicative orientation: educational vs. communicative reading.

Despite terminological differences, international methodology shows convergence around four main communicative types: skimming, scanning, reading for detailed comprehension, and critical reading.

4. Critical Reading and Cognitive Development

Critical reading is closely linked to Bloom's taxonomy of cognitive skills. According to Bloom's hierarchical model, cognitive development progresses from knowledge and understanding to application, analysis, synthesis, and evaluation.

Educational tasks corresponding to each level include:

- ✓ Knowledge: identify, define, list.
- ✓ Understanding: explain, summarize, interpret.
- ✓ Application: apply, solve.
- ✓ Analysis: compare, classify.
- ✓ Synthesis: create, design.
- ✓ Evaluation: judge, critique.

Research on standardized tests such as the LSAT demonstrates the practical applicability of Bloom's taxonomy in designing reading comprehension tasks.

Conclusion. The study confirms that reading in a foreign language is a complex, multi-level cognitive and communicative activity that requires systematic and theoretically grounded instruction in higher education. The analysis of national and international scholarship demonstrates that effective EFL reading pedagogy must integrate psycholinguistic mechanisms, levels of text comprehension, and communicative purposes of reading.

The findings highlight the pedagogical importance of combining intensive and extensive reading practices, differentiating reading types according to communicative goals, and fostering critical reading through cognitively oriented tasks. Bloom's taxonomy proves particularly valuable in designing instructional activities that promote analytical, synthetic, and evaluative thinking.

Overall, effective foreign language reading instruction in higher education should be based on an integrated methodological framework that unites cognitive theory, communicative orientation, and academic literacy development. Such an approach ensures not only comprehension of texts but also the formation of independent, critically thinking readers capable of functioning successfully in international academic contexts.

References:

1. Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. New York: Longmans, Green.
2. Klychnikova, Z. I. (1973). *Психологические особенности обучения чтению на иностранном языке* [Psychological Peculiarities of Teaching Reading in a Foreign Language]. Moscow.
3. Luria, A. R. (1970). *Основы нейропсихологии* [Foundations of Neuropsychology]. Moscow.
4. Shcherba, L. V. (1974). *Языковая система и речевая деятельность* [Language System and Speech Activity]. Leningrad.
5. Shchukin, A. N. (2003). *Методика преподавания русского языка как иностранного* [Methods of Teaching Russian as a Foreign Language]. Moscow.
6. Grabe, W., & Stoller, F. L. (2011). *Teaching and Researching Reading* (2nd ed.). London: Routledge.
7. Alderson, J. C. (2000). *Assessing Reading*. Cambridge: Cambridge University Press.