



**XORIJY TILLARNI O'QITISHDA INNOVATSION  
YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI**  
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**DEVELOPMENT OF READING SKILLS USING DIGITAL  
TECHNOLOGIES IN LEARNING PROCESS**

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**DOI:** <https://doi.org/10.5281/zenodo.15178978>

This article, we explore the impact of new digital technologies on developing reading skills. The question how we can use digital technologies in order to enhance the learning process of reading skills is a fundamental question in education of foreign languages. This article aims to answer this question by providing the list of digital tools that can be used to aid teachers in teaching reading skills during lessons.

Over the past few years, digital technologies have become an essential part of our life improving other various fields, including education of foreign languages. Reading being the receptive speech skill has been no exception in this matter and has been continuously impacted by modern technologies.

What is reading skill itself and why is it so crucial? According to Dr. Urquhart and Mr. Weirth, reading is the process of acquiring and interpreting information from a written text; in other words, it is the process of receiving information and understanding it. SH.R. Ikramova states that the reason why reading has always been considered one of the most important skills is that it is through reading that a person will be able to discover new ideas and concepts. It develops your communication skills and expands your knowledge and concepts around you. Reading is one of the most useful and practical skill for all learners while this is the most challenging one [2]. According to J.J. Jalalov, reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text encodes meaning that is presented by letters, words, sentences, and paragraphs, while the reader decodes this meaning using knowledge, skills, and strategies. Reading skills refer to the abilities that are necessary for individuals to understand, interpret, and engage with written text [3]. Moreover, it is not just a basic skill - it is the ability that demands not only to understand written passages before us, but also to analyze, and even to critique them.



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Reading for comprehension involves two forms of processing which are bottom-up and top-down. Bottom-up processing involves pulling letters together to make words, words to make sentences, etc. This is most commonly seen as students sounding out words when they read. The goal is primarily to just read the word.

Top-down processing is the use of prior knowledge, usually organized as schemas in the mind to understand what is being read. For example, after a student reads the word «cat» using bottom-up processing they then use top-down processing of what they know about cats such as their appearance, diet, habits, etc.

These two processes work together in order for us to read. Generally, they happen simultaneously as we are frequently reading and using our background knowledge to understand what we are reading [6].

R. Brown divided reading skill into five different types:

1. Perceptive. Perceptive reading is focused primarily on bottom-processing. In other words, if a teacher is trying to assess this type of reading they simply want to know if the student can read or not. The ability to understand or comprehend the text is not the primary goal at this. Perceptive reading tasks can include reading aloud letters, words, short sentences and passages, multiple-choice questions.

2. Selective. Selective reading involves looking a reader's ability to recognize grammar, discourse features, etc. This is done with brief paragraphs and short reading passages. Assessment involves standard assessment items such as multiple-choice, matching, true/false. In order to be successful at this level, the student needs to use both bottom-up and top-down processing.

3. Interactive. Interactive reading involves deriving meaning from the text. This places even more emphasis on top-down processing. Reading passages are often chosen from genres that employ implied main ideas rather than stated. The reading texts are also more authentic in nature and can include announcements, directions, recipes, etc. Tasks can include multiple-choice questions, true/false questions, cloze tasks, ordering tasks.

4. Extensive. Extensive is reading large amounts of information and being able to understand the «big picture». It applies to texts of more than a page, including professional articles, essays, technical reports, short stories, and books. The purposes of assessment usually are to tap into a learner's global understanding of a text, as opposed to asking test-takers to «zoom in» on small details [1]. Top-down processing



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is assumed for most extensive tasks. Extensive reading tasks can have skimming, scanning, summarizing, responding, note-taking.

Reading skills are essential for academic success, professional development, and lifelong learning. This is the reason why much attention is paid to the introduction and development of reading skills in children from an early age and until their graduation. At present, the methodology of teaching reading skills to school learners faces inevitable changes, thanks to modern technologies. Normuratova V.I. noted that informatization is becoming a leading element development, and computer literacy is one of the components of a highly professional personality, therefore, the requirements for the education system are also changing [4]. By understanding the diverse range of digital technology used in education, we can appreciate the transformational potential of these tools in enabling universal access to learning and growth.

In the modern context, technology in education is also known as the ICT-based education. Instead of teaching and learning in conventional classrooms, online teaching and learning has been introduced in the framework of ICT-based education. The ICT-based education also introduces online exams, quizzes, and assessments, as well as online classes such as Zoom, Telegram, and Google Classroom, etc. to enhance digital technology in the field of education [5].

There is a huge variety of digital tools that can be used for teaching reading skills. It includes applications, programs, platforms, websites and AI tools. This article is dedicated to pin point some digital tools that are effective and convenient for teachers to use during learning process of reading skills. These tools are:

### • Applications and programs

1. Read Theory: An online reading comprehension program that offers interactive reading activities and quizzes for students of different age groups.
2. Memrise: A language learning application that uses spaced repetition and mnemonic techniques to help users learn new vocabulary and phrases in various languages.

### • Platforms

1. LingQ: A language learning platform that focuses on reading to authentic content, helping users learn vocabulary and grammar through context.



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2. Newsela: A platform that provides news articles at various reading levels, allowing educators to differentiate instruction based on students' reading abilities.

## • Websites

1. BBC Learning English: A resource from the BBC that provides text materials for reading to help learners improve their English language skills.

2. E-Books: Digital versions of books, which can be used for reading on various devices. They can be found on such websites as Cambridge.org., Oxford Owl, Amazon Kindle, Project Gutenberg. Good examples of e-books are: Teaching and Developing Reading Skills by Peter Watkins, Insight by Jayne Wildman (series of books), Oxford English File 5<sup>th</sup> edition by Christina Latham-Koenig, Clive Oxenden, Kate Chomacki and Jerry Lambert (series of books)

## • AI tools

1. ChatGPT: developed by OpenAI, it is a versatile AI large language model that can assist language teachers in a multitude of ways. It is capable of generating lesson plans, creating engaging learning materials, creating rubrics, generating feedback and simulating conversation partners for language practice.

2. Diffit: it is an AI tool that helps teachers to create differentiated learning materials tailored to various proficiency levels. This tool is really a game changer for creating bespoke material specifically tailored for your exact needs, and works wonderfully with authentic materials.

3. Twee: it is an AI tool designed specifically for English language teachers. It allows educators to create a wide variety of tailor made tasks and activities instantly, similarly to Diffit.

In conclusion, we would like to point out that modern technologies have become a powerful tool for fostering reading skills in the 21st century. Teachers and learners can create engaging and effective reading experiences by embracing the diverse range of digital resources. However, it is essential to balance the use of modern technology, ensuring that it serves as an instrument to improve the fundamental principles of literacy, rather than replace them. Another crucial point to mention is that while selecting a particular digital tool to integrate into reading learning process, it is important to consider the learner's individual needs and preferences, so that it can help them to become lifelong readers and critical thinkers.

## References:



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