

INNOVATIVE METHODS FOR ENHANCING READING COMPETENCE IN PHILOLOGY EDUCATION

Ravshan Saidov Tursunovich

Senior teacher of Applied aspects of
English language department, UzSWLU
tursunovich1989@mail.ru

<https://doi.org/10.5281/zenodo.20078205>

Abstract

Reading competence plays a central role in philology education, as it enables students not only to understand texts but also to interpret and critically evaluate them. This paper examines innovative methods for enhancing reading competence through literary texts and interactive classroom practices. Particular attention is given to vocabulary development, reading fluency, and comprehension as interconnected components of reading. The study also considers the role of metacognitive strategies in fostering learner autonomy. The findings indicate that a balanced integration of innovative techniques leads to more engaged and effective readers.

Keywords: reading competence, philology students, literary texts, reading fluency, vocabulary, innovative methods

In recent years, the concept of reading in foreign language education has undergone significant transformation. For philology students, reading is no longer viewed as a passive activity limited to decoding and translation. Instead, it is increasingly understood as an active, cognitive, and interpretative process.

Despite this shift, many classrooms still rely on traditional practices that emphasize word-for-word translation and surface-level comprehension. Such approaches often fail to develop deeper reading skills. Therefore, it becomes necessary to introduce innovative methods that encourage students to interact with texts more meaningfully.

This article explores how innovative strategies, particularly those based on literary texts, can enhance reading competence in philology education.

Scholars in language pedagogy have long emphasized the complexity of reading as a skill. Jeremy Harmer describes reading as an interactive process where learners combine textual information with their background knowledge. [1,83] Similarly, Christine Nuttall argues that effective reading involves prediction, inference, and interpretation rather than simple decoding. [2,147]

The role of extensive reading has been strongly advocated by Stephen Krashen, who suggests that exposure to meaningful and engaging texts significantly improves both vocabulary and comprehension. [3,19] In the same vein, Françoise Grellet highlights the value of authentic materials, especially literary texts, in developing reading skills. [4,243]

These perspectives collectively suggest that reading competence should be taught through interactive, context-based, and student-centered approaches.

This study adopts a qualitative approach, focusing on classroom practices in philology education. The methods analyzed include the use of literary texts, interactive learning activities, and metacognitive strategies.

Rather than relying solely on controlled exercises, students are encouraged to engage with texts through discussion, reflection, and interpretation. Vocabulary is introduced in context, and reading fluency is developed through repeated and guided reading practices.

Reading competence can be understood as a combination of several interdependent elements. First, vocabulary knowledge forms the foundation of comprehension. However, isolated memorization of words often proves ineffective. Literary texts, by contrast, provide meaningful contexts that facilitate deeper lexical acquisition.

Second, reading fluency is essential for maintaining comprehension. Students who read slowly tend to lose the overall meaning of the text. Innovative techniques such as skimming and scanning help learners process information more efficiently.

Third, comprehension itself extends beyond literal understanding. It involves interpreting themes, identifying implicit meanings, and engaging critically with the text. Literary works are particularly effective in this regard, as they invite multiple interpretations and deeper reflection.

Another important dimension is the use of metacognitive strategies. When students learn to plan, monitor, and evaluate their reading, they become more autonomous and strategic learners. This shift from teacher-centered to learner-centered reading is a key feature of innovative pedagogy.

Importantly, classroom interaction also plays a crucial role. Activities such as group discussions and role-playing encourage students to articulate their understanding and learn from others.

In this study, several innovative methods were applied to enhance reading competence in philology students. These methods were selected to develop vocabulary, reading fluency, and comprehension in an integrated way.

1. Context-Based Vocabulary Learning

Students were introduced to new vocabulary through literary texts rather than isolated word lists. Words were learned in context, which helped students understand meaning, usage, and stylistic nuances more effectively.

2. Extensive Reading Method

The study applied the principles of extensive reading, where students read simplified and authentic literary texts regularly. This method increased reading speed, improved comprehension, and fostered a habit of independent reading.

3. Skimming and Scanning Techniques

To improve reading fluency, students practiced skimming (reading for general understanding) and scanning (reading for specific information). These techniques helped them process texts more efficiently.

4. Interactive Discussion Method

After reading, students participated in group discussions. They shared interpretations, analyzed characters, and expressed opinions. This method enhanced critical thinking and deeper comprehension.

5. Metacognitive Strategy Training

Students were trained to apply metacognitive strategies such as planning (before reading), monitoring (during reading), and evaluating (after reading). This approach helped them become more aware of their reading process.

6. Chunking Technique

Texts were divided into meaningful segments (chunks), allowing students to process information more easily. This method supported both comprehension and fluency.

7. Role-Play and Text-Based Activities

Students engaged in role-play based on literary texts. This method made reading more engaging and helped students better understand characters and context.

In conclusion, enhancing reading competence in philology education requires a shift from traditional to innovative teaching methods. Literary texts, when combined with interactive and metacognitive strategies, offer a powerful tool for developing vocabulary, fluency, and comprehension.

Such approaches not only improve reading skills but also foster critical thinking and learner independence. Therefore, educators are encouraged to integrate these methods into their teaching practice.

Adabiyotlar, References, Литературы:

1. Harmer, J. (2007). *How to Teach English*. Harlow: Pearson Longman.
2. Nuttall, C. (1996). *Teaching Reading Skills in a Foreign Language*. Oxford: Heinemann.
3. Krashen, S. D. (2004). *The Power of Reading: Insights from the Research*. Westport, CT: Libraries Unlimited.
4. Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge: Cambridge University Press