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AUTHENTICALLY PRACTICE-ORIENTED TEXT AS A BASIS FOR IMPROVING READING COMPREHENSION

Annotation. *The purpose of this article is to establish the criteria for selecting an authentic, practice-oriented text about the levels of competence in text comprehension and the main types of reading, and to present fragments illustrating the methodology of their selection and sequence.*

Keywords: *Authentic text, perception, information content, reading strategies, pragmatics, text perception, adaptability, text complexity.*

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AUTENTIK AMALIY YO‘NALTIRILGAN MATNLAR O‘QIB TUSHUNISH KO‘NIKMASINI TAKOMILLASHTIRISH UCHUN ASOS SIFATIDA

Annotatsiya. *Ushbu maqolaning maqsadi matnni tushunish va o‘qishning asosiy turlari bo‘yicha kompetentsiya darajalariga muvofiq haqiqiy amaliyotga yo‘naltirilgan matnni tanlash mezonlarini asoslash, shuningdek ularni tanlash metodologiyasi va daraja ketma-ketligini aks ettiruvchi qismlarni ko‘rsatishdir.*

Kalit so‘zlar: *haqiqiy matn, idrok etish, informativlik, o‘qish strategiyalari, pragmatika, matnni idrok etish, moslashish, matn murakkabligi.*

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АУТЕНТИЧНО ПРАКТИКО-ОРИЕНТИРОВАННЫЙ ТЕКСТ КАК ОСНОВА СОВЕРШЕНСТВОВАНИЯ НАВЫКОВ ЧТЕНИЯ И ПОНИМАНИЯ

Аннотация*. Цель данной статьи обосновать критерии отбора аутентичного практико-ориентированного текста в соответствии с уровнями компетенции применительно к пониманию текста и основным видам чтения, а также показать фрагменты, иллюстрирующие методику их отбора и уровневой последовательность.*

Ключевые слова: *аутентичный текст, восприятие, информативность, читательские стратегии, прагматика, восприятие текста, адаптированность, сложность текста.*

Introduction. Reading authentic texts in a foreign language is a meaningful cognitive task that allows learners to construct mental representations of meaning, similar to how native speakers process texts. I.A.Zimnyaya [1] emphasizes the dual nature of reading as both a communicative and cognitive process, describing reading comprehension as “semantic perception”.

This semantic perception largely depends on how well learners have developed linguistic cognition and how effectively they can use strategies for understanding text. Such strategies include identifying meaningful units and recognizing contextual models within a foreign-language text.

Currently, there’s increasing interest among linguo-didactic researchers in how these strategies can enhance reading comprehension. Both English-language and Russian methodological literature suggest that explicitly teaching comprehension strategies can accelerate the development of semantic reading skills. This has led to proposals that these strategies be treated as core teaching units for reading instruction.

Text selection remains a central concern in foreign language pedagogy. While many studies have addressed text selection for secondary education [2,3,7], there is a gap when it comes to choosing texts for intensive reading in non-linguistic university programs, particularly when using information and communication technologies (ICT). Although some studies focus on computer-assisted language learning [4,8,10], the specific issue of text selection for ICT-based intensive reading at philological universities remains underdeveloped.

Literature Review. Traditional didactic approaches highlight key criteria for text selection, such as age suitability, thematic relevance, informativeness, cognitive value, and linguistic accessibility. These factors remain valid, but with evolving instructional goals and the increasing variety of reading types (e.g., skimming, scanning, and in-depth reading), they are no longer sufficient.

In this study, we apply a set of selection criteria that align with the goals of training future language professionals. Based on Bloom's taxonomy, we consider both the cognitive (thinking) and affective (emotional and value-based) dimensions of learning when selecting texts.

Strategies for semantic perception, as described by R.Oxford and T.A. van Dijk, are techniques—whether conscious or unconscious that learners use to enhance text comprehension. For this study, we draw specifically on van Dijk's model, which frames reading comprehension as a process of hypothetical integration. In this view, readers continually reassess and adjust their understanding, integrating new information with prior knowledge to maintain coherence. Van Dijk distinguishes between different types of reading strategies–pragmatic, semantic, and rhetorical–that help process information at multiple levels. His model is flexible: instead of analyzing a text sequentially at each linguistic level (as in complex text analysis), learners focus on extracting the most relevant information for their current purpose, regardless of where it appears in the text.

A key feature of this strategic model is the concept of the situation model—a mental construct that connects text content to real-world scenarios based on the reader's prior experience. According to van Dijk, this model does not rely on abstract information but on "personal knowledge" derived from similar past situations. This understanding of knowledge representation supports the unique challenges of comprehending foreign-language texts [15].

Thus, comprehension strategies and situation models are essential tools in modern communicative methodology, especially for developing skills to understand authentic texts and engage in various types of reading. Unlike educational texts, which are created specifically for teaching, authentic texts are original materials–sometimes adapted–used by native speakers. Any adaptation should preserve key qualities such as coherence, informativeness, emotional depth, and relevance to readers' needs and interests [15].

Research Methodology. There are compelling reasons to use unadapted authentic texts written for native speakers in the classroom:

Simplified texts can create a learning environment that doesn't reflect real-world reading challenges, making the eventual transition to authentic materials more difficult.

Educational texts often lose the distinctive features of authentic language use, including authorial voice, national and professional context.

Authentic texts show how language functions in real social and professional settings—especially important for learners aiming for language mastery in specific fields.

When selecting texts for professional reading instruction, it's crucial to consider what materials experts in that field actually use. In information technology, for example, authentic texts can be grouped into two categories:

1. Professional information texts, such as technical articles, research reports, software documentation, diagrams, and annotated tables.
2. User-oriented texts, including news articles, magazines, manuals, and practical guides aimed at end users.

Our course incorporates both types to help students develop skills relevant to their future professions.

At the advanced level in language universities, where students already have a solid grounding in vocabulary and grammar, instruction focuses on further developing these skills within professional contexts. Grammar instruction shifts toward a passive-receptive approach [8], where students:

▪Recognize grammatical forms in context.

•Understand their meanings.

•Use context to facilitate overall comprehension.

In our course module on "AI Technology", we emphasize recognizing the passive voice through integrated digital tools. Students can consult a built-in grammar reference, which offers rules and exercises designed to automate grammatical understanding.

Hyperlinked sections allow easy navigation between reading texts and the grammar guide, supporting individualized learning pathways. This structure upholds one of the key principles of modern pedagogy: personalization.

1) When designing the grammar reference, we ensured it;
2) Clearly identifies grammatical features;
3) Explains their meaning and function;
4) Offers ways to distinguish them from similar forms.

Analysis and Results. Texts used in professional reading environments are typically complex, rich in meaning, and integrated in structure. Simplified or artificially constructed texts, while easier to digest, do not mirror real-life informational content. Moreover, dividing authentic texts into smaller instructional parts often renders them less coherent and fails to reduce their overall linguistic difficulty [5, p. 77].

Therefore, we argue that authentic professional texts should not be overly adapted. Instead, reading materials should balance:

•Short, accessible texts that reinforce fluency and boost student confidence [13;42 p.],

•Longer, more demanding texts that stimulate analytical and synthetic thinking [6;71 p.].

This balance helps maintain reading motivation while progressively developing advanced comprehension skills.

Conclusion and Recommendations. It's important to distinguish between a text's complexity and its difficulty.

Complexity refers to the objective structure of the text: the organization of ideas, the number of concepts, and the logical relationships between them [9;39 p.; 5;82 p.].

Difficulty, in contrast, is subjective–it depends on the learner's background, motivation, and readiness. A text may be linguistically simple but conceptually difficult, or vice versa.

As N.L.Lukoshkina [8] notes, the challenge lies in helping students develop the ability to recognize and understand grammatical phenomena within a broader communicative context. Effective reading instruction, particularly in professional settings, must consider both the inherent structure of the text and the individual learner's readiness. By integrating authentic texts, strategic reading instruction, and modern digital tools, we can better equip students with the skills they need to engage meaningfully with real-world texts in their future careers.

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