(6). Kiewra, K.A. (2019). How to teach reading comprehension: A step-by-step guide. Educational Psychology, 49(4), p. 255–270.

(7). Kim, J., & McDonald, R. (2021). Promoting higher-order thinking skills through structured reading strategies. Journal of Educational Psychology, 113(1), p. 54–67.

(8). Meyer, J., & Louw, M. (2020). Metacognition in reading: Enhancing learning and retention through the SQ4R method. Educational Researcher, 49(4), p. 296–310.

(9). Pardo, L.S. (2015). Metacognitive strategies and reading comprehension in higher education. International Journal of Learning and Development, 5(2), p. 134–148.

(10). Piolat, A., Olive, T., & Kellogg, R.T. (2005). Cognitive effort in note-taking. Applied Cognitive Psychology, 19(3), p. 287–296.

(11). Reyes, M., & Garza, E. (2017). The effectiveness of structured note-taking methods on students' academic performance. Journal of Educational Psychology, 109(2), p. 356–368.

(12). Snow, C.E., Burns, M.S., & Griffin, P. (1998). Preventing reading difficulties in young children. National Academy Press.

(13). Tao, Y., & Hu, W. (2018). The impact of structured reading strategies on student engagement and comprehension. Reading and Writing Quarterly, 34(2), p. 159–174.

(14). Piolat, A., Olive, T., & Kellogg, R.T. (2019). Note-taking and memory: A review of recent studies and applications in education. Learning and Instruction, 62, p. 126–136.

(15). Masharipova F., Mizell K. https://www.researchgate.net/publication/358616272_ACTIVE_READING_STRATEGIES IN_CONTENT-BASED_INSTRUCTION

Axmedova Aziza Furqatovna (Assistant of the Department of "Foreign Languages" of the Tashkent Pediatric Medical Institute)

IMPORTANCE OF READING SKILLS IN A FOREIGN LANGUAGE

Annotation. *It is apparent that readers come with their own baggage of knowledge and experience to interpret materials or texts. Certainly, they face some misunderstandings. At such times, a teacher's task is to create an environment conducive to understanding the text and thinking about the topic correctly. This paper aims to explore the main aspects of teaching reading and enhancing this skill in foreign language classes.*

Keywords: *teaching reading, foreign languages, language models, teacher, student.*

Axmedova Aziza Furqatovna (Toshkent Pediatriya tibbiyot instituti "Xorijiy tillar" kafedrasi assistenti)

XORIJIY TILNI O'RGANISHDA O'QISH KO'NIKMALARINING AHAMIYATI

Annotatsiya. *O'quvchilar materiallarni yoki matnlarni talqin qilish uchun o'zlarining bilim va tajribalaridan foydalanadilar, bu aniq ko'rinadi. Albatta, ular ba'zi tushunmovchiliklarga duch kelishadi. Bunday paytlarda o'qituvchining vazifasi matnni tushunish va mavzu haqida to'g'ri fikrlashga yordam beradigan muhit yaratishdir. Ushbu maqolaning maqsadi o'qishni o'rgatish va chet tili darslarida bu ko'nikmani oshirishning asosiy jihatlarini o'rganishdir.*

Kalit so'zlar: *o'qishni o'rgatish, xorijiy tillar, til modellari, o'qituvchi, talaba.*

Ахмедова Азиза Фуркатовна (Ассистент кафедры «Иностранных языков» Ташкентского педиатрического медицинского института)

ВАЖНОСТЬ НАВЫКОВ ЧТЕНИЯ НА ИНОСТРАННОМ ЯЗЫКЕ

Аннотация. *Очевидно, что читатели приходят с собственным багажом знаний и опыта для интерпретации материалов или текстов. Конечно, они сталкиваются с некоторыми недопониманиями. В такие моменты задача учителя – создать среду, способствующую пониманию текста и правильному осмыслению темы. Цель данной работы – исследовать основные аспекты преподавания чтения и улучшения этого навыка на занятиях иностранным языком.*

Ключевые слова: *преподавание чтения, иностранные языки, языковые модели, учитель, студент.*

Introduction. Effective reading is the foundation for the successful acquisition of foreign language skills. First and foremost, reading is central to all aspects of language learning: it is integral to using textbooks for language courses, writing exercises, vocabulary development, acquisition of grammatical skills, and overall language control. It is essential that each training program includes reading instructions tailored to the language being taught.

When learning a second language, both children and adults who have acquired general reading skills in their native language often do not encounter significant difficulties if the graphic code of the language being studied resembles the principles of their native language. This similarity facilitates comprehension,

supporting the belief that familiar phonetic and syntactic structures ease the transition into reading in another language.

The reading process. Reading is a conscious or unconscious process of thinking. The reader employs various strategies to reconstruct the meaning intended by the author. This reconstruction involves comparing the information from the text with personal experiences and knowledge. Importantly, the reader approaches the text carrying a wealth of knowledge and experiences, alongside a priori attitudes toward both oral and written communication. All knowledge, experiences, and values are categorized and organized within the reader's mental framework, often referred to as schemes or mental models. These categories interlink to facilitate understanding. When engaging with a text, readers compare the newly acquired information with their existing background knowledge, forging a version of the text's meaning based on this synthesis. This process is fundamental to the understanding of reading as it involves multiple cognitive strategies. Researchers in text perception have highlighted the parallel between information processing and an understanding of how individuals think, study, and remember what they read. The processes can be categorized into two approaches: the "top-down" method and the "bottom-up" method.

1. Top-Down Method

In this approach, the reader utilizes prior knowledge to interpret the text. The reader's understanding is guided by preconceived notions and contextual familiarity, allowing for a more conceptual interpretation. This method emphasizes what the reader already knows, often prioritizing personal experiences over textual information.

2. Bottom-Up Method. Conversely, when employing this method, the reader focuses primarily on the textual features and details to derive meaning. Here, the understanding is built from the ground up, starting with words and phrases to construct a holistic comprehension of the text. This method is particularly useful when venturing into unfamiliar topics or complex language structures.

Reading typically involves a dynamic interaction between these approaches. Textual information prompts the activation of personal knowledge, while personal insights enrich the interpretation of the text. This continuous and mostly unconscious process persists until the reader feels confident in their understanding, successfully correlating the information gleaned from the text with their existing knowledge.

Link between reading and literacy. To deepen the understanding of reading, it is imperative to discuss the relationship between reading and literacy. While literacy can be seen as a set of skills–reading and writing—it encompasses broader competencies that vary across cultural contexts. The concept of literacy fundamentally denotes an individual's capacity to engage knowledgeably with textual materials, including the ability to analyze, interpret, and create texts.

In a broad sense, literacy reflects the level of knowledge and skills in any given area, as well as the practical application of these skills [2]. It is influenced by various factors including education, socio-economic background, cultural norms, and access to resources. Communities with higher literacy rates tend to foster environments where reading is prioritized, aiding language acquisition and overall communicative competence.

Challenges of reading in a foreign language. Consequently, it is not always feasible for someone who possesses excellent reading skills in their native language to apply those skills when interpreting texts written in a foreign language. Reading in a foreign language demands the mastery of specific skills associated with oral and written communication.

A teacher's role, then, is paramount in guiding students through the complexities of this transition. Educators must assist learners in navigating the grammatical structures of the target language, fostering the acquisition of what can be termed "secondary language literacy". This requires consistent practice and immersion into a new cultural context, developing a cultural understanding of the language and its nuances while recognizing specific formal and content systems essential for comprehension. It is crucial to understand that to effectively teach reading in a foreign language, it may be necessary to shift the cognitive activity and value systems embedded within the student. Learners should train themselves to think in the foreign language. This transformation is vital for them to read and understand foreign texts more effectively.

Guidelines for teachers. When implementing reading exercises, teachers should take the following recommendations into account:

1. Foster Cultural Contextualization. Students should be immersed in the cultural context of the language they are learning. This involves exploring cultural references, idiomatic expressions, and societal norms influencing language use. By connecting text to its cultural backdrop, students are better equipped to draw meaning from content.

2. Encourage Active Engagement. Readers must actively engage with the text. This can be achieved through prompting students to ask questions, make predictions, and visualize the content. Encouraging discussions can stimulate critical thinking and help activate prior knowledge, facilitating comprehension.

3. Create Relatable Content. Texts should be relevant to students' interests and experiences. Relating content to learners' backgrounds assists in bridging the gap between their existing knowledge and what they encounter in the foreign language.

4. Incorporate Various Reading Strategies. Teachers should introduce multiple strategies to tackle reading comprehension. This includes skimming for general understanding, scanning for specific information, and close reading for detailed analysis. Providing diverse approaches enables students to choose the most effective method for themselves.

5. Utilize Collaborative Learning. Pair or group work can amplify comprehension. Through collaboration, students can share insights and strategies, building a supportive environment conducive to learning. Engaging in peer discussions fosters language use and reinforces understanding.

Recommendations for Teaching Reading.

1. Awareness and Monitoring: Students benefit from being cognizant of the learning processes. When they understand how to think critically, they can better monitor their comprehension strategies [4].

2. Understanding Reading as a Complex Process: L.S.Vygotsky emphasizes that reading is not just visual; it requires a significant ability to connect meanings. Hence, teaching should focus on conscious reading processes rather than generic reading [1;89 p.].

3. Encouraging Discussion: Facilitating discussions about texts can enhance comprehension and develop grammatical skills. Students need to articulate their thoughts in relation to the material they read.

4. Reflection and Fluency: Studies suggest that fluent reading encourages reflection and fosters a better understanding of the material [3].

5. Practice through Reading: The best method to improve reading skills is through consistent practice. Reading enriches vocabulary, enhances grammatical knowledge, and immerses students in the culture associated with the language [5].

Role of the Teacher. Teachers play a vital role in guiding students through their reading journey. They should assist in selecting appropriate texts and foster a positive attitude towards reading in the target language.

In conclusion, the more students engage with reading, the greater their vocabulary and comprehendsion skills become, ultimately leading to improved writing abilities and a deeper appreciation of the language.

Practice and literacy. In discussing literacy within the framework of language acquisition, it becomes evident that mastering reading and writing skills is a process that requires ongoing practice and reinforcement. This reiterates the importance of continual engagement with written texts in the foreign language. Regular reading practice enhances vocabulary acquisition, grammatical awareness, and overall linguistic skills, bridging the gap between linguistic theory and practical application.

Moreover, it is important to evaluate literacy not just in academic terms but as a comprehensive ability to navigate varied contexts in written communication. Literacy promotes critical thinking and analytical skills, empowering students to dissect texts thoughtfully and develop a nuanced understanding of language use.

Conclusion. In summary, the intricate relationship between language, culture, reading, and literacy underscores the importance of a holistic approach to teaching reading in foreign language classes. Recognizing that literacy extends beyond mere decoding of text highlights the need to incorporate cultural awareness and cognitive flexibility into reading instruction. Effective language acquisition necessitates empowering learners to develop secondary language literacy by merging cultural understanding with cognitive skills. By fostering the ability to think and read in a foreign language, educators can equip students not only to comprehend texts but also to engage meaningfully with the language, ultimately enriching their learning experience and enhancing their communicative competence. Through the implementation of thoughtful teaching strategies, continuous practice, and a culturally aware curriculum, educators can play a pivotal role in shaping proficient readers who are capable of navigating the complexities of foreign languages.

References:

(1). Vygotsky L.S. Collection of articles. M.–L., 1935.

(2). Breygina M.E., Shchepilova A.V. Methods of teaching foreign languages: traditions and modernity. Obninsk, 2010.
(3). Anderson N.J. Practical teaching of English: Reading. New York, 2008.
(4). Brown A.L. To know when, where and how to remember: The problem of metacognition, National Institute of Education (DHEW). Washington, 1977.
(5). Day R. Extensive reading in the second language class. R.Day, J.Bamford. Cambridge, 1998.

Sabirova Nafisa Qurolbayevna (Department of Social science and Uzbek language, Trainee teacher of Urgench branch of Tashkent University of Information Technologies named after Muhammad al-Khwarizmi, Urgench, Uzbekistan; nafisa.sabirova96@gmail.com)

THE ROLE OF ARTIFICIAL INTELLIGENCE IN LANGUAGE TEACHING

Annotation. *This paper examines the role of AI in language teaching, from early machine translation to modern platforms like Duolingo and Rosetta Stone. It explores how AI technologies such as NLP, ML, and chatbots enhance learning through personalized, interactive experiences. The paper also addresses challenges like AI's lack of emotional intelligence and data privacy concerns, advocating for responsible use and further development to ensure ethical and equitable access to language education.*

Key words*: AI, language education, NLP, ML, chatbots, data privacy, emotional intelligence, adaptive learning, educational technology.*

Sabirova Nafisa Qurolbayevna (Toshkent Axborot texnologiyalari universiteti Urganch filiali, "Ijtimoiy fanlar va o'zbek tili" kafedrasi, Urganch, O'zbekiston; nafisa.sabirova96@gmail.com)

SUN'IY INTELLEKTNING TIL O'RGANISHDAGI ROLI

Annotatsiya. *Ushbu maqola til ta'limida sun'iy intellektning dastlabki mashina tarjimasi tizimlaridan to zamonaviy platformalar (masalan, Duolingo va Rosetta Stone)ga qadar rolini o'rganadi,. Maqolada sun'iy intellekt texnologiyalari, masalan, NLP, ML va chatbotlar yordamida ta'limni shaxsiylashtirilgan va interaktiv tarzda yaxshilash muhokama qilinadi. Shuningdek, maqolada sun'iy intellektda hissiyot yetishmasligi va ma'lumotlar maxfiyligi bilan bog'liq muammolar ko'rib chiqilib, mas'uliyatli foydalanish va yanada rivojlanish zarurligi ta'kidlanadi, shu bilan birga, til ta'limida adolatli va axloqiy me'yorda foydalanish imkoniyatlarini ta'minlashga chaqiriladi.*

Kalit so'zlar*: sun'iy intellekt (AI), til ta'limi, tabiiy tilni qayta ishlash (NLP), mashinada o'rganish (ML), chatbotlar, ma'lumotlar maxfiyligi, hissiy intellekt, moslashuvchan ta'lim, ta'lim texnologiyalari.*

Сабирова Нафиса Куролбаевна (кафедра социальных наук и узбекского языка, преподаватель стажер Ургенчского филиала Ташкентского университета информационных технологий имени Мухаммада аль-Хоразмий, Ургенч, Узбекистан; nafisa.sabirova96@gmail.com)

РОЛЬ ИСКУССТВЕННОГО ИНТЕЛЛЕКТА В ОБУЧЕНИИ ЯЗЫКАМ

Аннотация. *В данной статье рассматривается роль искусственного интеллекта в обучении языкам, начиная от ранних систем машинного перевода и заканчивая современными платформами, такими как Duolingo и Rosetta Stone. Обсуждаются как технологии ИИ, так и NLP, ML и чат-боты, которые улучшают обучение через персонализированный и интерактивный опыт. Также рассматриваются такие проблемы, как отсутствие эмоционального интеллекта у ИИ и вопросы конфиденциальности данных, подчеркивается необходимость ответственного использования и дальнейшего развития для обеспечения этичного и равноправного доступа к обучению языкам.*

Ключевые слова*: искусственный интеллект (ИИ), обучение языкам, обработка естественного языка (NLP), машинное обучение (ML), чат-боты, конфиденциальность данных, эмоциональный интеллект, адаптивное обучение, образовательные технологии.*

Introduction. AI has rapidly transformed language education, providing innovative tools and personalized learning through technologies like NLP, machine learning, and conversational agents. It enhances language acquisition by adapting to learners' needs, offering immediate feedback, and enabling real-time practice. However, ethical concerns, including data privacy and AI's inability to replicate human emotional intelligence, must be addressed. This paper explores the current landscape of AI in language education, its history, key technologies, benefits, challenges, and future directions for responsible use.

Literature review. The role of AI in language teaching has gained attention for its potential to personalize and enhance learning. Technologies like Natural Language Processing (NLP) and Machine Learning (ML) enable adaptive tools like Duolingo, which tailor learning experiences based on user progress (Huang et al., 2020; Vesselinov & Grego. 2012). NLP improves tasks such as translation and pronunciation feedback, enhancing language acquisition (Devlin et al., 2019). AI-driven chatbots also