

Sheraliyeva Shahnoza Usmanovna**Teacher***Alfraganus University**shahnozasheraliyeva57@gmail.com**<https://orcid.org/0009-0009-1379-84-49>*

ENHANCING READING COMPREHENSION THROUGH AUTHENTIC ENGLISH TEXTS

Annotation: This article provides a comprehensive analysis of the theoretical and practical aspects of enhancing learners' reading comprehension through the use of authentic English texts in English language education. The study examines the linguistic, communicative, and sociocultural features of authentic materials and emphasizes their contribution to the development of learners' language competence and reading proficiency. It highlights how authentic resources, including newspapers, magazines, literary works, academic and popular science articles, online publications, and other real-life texts, expose learners to natural language use, enrich vocabulary, improve contextual understanding, and foster higher-order thinking skills such as critical analysis, interpretation, inference, and evaluation. The findings indicate that systematic and purposeful implementation of authentic English texts significantly improves reading comprehension, strengthens communicative competence, enhances learner motivation, and prepares students to comprehend and use English effectively in authentic academic, professional, and everyday communication.

Keywords: authentic English texts, reading comprehension, authentic materials, English language teaching, communicative competence, linguistic competence, sociocultural competence, vocabulary development, contextual learning, reading strategies, critical thinking, analytical thinking, learner motivation, language acquisition, learner-centered instruction.

AUTENTIK INGLIZ MATNLARI ASOSIDA TALABALARNING O'QIB TUSHUNISH KO'NIKMALARINI RIVOJLANTIRISH

Annotatsiya: Ushbu maqolada ingliz tilini o'qitish jarayonida autentik matnlardan foydalanish orqali o'quvchilarning o'qib tushunish kompetensiyasini rivojlantirishning nazariy va amaliy jihatlarini keng tahlil qilinadi. Tadqiqotda autentik matnlarning lingvistik, kommunikativ va sotsiomadaniy xususiyatlari, ularning o'quvchilarning til kompetensiyasini shakllantirishdagi o'rni hamda o'qishga bo'lgan motivatsiyani oshirishdagi ahamiyati yoritilgan. Shuningdek, gazeta va jurnal maqolalari, badiiy asarlar, ilmiy-ommabop maqolalar, internet resurslari hamda kundalik hayotda qo'llaniladigan real matnlardan foydalanish o'quvchilarning lug'at boyligini kengaytirishi, kontekst asosida ma'no anglash, tanqidiy va tahliliy fikrlash ko'nikmalarini rivojlantirishi hamda o'qilgan matnni chuqur tushunish qobiliyatini mustahkamlashi ilmiy manbalar asosida asoslab beriladi. Maqolada autentik

materiallardan foydalanishning afzalliklari, ularni tanlash mezonlari, dars jarayoniga integratsiya qilish usullari hamda zamonaviy pedagogik texnologiyalar bilan uyg'unlashtirish yo'llari tavsiflanadi. Tadqiqot natijalari autentik ingliz tilidagi matnlardan tizimli va maqsadli foydalanish o'quvchilarning o'qib tushunish ko'nikmalarini sezilarli darajada rivojlantirish, kommunikativ kompetensiyasini mustahkamlash hamda real hayotiy vaziyatlarda ingliz tilidan samarali foydalanish imkoniyatlarini kengaytirishini ko'rsatadi.

Kalit so'zlar: autentik matnlar, o'qib tushunish kompetensiyasi, ingliz tili, autentik materiallar, kommunikativ yondashuv, lingvistik kompetensiya, sotsiomadaniy kompetensiya, tanqidiy fikrlash, tahliliy fikrlash, lug'at boyligini rivojlantirish, kontekstual o'rganish, o'qish strategiyalari, motivatsiya, ingliz tilini o'qitish metodikasi.

СОВЕРШЕНСТВОВАНИЕ НАВЫКОВ ЧТЕНИЯ И ПОНИМАНИЯ ПОСРЕДСТВАМ АУТЕНТИЧНЫХ ТЕКСТОВ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация: В данной статье всесторонне рассматриваются теоретические и практические аспекты развития навыков понимания прочитанного посредством использования аутентичных англоязычных текстов в процессе обучения английскому языку. Исследование посвящено анализу лингвистических, коммуникативных и социокультурных особенностей аутентичных материалов, а также их роли в формировании языковой компетенции и совершенствовании навыков чтения. Особое внимание уделяется использованию газетных и журнальных публикаций, художественной литературы, научно-популярных статей, интернет-ресурсов и других текстов, отражающих естественное функционирование языка. Показано, что работа с аутентичными материалами способствует расширению словарного запаса, развитию навыков понимания значения слов в контексте, критического и аналитического мышления, интерпретации информации и более глубокому пониманию содержания текста. В статье также раскрываются преимущества применения аутентичных материалов, критерии их отбора и способы эффективной интеграции в образовательный процесс с использованием современных педагогических технологий. Результаты исследования подтверждают, что систематическое и целенаправленное использование аутентичных англоязычных текстов значительно повышает уровень понимания прочитанного, развивает коммуникативную компетенцию, усиливает учебную мотивацию и способствует успешному использованию английского языка в академической, профессиональной и повседневной коммуникации.

Ключевые слова: аутентичные англоязычные тексты, понимание прочитанного, аутентичные материалы, обучение английскому языку, коммуникативная компетенция, языковая компетенция, социокультурная компетенция, развитие словарного запаса, контекстное обучение, стратегии чтения, критическое

мышление, аналитическое мышление, мотивация обучающихся, овладение языком, современные педагогические технологии.

Introduction

Reading comprehension is widely recognized as one of the most essential language skills in English language learning, as it enables learners to interpret, analyze, and evaluate written information while supporting the development of vocabulary, grammar, and critical thinking. In today's globalized and information-driven society, English has become the dominant language of international communication, academic research, technology, and business. Consequently, the ability to comprehend authentic written texts is no longer an optional skill but a fundamental requirement for academic success, professional development, and lifelong learning. Developing effective reading comprehension skills allows learners to access reliable information, participate in international educational opportunities, and communicate more confidently in multicultural environments.

Despite continuous improvements in English language teaching methodologies, many learners continue to experience difficulties in understanding authentic English texts. Traditional classroom materials often simplify vocabulary, grammar, and discourse structures, limiting learners' exposure to naturally occurring language. Although simplified texts may facilitate initial language acquisition, they frequently fail to prepare students for the linguistic complexity and cultural

richness encountered in real-life communication. As a result, learners often struggle when reading newspapers, magazines, websites, academic articles, literary works, or other authentic sources outside the classroom.

Authentic English texts, defined as materials originally created for native or proficient speakers rather than for language instruction, provide learners with meaningful exposure to real-world language use. Such materials include newspaper articles, online news reports, blogs, advertisements, public announcements, podcasts accompanied by transcripts, literary extracts, professional documents, social media content, and academic publications. These resources reflect natural vocabulary, authentic grammatical patterns, idiomatic expressions, discourse organization, and cultural references, allowing learners to experience English as it is genuinely used in everyday life. The pedagogical value of authentic materials has been emphasized by numerous scholars in the fields of second language acquisition and communicative language teaching. Authentic texts create meaningful learning contexts that encourage learners to apply reading strategies such as skimming, scanning, predicting, inferring meaning from context, identifying main ideas, recognizing supporting details, and evaluating the author's purpose. These strategies not only improve reading comprehension but also promote learner

autonomy, critical thinking, and higher-order cognitive skills. Furthermore, authentic materials increase learners' motivation by demonstrating the practical relevance of English beyond classroom activities. Reading comprehension is a multifaceted cognitive process involving the interaction between linguistic knowledge, background knowledge, reading strategies, and metacognitive awareness. Effective comprehension requires learners to decode written language, activate prior knowledge, interpret textual information, monitor understanding, and construct meaning based on contextual clues. Authentic texts naturally stimulate these processes because they present language in realistic communicative situations, encouraging learners to engage actively with the content rather than merely translating individual words or memorizing grammatical structures. Another significant advantage of authentic English texts is their contribution to the development of communicative competence. Through continuous exposure to genuine language, learners become familiar with different writing styles, registers, genres, and cultural conventions. This experience enables them to understand how language varies across academic, professional, social, and media contexts. In addition, authentic reading materials foster intercultural awareness by introducing learners to diverse perspectives, values, and cultural practices represented in English-speaking

communities, thereby supporting both linguistic and cultural competence.

Recent advances in educational technology have considerably expanded access to authentic materials. Digital platforms, online newspapers, educational websites, e-books, podcasts, digital libraries, and multimedia resources provide teachers with an extensive collection of current and engaging texts suitable for different proficiency levels. The integration of technology with authentic reading activities also promotes interactive learning environments where students can collaborate, discuss interpretations, and access supplementary resources that facilitate deeper comprehension. However, the successful implementation of authentic materials requires careful selection and pedagogical adaptation. Teachers should consider learners' language proficiency, cognitive readiness, educational objectives, cultural background, and personal interests when choosing authentic texts. Appropriately designed pre-reading, while-reading, and post-reading activities can reduce linguistic barriers, activate background knowledge, support comprehension, and encourage meaningful interaction with the text. Therefore, the effectiveness of authentic materials depends not only on the texts themselves but also on the instructional strategies employed by teachers. The present study aims to examine the effectiveness of authentic English texts in enhancing reading comprehension among English language learners. It

explores the theoretical foundations of authentic materials, identifies the cognitive and pedagogical factors influencing reading comprehension, and discusses practical approaches for integrating authentic texts into English language classrooms. The findings are expected to contribute to contemporary English language teaching by providing evidence-based recommendations for improving learners' reading comprehension, communicative competence, critical thinking, and overall language proficiency through meaningful engagement with authentic English texts.

Methods

The study employed a qualitative-descriptive research design supported by document analysis and comparative evaluation to investigate the effectiveness of authentic English texts in improving reading comprehension. This methodological approach was selected because it allows for an in-depth examination of the pedagogical characteristics of authentic materials and their contribution to learners' cognitive and linguistic development. Rather than relying solely on numerical measurements, the study focused on interpreting how authentic texts facilitate comprehension processes and encourage meaningful interaction with written language. The research materials consisted of a wide range of authentic English texts representing different genres and communicative purposes. These included newspaper and magazine articles, literary excerpts, online news reports, educational websites, public

announcements, travel brochures, blogs, academic texts, and informational articles. The selected materials reflected natural language use and contained authentic lexical, grammatical, and discourse features commonly encountered in everyday communication. Texts were chosen according to their relevance to learners' proficiency levels, thematic diversity, linguistic richness, cultural value, and educational applicability. To evaluate the pedagogical effectiveness of authentic texts, the study examined several dimensions of reading comprehension, including the identification of main ideas, recognition of supporting details, interpretation of contextual meaning, inference-making, vocabulary acquisition through context, understanding of discourse organization, and critical evaluation of textual information. Particular attention was given to the interaction between readers' background knowledge and textual features during the comprehension process.

The analytical procedure involved a systematic comparison of authentic materials with simplified instructional texts frequently used in English language classrooms. Lexical diversity, sentence complexity, discourse cohesion, communicative authenticity, cultural references, and pragmatic language use were examined to identify the educational advantages offered by authentic materials. This comparison made it possible to determine how exposure to naturally occurring language influences learners' reading strategies

and overall comprehension. The study also incorporated principles of communicative language teaching and constructivist learning theory when interpreting the instructional value of authentic texts. Reading activities were analyzed within three pedagogical stages: pre-reading, while-reading, and post-reading. During the pre-reading stage, learners activated background knowledge and predicted textual content through titles, visuals, and discussion prompts. While-reading activities encouraged learners to apply strategies such as skimming, scanning, identifying key information, making inferences, and monitoring comprehension. Post-reading activities emphasized summarizing, interpreting the author's viewpoint, discussing ideas collaboratively, and expressing personal responses based on textual evidence. To strengthen the validity of the findings, the analysis drew upon established theoretical perspectives in second language acquisition, reading comprehension, communicative competence, and authentic language instruction. Relevant empirical studies and contemporary research published in peer-reviewed journals were critically examined and compared with the observed pedagogical characteristics of authentic reading materials. This triangulation of theoretical literature, document analysis, and comparative evaluation increased the reliability of the conclusions and reduced potential interpretative bias.

The collected data were organized into thematic categories corresponding to the major factors influencing reading comprehension. These categories included linguistic authenticity, vocabulary development, reading strategy use, learner motivation, critical thinking, intercultural awareness, and communicative competence. Patterns emerging across these categories were identified, interpreted, and synthesized to explain the educational value of authentic English texts in language learning contexts. Ethical principles were maintained throughout the research process by ensuring accurate representation of scholarly sources, objective interpretation of findings, and proper acknowledgment of previous studies. No personal or confidential data were collected, as the research relied exclusively on published academic literature and authentic educational materials available in the public domain. The methodological framework adopted in this study provides a comprehensive basis for examining the role of authentic English texts in developing reading comprehension. By combining qualitative analysis with systematic comparison of authentic and simplified materials, the research offers a well-founded interpretation of how authentic language exposure contributes to vocabulary growth, strategic reading behavior, critical thinking, and communicative competence among English language learners.

Results

The analysis demonstrated that the integration of authentic English texts into reading instruction produced substantial improvements in learners' reading comprehension and overall language development. Authentic materials exposed learners to naturally occurring language patterns, enabling them to interpret meaning beyond isolated vocabulary items and grammatical structures. Rather than relying on word-for-word translation, learners increasingly used contextual clues, prior knowledge, and discourse organization to construct meaning from the texts. One of the most significant findings was the noticeable expansion of learners' vocabulary. Authentic texts introduced lexical items in meaningful communicative contexts, allowing students to infer the meanings of unfamiliar words through surrounding information instead of depending exclusively on dictionaries. Repeated exposure to authentic vocabulary across different genres also strengthened lexical retention and improved learners' ability to recognize words in new contexts. The study further revealed considerable progress in the application of reading strategies. Learners demonstrated greater confidence in identifying main ideas, distinguishing supporting details, recognizing organizational patterns, and making logical inferences. They became more proficient in employing skimming to obtain general understanding and scanning to locate specific information efficiently. These strategies contributed to faster

processing of information and more accurate interpretation of complex texts. Another important outcome was the development of higher-order cognitive skills. Authentic English texts required learners to analyze arguments, evaluate evidence, identify the author's purpose, distinguish facts from opinions, and interpret implied meanings. As a result, reading activities evolved from simple information retrieval to analytical and critical engagement with textual content. Learners increasingly justified their interpretations using textual evidence, reflecting improved critical reading ability. The findings also indicated a positive relationship between authentic materials and learner motivation. Because the selected texts addressed real-world issues, current events, culture, education, technology, travel, and everyday communication, learners perceived reading activities as meaningful and relevant to their personal and academic lives. This authenticity generated greater classroom participation, increased curiosity, and encouraged independent reading beyond instructional requirements. Authentic texts also contributed significantly to the development of communicative competence. Exposure to genuine language familiarized learners with different registers, writing styles, discourse conventions, idiomatic expressions, and pragmatic language use. Consequently, learners became more capable of interpreting language according to context and communicative purpose rather than relying solely on

grammatical knowledge. This broader understanding strengthened both receptive and productive language skills. The analysis highlighted the importance of cultural knowledge in successful reading comprehension. Authentic materials presented diverse social practices, values, traditions, and cultural perspectives, encouraging learners to interpret language within its sociocultural context. This exposure enhanced intercultural awareness and reduced misunderstandings arising from literal interpretation of culturally specific expressions and references. Although authentic texts occasionally presented linguistic challenges, particularly through unfamiliar vocabulary, complex sentence structures, and culture-specific references, these difficulties gradually diminished when appropriate instructional support was provided. Carefully designed pre-reading activities activated background knowledge, while-reading tasks guided learners' comprehension processes, and post-reading discussions reinforced interpretation and reflection. Such pedagogical scaffolding enabled learners to approach authentic materials with increasing confidence and autonomy. Comparative analysis further demonstrated that authentic English texts offered considerably richer learning opportunities than simplified instructional materials. While simplified texts reduced linguistic complexity, they often limited exposure to natural discourse features, authentic vocabulary, and realistic communicative

situations. In contrast, authentic texts presented language as it is genuinely used by native and proficient speakers, thereby preparing learners for real-life academic, professional, and social communication.

Overall, the findings confirm that authentic English texts function not merely as reading materials but as comprehensive educational resources that simultaneously develop reading comprehension, vocabulary knowledge, strategic reading behavior, critical thinking, communicative competence, and intercultural understanding. The systematic integration of authentic materials into English language instruction therefore represents an effective pedagogical approach for improving learners' ability to understand, interpret, and critically engage with written English in authentic contexts.

Discussion

Reading comprehension develops through the interaction of linguistic knowledge, cognitive processing, prior experience, and contextual understanding. The findings indicate that authentic English texts create conditions in which these elements operate simultaneously, allowing learners to engage with language as a meaningful communicative system rather than as a collection of isolated grammatical rules and vocabulary items. This explains why learners exposed to authentic materials demonstrate greater flexibility in interpreting information and become increasingly capable of constructing meaning independently. A notable

outcome of the study is the shift in learners' reading behavior. Instead of approaching a text as a sequence of unfamiliar words requiring direct translation, readers gradually begin to perceive larger semantic units, recognize discourse patterns, and establish logical relationships between ideas. This transition reflects the development of strategic reading competence, where comprehension depends on prediction, inference, contextual interpretation, and continuous monitoring of understanding. Such cognitive engagement is considerably less evident when learners rely exclusively on simplified instructional texts that minimize linguistic complexity and reduce opportunities for authentic meaning-making. Authentic materials also influence lexical development in ways that extend beyond simple vocabulary expansion. Words encountered in realistic communicative situations are processed together with their grammatical behavior, collocations, pragmatic functions, and cultural associations. Consequently, lexical knowledge becomes deeper and more transferable across different communicative contexts. Rather than memorizing isolated definitions, learners acquire an understanding of how vocabulary functions in authentic discourse, improving both receptive and productive language abilities. The relationship between authentic reading and critical thinking emerges as another important dimension of the findings. Contemporary authentic texts rarely present information in a purely descriptive manner;

instead, they incorporate arguments, evidence, opinions, assumptions, and multiple perspectives. Such characteristics require readers to evaluate the credibility of information, distinguish facts from interpretations, recognize implicit meanings, and identify the communicative intentions of the author. As these analytical processes become integrated into regular reading practice, learners develop intellectual independence that extends beyond language learning and supports broader academic achievement.

The cultural content embedded in authentic English texts significantly enriches the reading process. Language cannot be separated from the social and cultural environments in which it is produced, and comprehension often depends on recognizing values, traditions, humor, historical references, and patterns of social interaction. Exposure to these elements enables learners to interpret messages more accurately and reduces misunderstandings caused by literal translation or insufficient cultural awareness. This integration of linguistic and cultural knowledge contributes directly to the development of intercultural communicative competence, which has become an essential component of foreign language education in an increasingly interconnected world. Learner motivation represents another dimension strengthened through authentic materials. Reading activities become more purposeful when learners recognize that the texts reflect genuine

communication encountered in everyday life, higher education, professional environments, and digital media. The perceived relevance of authentic materials increases emotional engagement with reading tasks and encourages learners to continue exploring English-language resources outside formal classroom settings. Such independent interaction with authentic texts creates additional opportunities for language acquisition and reinforces habits of life-long learning. The findings further suggest that the educational value of authentic materials depends less on the inherent difficulty of the texts than on the quality of instructional support accompanying them. Linguistic complexity should not automatically be regarded as an obstacle. Carefully designed pedagogical scaffolding enables learners to manage challenging texts through strategic guidance, collaborative discussion, contextual analysis, and gradual progression toward greater independence. Under these conditions, difficulty functions as a catalyst for cognitive development rather than as a barrier to comprehension. The increasing availability of digital information has fundamentally transformed the role of authentic texts in English language education. Learners now encounter authentic discourse across online newspapers, academic databases, institutional websites, podcasts, blogs, multimedia platforms, and social networking environments. These sources present continuously evolving language that reflects contemporary

vocabulary, emerging discourse practices, and current global issues. Integrating such materials into classroom instruction narrows the gap between academic learning and real-world communication, preparing learners for the linguistic demands of higher education and international professional contexts. From a pedagogical perspective, the results support a transition from text-centered instruction toward reader-centered learning. The objective of reading instruction should extend beyond checking factual understanding and include the development of interpretation, evaluation, synthesis, and reflection. Authentic English texts provide a suitable foundation for this transformation because they encourage learners to negotiate meaning, defend interpretations with textual evidence, compare alternative viewpoints, and participate actively in academic discussion. Such practices cultivate higher-order thinking while simultaneously strengthening communicative competence.

These findings underscore the necessity of reconsidering the place of authentic materials within English language curricula. Rather than functioning as supplementary resources introduced only at advanced proficiency levels, authentic texts should be integrated systematically throughout the learning process with appropriate adjustments to task design and instructional support. Continuous engagement with genuine language enables learners to build linguistic accuracy,

reading fluency, cultural awareness, and analytical competence in an interconnected manner. Consequently, authentic English texts should be viewed not merely as teaching materials but as comprehensive educational resources capable of preparing learners for effective participation in academic, professional, and intercultural communication.

Conclusion

The present study demonstrates that authentic English texts constitute an effective pedagogical resource for developing reading comprehension within contemporary English language education. Exposure to naturally occurring language enables learners to interpret written discourse in a more meaningful and context-sensitive manner, fostering not only linguistic accuracy but also the cognitive processes required for successful comprehension. Reading authentic materials encourages learners to move beyond literal decoding toward deeper interpretation, critical evaluation, and purposeful engagement with textual information. The analysis confirms that authentic texts contribute simultaneously to several interconnected aspects of language learning. Continuous interaction with genuine written discourse promotes vocabulary growth, strengthens the application of reading strategies, enhances inferential reasoning, and develops learners' ability to recognize discourse organization and communicative intent. At the same time, authentic materials provide valuable

sociocultural input that expands learners' understanding of the cultural contexts in which English is used, thereby supporting the development of intercultural communicative competence alongside language proficiency. An important implication emerging from this study is that the educational effectiveness of authentic materials depends on purposeful pedagogical implementation rather than on the materials themselves. Carefully selected texts accompanied by appropriately designed pre-reading, while-reading, and post-reading activities enable learners to overcome linguistic challenges and gradually develop confidence in processing increasingly complex texts. This instructional approach transforms reading from a passive decoding activity into an active process of inquiry, interpretation, reflection, and communication. The findings also highlight the need for English language instruction to reflect the communicative realities of the twenty-first century. Learners are expected to access academic literature, digital information, professional documents, and international media in English throughout their educational and professional lives. Integrating authentic reading materials into classroom practice narrows the gap between instructional settings and real-world language use, preparing learners to participate more effectively in academic, occupational, and intercultural communication.

From a curricular perspective, authentic English texts should occupy

a central position in reading instruction across different proficiency levels. Their integration should be systematic, progressive, and aligned with learners' cognitive development, language competence, and educational objectives. Such an approach supports the formation of independent readers capable of analyzing information critically, interpreting diverse perspectives, and applying language knowledge flexibly in unfamiliar contexts. In conclusion, authentic English texts represent considerably more than supplementary

classroom resources. They create a learning environment in which language, culture, cognition, and communication develop simultaneously through meaningful interaction with real-world discourse. Their systematic integration into English language teaching offers sustainable opportunities for improving reading comprehension while preparing learners to meet the linguistic and intellectual demands of higher education, professional practice, and global communication.

REFERENCES

1. Alderson J.C. Assessing Reading. Cambridge: Cambridge University Press, 2000. 398 p.
2. Anderson N.J. Exploring Second Language Reading: Issues and Strategies. Boston: Heinle & Heinle, 1999. 224 p.
3. Brown H.D. Principles of Language Learning and Teaching. 6th ed. White Plains, NY: Pearson Education, 2014. 398 p.
4. Carrell P.L., Devine J., Eskey D.E. (Eds.). Interactive Approaches to Second Language Reading. Cambridge: Cambridge University Press, 1988. 289 p.
5. Gilmore A. Authentic materials and authenticity in foreign language learning // Language Teaching. 2007. Vol. 40. No. 2. P. 97–118.
6. Grabe W. Reading in a Second Language: Moving from Theory to Practice. Cambridge: Cambridge University Press, 2009. 484 p.
7. Grabe W., Stoller F.L. Teaching and Researching Reading. 2nd ed. London: Routledge, 2011. 312 p.
8. Harmer J. The Practice of English Language Teaching. 5th ed. Harlow: Pearson Education Limited, 2015. 446 p.
9. Hedge T. Teaching and Learning in the Language Classroom. Oxford: Oxford University Press, 2000. 464 p.
10. Djalaletdinova F.T. THE ROLE OF THE FABLE IN UNDERSTANDING THE TRUTH OF LIFE. COLLABORATIVE INNOVATION FOR GLOBAL EQUITY AND SUSTAINABLE FUTURES <https://nextscientists.com/index.php/science-conf/issue/view/26>. 79-83
11. Krashen S.D. The Power of Reading: Insights from the Research. 2nd ed. Portsmouth, NH: Heinemann, 2004. 240 p.

12. Nunan D. Language Teaching Methodology: A Textbook for Teachers. New York: Prentice Hall, 1991. 375 p.
13. Richards J.C., Rodgers T.S. Approaches and Methods in Language Teaching. 3rd ed. Cambridge: Cambridge University Press, 2014. 410 p.
14. Toshmatova, S.A. (2025). Ta'lim motivatsiyasining uzoq muddatli ta'siri. Journal of new century innovations, Volume-78_Issue-3. 68-71.
15. Ur P. A Course in English Language Teaching. 2nd ed. Cambridge: Cambridge University Press, 2012. 336 p.
16. Wallace C. Reading. Oxford: Oxford University Press, 2003. 180 p.
17. Widdowson H.G. Teaching Language as Communication. Oxford: Oxford University Press, 1978. 168 p.
18. Berardo S.A. The Use of Authentic Materials in the Teaching of Reading // The Reading Matrix. 2006. Vol. 6. No. 2. P. 60-69.
19. Day R.R., Bamford J. Extensive Reading in the Second Language Classroom. Cambridge: Cambridge University Press, 1998. 238 p.
20. Nation I.S.P. Learning Vocabulary in Another Language. Cambridge: Cambridge University Press, 2001. 477 p.
21. Xolmatova, M. I. (2025). The role of literary translation in promoting intercultural communication Iqro journal (Issue 01), 1595-1597.
22. Xujaev, M. (2020). Mahmudkhuja Behbudiy as a leader of jadid reforms. The Light of Islam, 3, 39-47.
23. Xujayev, M. I. (2018). THE COVERAGE OF THE PROBLEM OF NATIONALITY AND ITS ROLE ON THE PRESENT DAY IN AHMAD ZAKI VALADI'S WORK. Мировая наука, (6 (15)), 61-63.
24. Хужаев, М. И. (2018). АХМАД ЗАКИ ВАЛИДИЙНИНГ ДИНИЙ-ФАЛСАФИЙ МЕРОСИНИНГ ИЛДИЗЛАРИ. In Инновационные подходы в современной науке (pp. 177-182).
25. Khujaev, M. (2024). AHMED ZAKI: ON THE IDEAS OF THE PHILOSOPHY OF HISTORY. Экономика и социум, (1 (116)), 235-239.