
Enhancing Students' Reading Competence through Multilingual Texts in Modern Education

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Annotation

This article broadly examines the issue of developing students' reading competence through the use of multilingual texts based on modern teaching methods from both theoretical and practical perspectives. The article provides a detailed analysis of the pedagogical, psychological, and linguistic significance of multilingual texts in the reading process and explains their role in enriching students' vocabulary, improving deep text comprehension, and developing analytical and critical thinking skills. Furthermore, effective ways of using multilingual texts through digital learning environments, interactive technologies, and innovative teaching methods are highlighted. The article also emphasizes the importance of the multilingual approach in increasing students' motivation, developing independent thinking, strengthening intercultural communicative competence, and enhancing interest in reading activities. In addition, it is scientifically justified that lessons organized through multilingual texts increase students' classroom participation, improve reading speed and comprehension levels, and serve as an effective pedagogical tool in modern education. The results of the study confirm that reading activities conducted through multilingual texts significantly improve students' reading efficiency and positively influence the development of reading competence.

Keywords

Multilingual texts, reading competence, reading skills, foreign language education, modern pedagogy, digital education, interactive methods, critical thinking, communicative competence, intercultural communication, bilingual education, academic literacy, language learning strategies, EFL education

Zamonaviy ta'limda multilingual matnlar orqali talabalarning o'qish kompetensiyasini rivojlantirish

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Annotatsiya

Ushbu maqolada zamonaviy metodlar orqali multilingual matnlardan foydalanib talabalarning o'qish kompetensiyasini rivojlantirish masalasi ilmiy-nazariy va amaliy jihatdan keng yoritilgan. Maqolada multilingual matnlarning o'qish jarayonidagi pedagogik, psixologik hamda lingvistik ahamiyati batafsil tahlil qilinib, ularning talabalar lug'at boyligini oshirish, matn mazmunini chuqur anglash, analitik va tanqidiy fikrlash ko'nikmalarini rivojlantirishdagi o'rni asoslab berilgan. Shuningdek, raqamli ta'lim muhiti, interaktiv texnologiyalar va innovatsion o'qitish metodlari asosida multilingual matnlardan foydalanishning samarali usullari ham ko'rsatib o'tilgan. Maqolada multilingual yondashuvning talabalar motivatsiyasini

oshirish, mustaqil fikrlashni shakllantirish, madaniyatlararo kommunikativ kompetensiyani rivojlantirish hamda o'qishga bo'lgan qiziqishni kuchaytirishdagi ahamiyati yoritilgan. Bundan tashqari, multilingual matnlar asosida tashkil etilgan dars jarayonlari talabalarning darsdagi faolligini oshirishi, o'qish tezligi va tushunish darajasini yaxshilashi hamda zamonaviy ta'lim jarayonida samarali pedagogik vosita sifatida xizmat qilishi ilmiy jihatdan asoslangan. Tadqiqot natijalari multilingual matnlar asosida olib borilgan o'qish faoliyatlari talabalarning o'qish samaradorligini sezilarli darajada yaxshilashini va o'qish kompetensiyasining rivojlanishiga ijobiy ta'sir ko'rsatishini tasdiqlaydi.

Kalit so'zlar *Multilingual matnlar, o'qish kompetensiyasi, o'qish ko'nikmasi, xorijiy til ta'limi, zamonaviy pedagogika, raqamli ta'lim, interaktiv metodlar, tanqidiy fikrlash, kommunikativ kompetensiya, madaniyatlararo kommunikatsiya, bilingval ta'lim, akademik savodxonlik, til o'rganish strategiyalari, EFL ta'lim*

Развитие читательской компетенции студентов посредством мультязычных текстов в современном образовании

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Аннотация *В данной статье широко рассматривается проблема развития читательской компетенции студентов посредством использования мультязычных текстов на основе современных методов обучения с теоретической и практической точек зрения. В статье подробно анализируются педагогическое, психологическое и лингвистическое значение мультязычных текстов в процессе чтения, а также обосновывается их роль в расширении словарного запаса студентов, углублении понимания текста и развитии аналитического и критического мышления. Кроме того, освещаются эффективные способы использования мультязычных текстов с применением цифровой образовательной среды, интерактивных технологий и инновационных методов обучения. В статье также подчеркивается значение мультязычного подхода в повышении мотивации студентов, формировании самостоятельного мышления, развитии межкультурной коммуникативной компетенции и усилении интереса к чтению. Помимо этого, научно обосновано, что занятия, организованные на основе мультязычных текстов, повышают активность студентов на уроках, улучшают скорость чтения и уровень понимания текста, а также служат эффективным педагогическим средством в современном образовании. Результаты исследования подтверждают, что читательская деятельность, организованная на основе мультязычных текстов, значительно повышает эффективность*

чтения студентов и положительно влияет на развитие их читательской компетенции.

Ключевые слова

Мультиязычные тексты, читательская компетенция, навыки чтения, обучение иностранным языкам, современная педагогика, цифровое образование, интерактивные методы, критическое мышление, коммуникативная компетенция, межкультурная коммуникация, билингвальное образование, академическая грамотность, стратегии изучения языка, EFL-образование

Introduction

In recent years, the rapid development of globalization, digital communication, and multicultural interaction has significantly transformed the educational landscape throughout the world. These changes have influenced not only the structure of educational systems but also the approaches used in teaching foreign languages and developing literacy skills among students. In modern education, reading competence is considered one of the most essential components of academic achievement because it enables learners to process information, interpret meanings, analyze ideas critically, and participate actively in educational and social environments (Urinova, 2025). As a result, educators and researchers have increasingly focused on innovative approaches that can strengthen students' reading abilities in diverse and multilingual contexts.

One of the emerging approaches in language education is the integration of multilingual texts into the learning process. Multilingual texts refer to educational materials that contain more than one language or involve linguistic elements from different languages within the same context. Such texts may include bilingual articles, translated literary works, multilingual digital platforms, comparative reading materials, and culturally diverse online resources. The use of multilingual texts has become especially relevant in countries where learners study English as a foreign language

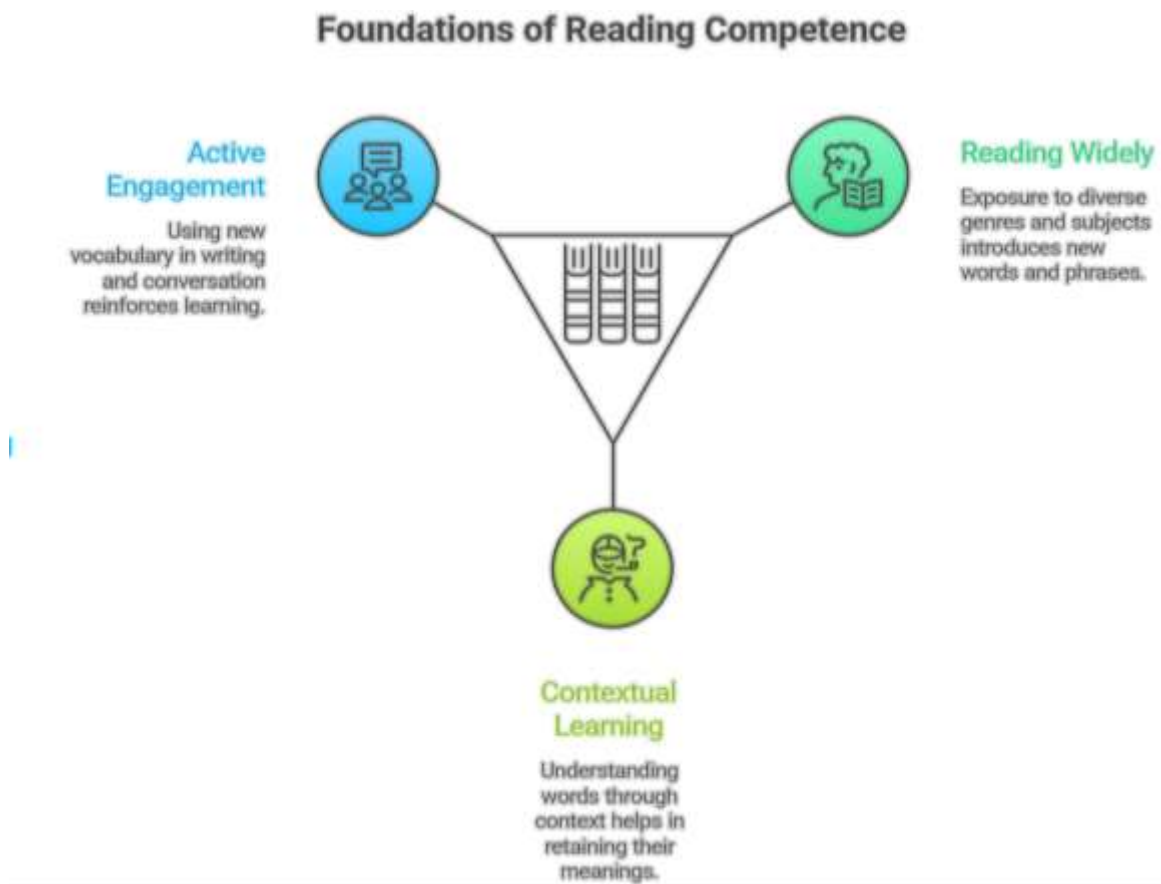
while simultaneously maintaining competence in their native and second languages. Modern scholars emphasize that multilingual education contributes not only to linguistic development but also to cognitive flexibility, intercultural awareness, and deeper comprehension skills. Reading multilingual materials encourages students to compare vocabulary, grammatical structures, semantic meanings, and cultural concepts across languages. Consequently, learners become more active readers who are capable of interpreting information critically rather than relying solely on memorization. Furthermore, technological progress has increased access to multilingual resources through digital libraries, educational websites, electronic textbooks, and interactive learning applications. Students today interact with multilingual information in academic, professional, and social environments more frequently than previous generations. Therefore, educational institutions must prepare learners to navigate multilingual realities effectively and confidently.

Reading competence is generally defined as the ability to understand, interpret, evaluate, and use written information effectively for educational and communicative purposes. It involves several interconnected skills such as decoding, vocabulary recognition, comprehension, critical thinking, inference-making, and contextual interpretation (Cenoz and Gorter, 2015). Modern theories of language learning emphasize that reading is

not merely a passive activity but an active cognitive process requiring interaction between the reader and the text. Scholars such as Stephen Krashen argue that language acquisition develops when learners are exposed to meaningful and comprehensible input. According to Krashen's Input Hypothesis, students improve their language competence when they encounter authentic materials slightly above their current proficiency level. Multilingual texts can serve this purpose effectively because they provide contextual support through multiple linguistic systems.

Similarly, Lev Vygotsky's sociocultural theory highlights the significance of social interaction and cultural context in learning.

Multilingual reading materials create opportunities for collaborative learning, discussion, and interpretation, which help students construct meaning collectively (Safonova, 2016). This process enhances both cognitive development and language acquisition. Another important perspective is provided by schema theory, which explains that learners comprehend texts more successfully when they can connect new information with prior knowledge. Multilingual texts activate learners' existing linguistic and cultural schemas because students recognize familiar concepts from their native language while simultaneously developing competence in the target language.



1-rasm.

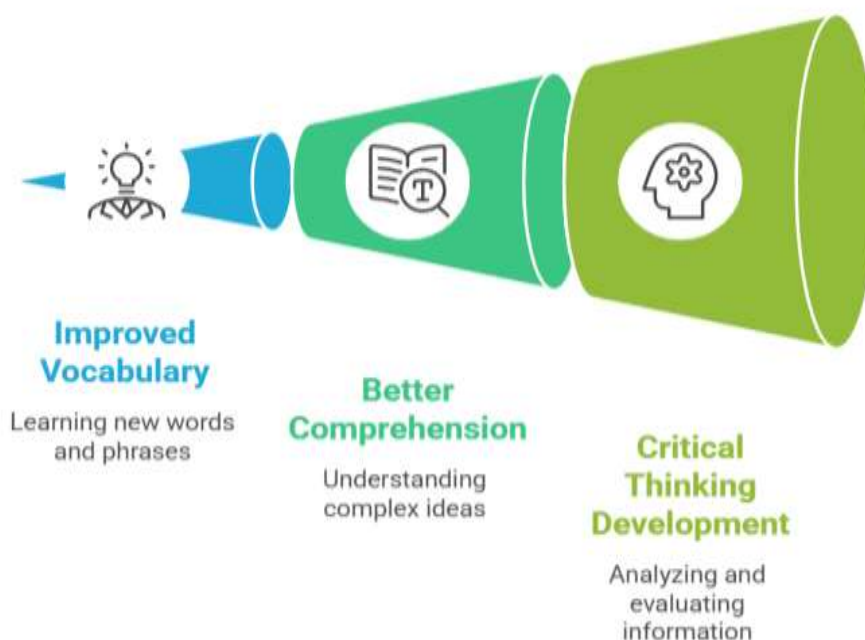
The picture above demonstrates that reading competence is multidimensional and influenced by both linguistic and cognitive factors. Multilingual texts support all of these dimensions simultaneously. The integration of

multilingual texts into modern education creates a more inclusive and interactive learning environment. In traditional classrooms, students often encounter only monolingual materials, which may limit their

ability to connect new knowledge with their existing linguistic experiences. By contrast, multilingual texts encourage learners to utilize all of their language resources while developing reading competence. One of the major advantages of multilingual texts is their ability to reduce linguistic anxiety among students. Learners frequently experience difficulties when reading complex texts entirely in a foreign language. However, when familiar linguistic elements are included, students feel more confident and motivated to participate actively in classroom activities. Additionally, multilingual reading materials improve vocabulary acquisition because learners can compare lexical units across languages. This comparative process strengthens semantic understanding and memory retention. For example, students reading parallel texts in English and Uzbek can identify similarities and differences in word usage, sentence structure, and stylistic features. Another important benefit involves the development of intercultural competence. Modern education increasingly emphasizes the importance of cultural understanding in global communication. Multilingual texts expose students to diverse perspectives, traditions, and social values, helping them become culturally sensitive readers. Digital technologies have further expanded opportunities for multilingual reading instruction. Educational applications, online journals, interactive e-books, and digital storytelling platforms provide students with access to authentic multilingual resources. Such technologies allow learners to interact with texts dynamically through audio support, translation features, annotations, and multimedia integration. Researchers also note that multilingual reading activities improve students' metacognitive strategies. Learners become more capable of monitoring comprehension, identifying key information, and applying problem-solving strategies when encountering unfamiliar vocabulary or structures.

The cognitive benefits of multilingual reading have attracted considerable scholarly attention in recent years. Studies indicate that multilingual learners often demonstrate stronger executive functioning skills, including attention control, cognitive flexibility, and problem-solving abilities. When students read multilingual texts, the brain actively switches between different linguistic systems. This process strengthens neural connections related to memory, concentration, and analytical reasoning. As a result, multilingual learners frequently develop more advanced critical thinking skills compared to monolingual learners. Moreover, multilingual reading promotes deeper comprehension because learners analyze texts from multiple perspectives. Instead of translating mechanically, students engage in interpretation, comparison, and contextual analysis. This active engagement improves overall reading efficiency and academic performance. Psychologically, multilingual reading also increases learner motivation. Students often perceive multilingual tasks as more meaningful and relevant to real-life communication. Consequently, they participate more actively in reading activities and demonstrate greater enthusiasm toward language learning (Vaughn, Klingner, Swanson, 2011). Furthermore, multilingual education supports learner autonomy. Students become independent readers capable of accessing information from different linguistic and cultural sources. This independence is particularly important in higher education, where learners must analyze academic materials critically and conduct research using diverse resources.

Multilingual Texts' Impact on Student Development



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The practical implementation of multilingual texts in EFL classrooms requires careful planning and methodological adaptation. Teachers should select materials appropriate to learners' age, proficiency level, and educational goals. Effective multilingual instruction does not involve random translation but systematic integration of linguistic diversity into educational activities. One practical strategy is parallel reading, in which students analyze texts presented in two or more languages simultaneously. This approach allows learners to compare vocabulary, sentence patterns, and stylistic structures directly. Another effective technique involves collaborative multilingual discussions. Students can discuss reading materials in groups while utilizing both their native language and the target language strategically. Such interaction promotes communicative competence and reduces fear of making mistakes.

Teachers may also integrate digital multilingual resources into classroom instruction. Online newspapers, bilingual educational websites, multilingual podcasts,

and interactive reading applications can significantly enrich the learning experience. Experimental classroom observations demonstrate that students exposed to multilingual reading instruction generally show higher levels of engagement, stronger comprehension skills, and improved reading fluency (Clarke, 2015). Many learners also report increased confidence when dealing with authentic foreign-language materials. In addition, multilingual reading activities encourage collaborative learning environments where students support one another through peer explanation and shared interpretation. This collaborative atmosphere strengthens both academic and social development.

Despite its advantages, multilingual reading instruction may also present certain challenges. Some teachers lack sufficient methodological preparation for integrating multilingual materials effectively. Others may face difficulties related to limited educational resources or time constraints within the curriculum. Another challenge concerns balancing multiple languages without

overwhelming learners. Excessive linguistic complexity may confuse students if instructional objectives are unclear. Therefore, teachers must carefully scaffold multilingual activities and provide adequate guidance. To overcome these difficulties, teacher training programs should include modern multilingual pedagogical strategies. Educational institutions should also invest in digital resources and create supportive learning environments that encourage linguistic diversity. Moreover, curriculum developers should design reading programs that gradually integrate multilingual elements according to students' developmental stages. Such systematic implementation can maximize educational effectiveness while minimizing cognitive overload.

Conclusion

The integration of multilingual texts into modern education represents an effective and innovative approach to improving students' reading competence. Multilingual reading instruction enhances vocabulary development, comprehension abilities, critical thinking skills, cultural awareness, and learner motivation simultaneously. The use of multilingual materials also creates more interactive and inclusive classroom environments where students actively engage with texts and

develop confidence in their reading abilities. Theoretical perspectives from modern linguistics, psychology, and pedagogy support the importance of multilingual learning for cognitive and academic development. Furthermore, practical classroom experiences demonstrate that students exposed to multilingual reading activities achieve higher levels of comprehension and participate more actively in educational processes. The findings of this study indicate that multilingual texts significantly contribute to the improvement of students' reading competence and overall academic effectiveness. Students who participated in multilingual reading activities demonstrated stronger analytical skills, improved comprehension accuracy, and greater motivation toward reading tasks. Consequently, this approach can be considered one of the productive directions of modern language education. Overall, the research confirms that multilingual reading instruction positively influences students' reading development and helps achieve higher educational outcomes. The effectiveness observed during the learning process proves that this form of instruction enables students to master reading skills more successfully and efficiently in contemporary educational environments.

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