



TEACHING READING TO A1 LEVEL LEARNERS

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o'qish ko'nikmalari, A1 darajasidagi o'quvchilar, o'qishni o'rgatish, tilni o'zlashtirish, kommunikativ kompetensiya, motivatsiya, interaktiv faoliyat, kompleks yondashuv

ANNOTATSIYA/ АННОТАЦИЯ

Ushbu maqolada A1 darajasidagi o'quvchilarga o'qishni o'rgatishning nazariy asoslari va samarali usullari ko'rib chiqiladi. O'qish eng muhim til ko'nikmalaridan biri hisoblanadi, chunki u so'z boyligini oshirish, grammatika rivojlanishi, kommunikativ kompetensiya va umumiy tilni bilishga hissa qo'shadi. Tadqiqotda o'qishni o'rgatishning asosiy nazariyalari muhokama qilinadi va fonetika, boshqariladigan o'qish, birgalikda o'qish, keng o'qish va intensiv o'qish kabi amaliy yondashuvlar tahlil qilinadi. Boshlang'ich o'quvchilarga o'qishni tushunish va motivatsiyani yaxshilashga yordam beradigan sinf mashg'ulotlari va texnologiya yordamida o'qitishga alohida e'tibor beriladi. Tadqiqot natijalari shuni ko'rsatadiki, o'quvchiga yo'naltirilgan o'qitish, tegishli materiallarni tanlash va interaktiv fikrlash jarayoni ekanligi ochib berilgan. Bu yondashuv A1 darajadagi o'quvchilarning o'qishga bo'lgan munosabatini ijobiy shakllantirishda muhim rol o'ynashi ta'kidlangan. Maqolada A1 darajadagi o'quvchilarning asosiy qiyinchiliklari ham tahlil qilingan. Jumladan, cheklangan lug'at boyligi, grammatik tuzilmalarni yetarli darajada bilmaslik hamda o'qish strategiyalaridan foydalana olmaslik kabi muammolar ularning matnni tushunish jarayoniga salbiy ta'sir ko'rsatishi aniqlangan. Shu sababli, o'qitish jarayonida soddalashtirilgan matnlar, vizual materiallar va bosqichma-bosqich yondashuvdan foydalanish zarurligi asoslab berilgan. Maqolada zamonaviy texnologiyalarning o'qish jarayonidagi o'rni ham yoritilgan bo'lib, raqamli platformalar, interaktiv matnlar va audio-vizual vositalar o'quvchilarning motivatsiyasini oshirishi hamda o'qishni yanada qiziqarli qilishga xizmat qilishi ko'rsatib berilgan. Tadqiqot A1 darajadagi o'quvchilarga o'qish ko'nikmasini o'rgatishda kompleks yondashuv zarurligini tasdiqlaydi. Bu yondashuv metodik jihatdan to'g'ri tanlangan materiallar, interaktiv faoliyatlar va o'quvchi markazli ta'limni o'z ichiga oladi. Natijada, o'quvchilar nafaqat matnni tushunish, balki tilni amaliy kommunikativ vaziyatlarda qo'llash bo'yicha ham barqaror ko'nikmalarga ega bo'ladilar.

ABOUT THE PAPER

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ANNOTATION

This article examines the theoretical foundations and effective methods of teaching reading to A1 level learners. Reading is considered one of the most important language skills because it contributes to vocabulary acquisition, grammar development, communicative competence, and overall language proficiency. The study discusses major theories of reading instruction and analyzes practical approaches such as phonics, guided reading, shared reading, extensive reading, and intensive reading. Special attention is given to classroom activities and technology-assisted learning that help beginner learners improve reading comprehension and motivation. The findings indicate that learner-centered instruction, appropriate material selection, and interactive teaching strategies significantly enhance reading development among A1 learners. The article also systematically analyzes the views of leading scholars in the field of modern linguistics and methodology. Based on the theories of scholars such as Harmer, Nunan, Grabe, Krashen, Goodman and Smith, it is revealed that the reading process is not just reading the text, but also a process of creating meaning and interactive thinking. It is emphasized that this approach plays an important role in positively shaping the attitude of A1 level students to reading. The article also analyzes the main difficulties of A1 level students. In particular, it is revealed that problems such as limited vocabulary, insufficient knowledge of grammatical structures and the inability to use reading strategies negatively affect their text comprehension. Therefore, the need to use simplified texts, visual materials and a step-by-step approach in the teaching process is justified. The article also highlights the role of modern technologies in the learning process, showing that digital platforms, interactive texts and audio-visual aids can increase students' motivation and make learning more interesting. The study confirms the need for a comprehensive approach to teaching reading skills to students at the A1 level. This approach includes methodologically well-chosen materials, interactive activities and learner-centered learning. As a result, students will acquire stable skills not only in understanding the text, but also in using the language in practical communicative situations.

Introduction. Reading is one of the four fundamental language skills and plays a crucial role in foreign language acquisition. In contemporary English language teaching, reading is viewed not only as a receptive skill but also as an effective means of developing vocabulary, grammar, critical thinking, and communicative competence. For A1 learners, reading serves as the first opportunity to interact independently with written language and gradually build confidence in understanding English texts.

The growing importance of English language education in Uzbekistan

has increased the need for effective reading instruction. Educational reforms encourage teachers to implement modern methodologies and learner-centered approaches that improve students' communicative abilities. Consequently, developing reading skills has become one of the major objectives of English language teaching at different educational levels.

Reading is a complex cognitive process involving word recognition, vocabulary knowledge, grammatical awareness, and meaning construction.

A1 learners usually work with simple words, phrases, short dialogues, and everyday texts. Through regular exposure to such materials, learners improve their language awareness and comprehension skills.

Researchers emphasize that reading contributes significantly to language development. Harmer argues that reading exposes learners to authentic language and enhances language awareness [1]. Nunan considers reading one of the most effective sources of vocabulary and grammar acquisition [2]. Similarly, Grabe highlights its role in improving overall language proficiency and academic achievement [3].

Despite its importance, A1 learners often encounter difficulties such as limited vocabulary, unfamiliar grammatical structures, and insufficient reading strategies. Therefore, teachers must apply appropriate instructional methods that make reading meaningful, accessible, and motivating.

Literature review. A substantial body of research has examined the nature of reading comprehension and effective pedagogical approaches for teaching reading to beginner-level learners. The reviewed literature demonstrates that reading is not merely a decoding skill but a complex cognitive, linguistic, and interactive process that plays a central role in second language acquisition, particularly at the A1 level.

Brown emphasizes that reading is a dynamic process involving the interaction between bottom-up decoding skills and top-down meaning construction strategies. According to him, successful reading depends on the integration of linguistic knowledge, background information, and contextual interpretation [4, pp. 285–290]. This perspective is particularly relevant for A1 learners, whose limited vocabulary and grammar knowledge require strong reliance on contextual clues and visual support to construct meaning.

Harmer views reading as one of the most essential skills in language learning, arguing that exposure to written texts significantly enhances learners' linguistic competence. He highlights that reading provides learners with repeated exposure to vocabulary and grammatical structures in meaningful contexts, which contributes to implicit language acquisition [1, pp. 99–104]. Harmer also stresses the importance of carefully selected materials that match learners' proficiency levels in order to maintain motivation and comprehension.

Nunan situates reading within the framework of communicative language teaching and identifies it as a skill that involves strategic processing. He argues that effective readers actively engage in predicting meaning, identifying key ideas, and using scanning and skimming techniques to process information efficiently [2, pp. 68–73]. These strategies are especially important for A1 learners, as they help compensate for limited linguistic knowledge and promote independent reading.

Grabe provides a comprehensive analysis of reading as a multifaceted skill that includes fluency, comprehension, vocabulary development, and cognitive processing. He distinguishes between different types of reading, including intensive and extensive reading, and highlights their complementary roles in language development [3, pp. 44–52]. Together with Stoller (2011), Grabe further argues that extensive reading contributes significantly to language fluency, vocabulary expansion, and overall reading confidence [5, pp. 112–118].

Krashen's Input Hypothesis offers a foundational theoretical explanation for reading development in second language acquisition. He proposes that language acquisition occurs when learners are exposed to comprehensible input that is slightly above their current level of proficiency ($i+1$) [6, pp. 20–25]. Extensive reading is considered one of the most effective ways to provide such input, as it allows learners to encounter language in meaningful and context-rich environments.

Smith conceptualizes reading as a meaning-making process rather than a mechanical decoding activity. He emphasizes the role of prior knowledge in understanding texts and argues that readers construct meaning by integrating new information with existing cognitive structures [8, pp. 37–41]. Similarly, Goodman describes reading as a "psycholinguistic guessing game," where readers use contextual clues and prior knowledge to predict and confirm meaning rather than processing every linguistic element in detail [7, pp. 58–63].

The Schema Theory proposed by Anderson and Pearson further supports this view by explaining that comprehension depends on the activation of existing mental frameworks or schemas. According to this theory, learners interpret new information more effectively when it can be linked to prior knowledge structures [12, pp. 41–46]. For A1 learners, activating background knowledge before reading activities is therefore a crucial instructional strategy.

Hedge highlights the importance of integrating reading with other language skills, particularly writing and speaking. She argues that reading should be taught in communicative contexts where learners are encouraged to interpret, discuss, and respond to texts [9, pp. 187–192]. This approach supports deeper comprehension and increases learner engagement.

Cameron focuses specifically on young and beginner learners, emphasizing the importance of phonics instruction, visual aids, and simplified texts. She argues that early reading instruction should prioritize sound-letter correspondence and vocabulary recognition in order to build a strong foundation for later reading development [10, pp. 76–80]. This is particularly relevant for A1 learners, who require structured and supportive input.

Nuttall underscores the importance of teaching reading strategies explicitly. She identifies prediction, inference, skimming, and scanning as essential skills that enable learners to become more independent readers [10, pp. 54–60]. According to her, reading instruction should move beyond comprehension questions and focus on strategy development.

Tomlinson contributes to the field of materials development by emphasizing the importance of authenticity, engagement, and relevance in reading texts. He argues that materials should be designed to stimulate interest and connect with learners' real-life experiences, thereby increasing motivation and retention [11, pp. 33–38].

Finally, the Common European Framework of Reference for Languages provides standardized descriptors for reading competence at the A1 level. According to CEFR guidelines, A1 learners should be able to understand very short, simple texts, such as notices, short messages, and basic descriptions, especially when supported by visual or contextual clues [12, pp. 21–24].

Results. Reading is recognized as an active and interactive process rather than a passive activity. Earlier approaches viewed reading primarily as decoding written symbols; however, modern scholars define it as a cognitive process involving interaction between the reader and the text. Learners use linguistic knowledge, prior experience, and reading strategies to construct meaning from written information [4].

According to Harmer, reading is an activity dominated by the eyes and the brain. While the eyes receive written information, the brain processes and interprets it. Therefore, effective reading instruction should focus not only on understanding words but also on interpreting ideas and messages contained in a text [1].

Goodman introduced the concept of reading as a "psycholinguistic guessing game," arguing that readers predict meaning through context and background knowledge rather than processing every word individually [5]. Similarly, Smith emphasized the role of prior knowledge and experience in successful reading comprehension [6].

Nunan describes reading as an interactive process that requires learners to apply strategies such as predicting, identifying main ideas, and inferring meaning from context [2]. Grabe also considers reading a strategic process and highlights the importance of skimming, scanning, and intensive reading techniques for successful comprehension [3].

Another influential theory is Schema Theory, which states that readers understand new information by connecting it to existing knowledge structures. Activating learners' background knowledge before reading therefore contributes significantly to comprehension [7].

Krashen's Input Hypothesis has also influenced reading instruction. According to Krashen, language acquisition occurs when learners are exposed to comprehensible input slightly above their current proficiency level. Reading provides such input by presenting vocabulary and grammar in meaningful contexts. Consequently, Krashen strongly advocates extensive reading as a powerful tool for language development [8].

These theories collectively demonstrate that reading instruction should focus on meaningful interaction with texts, strategy development, learner engagement, and the use of authentic language materials.

Reading plays a central role in language learning because it supports the development of multiple language skills simultaneously. Through reading, learners expand vocabulary, improve grammar knowledge, strengthen writing abilities, and enhance communicative competence.

One of the primary benefits of reading is vocabulary development. Every text introduces new words and expressions that learners encounter in meaningful contexts. Repeated exposure to vocabulary increases retention and facilitates practical language use. For beginner learners, simple stories, dialogues, and informational texts provide valuable opportunities for lexical growth [3].

Reading also contributes to grammatical development. Learners observe grammatical structures functioning naturally in authentic communication. This exposure helps them understand language patterns and internalize grammatical rules more effectively than isolated grammar exercises.

Furthermore, reading supports writing development. Students who read regularly become familiar with sentence organization, paragraph structure, punctuation, and different writing styles. As a result, they are generally better able to express ideas in written form [1].

Reading indirectly improves speaking skills as well. Increased

vocabulary knowledge and language awareness enable learners to participate more confidently in oral communication. In addition, reading develops critical thinking abilities by encouraging learners to identify main ideas, interpret information, and draw conclusions from texts [9].

Another important contribution of reading is cultural awareness. Through stories and authentic materials, learners gain insights into traditions, customs, and lifestyles of English-speaking communities. Such knowledge enhances communicative competence and intercultural understanding.

For A1 learners, reading instruction should focus on creating positive attitudes toward reading. Since beginners often face challenges related to vocabulary limitations and unfamiliar grammar, teachers should provide supportive environments and carefully selected materials that promote confidence and motivation.

Discussion. Teaching reading to beginner learners requires methods that correspond to their linguistic abilities and cognitive development. Modern language teaching emphasizes learner-centered approaches that encourage active participation and meaningful interaction with texts.

One of the most effective methods is Phonics Instruction. This approach helps learners understand the relationship between letters and sounds. Through phonics activities, students develop word-recognition skills, improve pronunciation, and become more confident readers [10].

Another widely used approach is Guided Reading. In this method, teachers provide support while learners read texts appropriate to their proficiency level. Guided reading generally includes three stages: pre-reading, while-reading, and post-reading activities. This structured approach improves comprehension and helps learners develop effective reading habits [11].

Shared Reading is another valuable technique for beginner learners. During shared reading, teachers and students read a text together. The teacher models fluent reading while learners follow the text. This method improves pronunciation, comprehension, and learner confidence.

Extensive Reading involves reading large amounts of easy and interesting material for general understanding and enjoyment. Research indicates that extensive reading contributes significantly to vocabulary growth, reading fluency, grammatical awareness, and learner autonomy [8].

Conversely, Intensive Reading focuses on detailed analysis of shorter texts. Learners examine vocabulary, grammar, sentence structure, and specific information. Intensive reading helps students develop accuracy and deeper comprehension.

Modern reading instruction also emphasizes the use of reading strategies such as prediction, skimming, and scanning. Prediction activates background knowledge before reading; skimming enables learners to identify main ideas quickly; and scanning helps locate specific information efficiently. These strategies promote independent reading and improve comprehension.

Practical classroom activities play a crucial role in transforming theoretical knowledge into effective reading practice. Since A1 learners are beginners, reading tasks should be simple, engaging, and appropriate to their language level. Well-designed activities help learners improve comprehension, expand vocabulary, and develop confidence in reading English texts.

One commonly used activity is picture-based reading. Learners match words with pictures, label objects, or identify information based on visual support. Such activities strengthen vocabulary acquisition and help students connect written language with meaning without relying heavily on translation.

Another effective activity involves reading short instructions and descriptions. Students read simple texts and complete tasks such as coloring pictures, matching information, or answering basic comprehension questions. These exercises encourage active processing of information and improve reading accuracy.

Teachers frequently use comprehension tasks after reading short texts. Learners answer questions, complete tables, identify true or false statements, or locate specific information within a passage. Such activities develop scanning skills and improve attention to textual details.

Story-based learning is particularly beneficial for A1 learners. Short stories containing familiar vocabulary and simple grammatical structures provide meaningful contexts for language learning. After reading, students may summarize information, answer questions, retell events, or discuss

characters and situations. These activities promote deeper comprehension and increase learner motivation [10].

Role-play activities can also enhance reading instruction. After reading dialogues or short texts, learners perform conversations and act out situations. This approach integrates reading with speaking practice and encourages meaningful language use.

Another useful technique is the use of gap-filling exercises. Learners complete missing words or phrases within a text by using contextual clues. Such activities reinforce vocabulary and grammar while promoting careful reading.

Educational games contribute significantly to learner engagement. Reading bingo, matching activities, vocabulary competitions, and other game-based tasks create enjoyable learning environments that reduce anxiety and encourage participation. As a result, learners develop more positive attitudes toward reading.

Modern classrooms increasingly benefit from technology-assisted reading activities. Educational websites, interactive stories, digital books, and mobile applications provide opportunities for independent reading practice. These resources often include audio support, vocabulary explanations, and comprehension exercises that facilitate learning and increase motivation [11].

Pair-reading and cooperative learning activities are equally valuable. Learners work together to read texts, exchange ideas, and complete tasks collaboratively. Such activities improve comprehension while developing communication and social interaction skills.

Teachers may also encourage students to maintain reading journals. By recording new vocabulary, short summaries, and personal reflections, learners become more aware of their progress and develop greater independence in language learning.

Research suggests that reading lessons are most effective when organized into three stages. During the pre-reading stage, teachers activate background knowledge and introduce key vocabulary. During the while-reading stage, learners complete comprehension tasks and identify important information. During the post-reading stage, students discuss ideas, summarize content, and participate in follow-up activities. This structure supports comprehension and promotes effective learning outcomes.

Conclusion. The present study examined the theoretical foundations, importance, methods, and practical activities related to teaching reading to A1 level learners. The analysis demonstrated that reading is one of the most essential language skills and serves as a foundation for communicative competence, vocabulary acquisition, grammar development, and overall language proficiency.

Theoretical perspectives proposed by scholars such as Harmer, Goodman, Smith, Nunan, Grabe, and Krashen emphasize that reading is an active and strategic process requiring interaction between the reader and the text. These theories highlight the significance of meaningful input, background knowledge, motivation, and reading strategies in successful language learning.

The study also revealed that A1 learners frequently encounter challenges related to limited vocabulary, unfamiliar grammatical structures, and insufficient reading strategies. However, these difficulties can be overcome through appropriate instructional methods, carefully selected materials, and supportive classroom environments.

Among the most effective approaches are phonics instruction, guided reading, shared reading, extensive reading, and intensive reading. In addition, reading strategies such as prediction, skimming, and scanning contribute significantly to comprehension and learner independence.

Practical classroom activities, including picture-based tasks, storytelling, role play, gap-filling exercises, cooperative learning, educational games, and technology-enhanced reading, play a crucial role in developing reading skills. These activities increase learner motivation, strengthen comprehension, and encourage active participation.

In conclusion, effective reading instruction requires a combination of appropriate methodology, meaningful classroom activities, technological support, and learner-centered teaching. When these elements are integrated successfully, A1 learners develop confidence, improve reading comprehension, and establish a strong foundation for future language development.

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