



Shokhista KHAMDAMOVA,
Termez State University, independent researcher
E-mail: khamdamova.sh@gmail.com

TerDU o'qituvchisi PhD, F.Sh. Kattayeva taqrizi asosida

PEDAGOGICAL APPROACHES TO FOSTER COGNITIVE SKILLS IN READING LESSONS

Annotation

This article explores effective pedagogical approaches aimed at enhancing cognitive skills in reading lessons. It emphasizes the importance of fostering metacognitive awareness, critical thinking, and analytical reading strategies among learners. The study discusses the role of task-based learning, interactive techniques, and teacher scaffolding in developing higher-order thinking skills. Practical recommendations are provided for instructors to design reading activities that promote deeper comprehension and cognitive engagement.

Key words: Cognitive skills, reading strategies, pedagogical approaches, metacognition, critical thinking, analytical reading, task-based learning, interactive teaching, higher-order thinking.

ПЕДАГОГИЧЕСКИЕ ПОДХОДЫ К РАЗВИТИЮ КОГНИТИВНЫХ НАВЫКОВ НА УРОКАХ ЧТЕНИЯ

Аннотация

Статья посвящена анализу педагогических подходов, направленных на развитие когнитивных навыков у студентов в рамках уроков чтения. Рассматриваются методы формирования метакогнитивной осведомленности, критического мышления и аналитического чтения. Особое внимание уделяется роли преподавателя, использованию интерактивных методов и заданий, способствующих развитию навыков высокого уровня мышления. В работе представлены практические рекомендации по созданию эффективных заданий для способствующих углубленному пониманию текста и когнитивной активности учащихся.

O'QISH DARSLARIDA KOGNITIV KO'NIKMALARNI RIVOJLANTIRISHGA QARATILGAN PEDAGOGIK YONDASHUVLAR

Annotatsiya

Ushbu maqola o'qish darslarida o'quvchilarning kognitiv (aqliy) ko'nikmalarini rivojlantirishga qaratilgan samarali pedagogik yondashuvlarni tahlil qiladi. Unda metakognitiv strategiyalar, tanqidiy fikrlash, muammoli vazifalarni hal qilish va chuqur tushinishga asoslangan o'qish uslublari muhokama qilinadi. O'qituvchining qo'llab-quvvatlovchi roli, interaktiv metodlar va topshiriqlarga asoslangan ta'lim orqali yuqori darajadagi fikrlash ko'nikmalarini shakllantirish yo'llari ko'rib chiqiladi. Maqolada o'qish (reading) darslarni yanada samarali tashkil etish bo'yicha amaliy tavsiyalar berilgan.

Introduction. In modern education, it is essential not only for students to acquire knowledge but also to develop a wide range of cognitive skills. These skills include independent thinking, problem-solving, analysis, logical reasoning, and effective decision-making. Reading lessons play a particularly important role in nurturing such abilities because reading is closely connected to critical and analytical thinking. When students read a text, they do not simply absorb information; they also interpret it, question it, and try to understand the deeper meaning behind the author's ideas.

Reading encourages learners to identify the main idea, evaluate supporting details, and understand the structure of arguments. It also helps them recognize the author's perspective, biases, and intentions. Through this process, students gradually become more competent at approaching texts with a critical mindset. Modern educators therefore view reading lessons not only as a linguistic activity but also as a cognitive and intellectual practice.

Pedagogical approaches have a direct impact on the development of students' thinking abilities. Traditional teaching methods mostly emphasize memorization and reproduction of information. In contrast, modern approaches place the learner at the center of the educational process and encourage active engagement. These approaches promote

creativity, intellectual curiosity, and the ability to think independently.

One such method involves the use of metacognitive strategies, which help students become aware of their own thinking processes. When learners reflect on how they read, how they understand information, and how they make conclusions, their analytical abilities improve significantly. Task-based learning is another effective method, as it requires students to complete meaningful tasks that simulate real-world situations.

Problem-solving activities are particularly helpful in developing higher-order thinking skills. Through such tasks, students learn to analyze a problem, consider alternative solutions, and justify their choices. Group discussions also play a crucial role in cognitive development by enabling students to exchange ideas, defend their opinions, and evaluate different viewpoints.

Interactive teaching methods—such as role-plays, debates, and collaborative projects—further enhance engagement and deepen comprehension. When students participate actively, they become more confident in expressing their thoughts and more skilled at constructing logical arguments. These methods also foster communication, teamwork, and social interaction.

In reading lessons, educators can apply these pedagogical strategies to encourage deeper engagement with texts. Teachers may ask students to make predictions, identify key concepts, compare ideas, or draw connections with real-life experiences. Such activities stimulate learners' imagination and critical faculties.

The purpose of this article is to analyze pedagogical approaches that support the development of cognitive skills in reading lessons. By reviewing contemporary methods, the article aims to offer practical recommendations for educators seeking to improve students' analytical skills. Strengthening students' ability to interpret, evaluate, and synthesize information is essential for their academic success.

Ultimately, effective reading instruction should not only improve comprehension but also enhance students' cognitive growth. With thoughtful pedagogical design, reading lessons can become powerful tools for fostering critical and independent thinkers. These skills will help students navigate the complexities of the modern world and become lifelong learners capable of making informed decisions.

The study investigated the impact of various pedagogical approaches on the development of cognitive skills in reading lessons. Data were collected through classroom observations, learner feedback, and performance assessments across multiple courses.

1. Implementation of Metacognitive Strategies:

Students who were trained to use metacognitive strategies such as predicting content, monitoring comprehension, and self-questioning demonstrated a significant improvement in their ability to engage with texts critically. These learners were more likely to identify main ideas, infer meaning from context, and evaluate the reliability of information.

2. Task-Based Learning and Problem-Solving Activities:

Lessons that incorporated task-based learning (TBL) and problem-solving tasks fostered deeper engagement. Students reported increased motivation and were more willing to take intellectual risks. The tasks encouraged learners to apply prior knowledge, collaborate with peers, and reflect on their reasoning processes, which contributed to the development of higher-order thinking skills.

3. Role of Interactive and Collaborative Techniques:

Interactive reading sessions, including group discussions, peer teaching, and debate formats, proved effective in stimulating cognitive engagement. These methods allowed students to articulate their thoughts, challenge assumptions, and refine their understanding through dialogue. The collaborative environment also supported the development of social cognition and perspective-taking.

4. Teacher Scaffolding and Feedback:

Effective scaffolding by instructors through guided questioning, modeling of thought processes, and timely feedback was found to be crucial in helping students internalize cognitive strategies. Teachers who actively facilitated reflective thinking and encouraged metacognitive awareness saw greater progress in student autonomy and analytical reading skills.

5. Assessment Outcomes:

Quantitative analysis of pre- and post-intervention reading assessments revealed a marked improvement in students' comprehension scores, particularly in inference-making, summarizing, and critical evaluation. Qualitative feedback indicated that students felt more confident in approaching complex texts and were better equipped to analyze content relevant to their field of study.

In analyzing the effectiveness of pedagogical approaches aimed at fostering cognitive skills in reading

lessons, several key findings emerged. To begin with, the integration of metacognitive strategies such as predicting, monitoring, and self-questioning proved to be highly beneficial by Anderson L [1]. Learners who engaged in these strategies were better able to comprehend texts, identify key ideas, and reflect on their understanding. This suggests that when students are taught to think about their own thinking, they become more autonomous and analytical readers. In our experience, encouraging students to verbalize their thought processes during reading tasks led to more meaningful classroom discussions and deeper engagement with the material.

Furthermore, S.A Ambrose mentions that the use of task-based learning and problem-solving activities significantly enhanced students' cognitive involvement [2]. These activities required learners to apply prior knowledge, collaborate with peers, and make decisions based on textual evidence. As a result, students developed stronger reasoning skills and became more confident in tackling complex texts. We observed that when students were given real-world scenarios to solve using reading materials, their motivation increased and their ability to synthesize information improved noticeably.

In addition, J.Bransford in this way thinks that interactive and collaborative techniques such as group discussions, peer feedback, and role-play played a crucial role in stimulating cognitive growth [3]. These methods allowed students to articulate their interpretations, challenge each other's viewpoints, and refine their understanding through dialogue. From our perspective, creating a classroom culture where students feel safe to express and defend their ideas is essential for nurturing critical thinking.

Equally important was the role of teacher scaffolding and feedback. When instructors modeled cognitive strategies and provided guided support, students were more likely to internalize these approaches and apply them independently. Timely and constructive feedback helped learners recognize their strengths and areas for improvement. We found that students responded positively to personalized feedback, especially when it focused on their reasoning rather than just the correctness of their answers.

Finally, S.G.Paris claims that the assessment outcomes confirmed the effectiveness of these approaches. Students showed measurable improvement in reading comprehension, particularly in making inferences, summarizing information, and evaluating arguments [4]. C.S.Dweck in this way writes that qualitative feedback revealed that learners felt more equipped to handle academic texts and were more confident in their analytical abilities [5]. In our own teaching practice, we noticed that students who were exposed to these methods not only performed better on assessments but also demonstrated greater curiosity and independence in their reading habits. Findings from different researchers and practical classroom results all point in the same direction: modern pedagogical approaches significantly enhance students' cognitive development. Therefore, integrating metacognitive strategies, task-based learning, problem-solving activities, and analytical tasks into reading instruction strengthens students' ability to think critically and independently. Consequently, these methods help learners engage more deeply with texts, formulate well-reasoned opinions, and approach reading as an active intellectual process rather than a passive activity.

In conclusion, contemporary teaching methods transform students from passive recipients of information into active, independent thinkers. Such approaches not only improve reading comprehension skills but also nurture higher-order cognitive abilities, including analysis, evaluation, and reflective thinking. Students become more confident, inquisitive, and capable of applying these skills beyond the classroom,

ultimately preparing them to navigate complex real-world contexts with greater competence and autonomy.

Conclusion. In conclusion, the findings of this study highlight the importance of intentional pedagogical approaches in fostering cognitive skills during reading lessons. The use of metacognitive strategies, task-based learning, and interactive techniques not only enhanced students' comprehension but also empowered them to think critically and independently. These methods encouraged learners to become active participants in the reading process, rather than passive recipients of information. Moreover, the role of teacher scaffolding and constructive feedback proved essential in guiding students toward deeper cognitive engagement. When learners are

supported in reflecting on their thought processes and given opportunities to collaborate and solve problems, they develop the ability to analyze, evaluate, and synthesize information more effectively.

Our personal observations confirm that students exposed to these approaches show greater confidence, curiosity, and autonomy in their reading practices. They are better equipped to handle complex texts and apply their cognitive skills beyond the classroom. Therefore, we believe that integrating these pedagogical strategies into reading instruction is not only beneficial but necessary for cultivating lifelong learners capable of critical and analytical thinking.

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