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REVIEW OF THE ARTICLE ENTITLED "DIFFICULTIES IN DEVELOPING ENGLISH READING SKILLS AMONG EFL LEARNERS" BY OYDIN ALIXANOVA, ENGLISH TEACHER AT SCHOOL NO. 33, NAMANGAN

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Abstract

The article under review addresses an important issue in contemporary foreign language education, namely the difficulties encountered by English as a Foreign Language (EFL) learners in developing their reading skills. Reading comprehension is one of the fundamental components of foreign language proficiency, as it enables learners to obtain academic information, understand authentic texts, and develop their overall communicative competence. In the context of modern education, the ability to read and interpret English texts effectively has become increasingly important for students pursuing academic and professional goals. In this regard, the article focuses on the major challenges that influence learners' reading performance and examines the factors that may hinder the development of effective reading skills.

Introduction

The relevance of the article is reflected in its emphasis on the relationship between vocabulary knowledge, reading strategies, grammatical competence, and reading comprehension. The author identifies several important difficulties experienced by EFL learners, including limited vocabulary, problems with identifying main ideas, difficulties in making inferences, unfamiliar grammatical structures, and insufficient reading speed. These aspects represent significant challenges in foreign language acquisition and require systematic attention in the organization of English language teaching.

One of the positive aspects of the article is its comprehensive consideration of the linguistic and cognitive factors affecting reading comprehension. The author emphasizes that understanding a written text involves more than recognizing individual words and grammatical structures. It also requires learners to identify central ideas, distinguish relevant information from supporting details, interpret implicit meanings, and establish logical connections between different parts of a text. Such an approach demonstrates the complexity of reading as an integrated language skill and highlights the importance of developing learners' analytical and interpretative abilities.

The article also provides a relevant discussion of the role of vocabulary knowledge in the reading process. The author explains that encountering numerous unfamiliar lexical items may interrupt the reading process and prevent learners from understanding the overall meaning of a text. Particular attention is given to the relationship between lexical limitations and reading fluency. The discussion of learners' tendency to translate individual words into their first language is especially noteworthy, as excessive dependence on word-for-word translation

may reduce reading speed and negatively affect the development of independent reading strategies.

Another significant aspect of the article is its consideration of reading strategies and comprehension processes. The author identifies such activities as predicting information, locating specific details, identifying references, understanding vocabulary from context, and making inferences. These strategies are essential for developing independent and purposeful reading skills. Their systematic application can help learners move beyond superficial understanding and develop the ability to interpret both explicitly stated and implied information in English texts.

The methodological framework proposed in the article also deserves attention. The author outlines a mixed-methods research design involving learner questionnaires, reading comprehension tests, and semi-structured interviews. The combination of quantitative and qualitative research instruments may provide opportunities to examine learners' difficulties from different perspectives. The proposed participation of university-level EFL learners with relatively similar language proficiency levels also reflects an attempt to establish comparable conditions for investigating reading-related challenges.

The practical significance of the article lies in its potential application in English language teaching at secondary and higher education institutions. The identified areas of difficulty may assist teachers in developing targeted instructional activities, selecting appropriate reading materials, and organizing exercises aimed at improving vocabulary acquisition, comprehension, inferencing, and reading fluency. The article also draws attention to the importance of addressing learners' individual needs rather than concentrating exclusively on conventional comprehension questions.

At the same time, several aspects of the article require further development. In particular, the empirical section should be supported by actual data collected through the proposed research instruments. The presentation of participants, quantitative findings, interview results, and their interpretation would considerably strengthen the scientific validity of the article. Furthermore, the theoretical discussion would benefit from references to relevant scholarly works on reading comprehension and EFL methodology. The inclusion of a complete and properly formatted bibliography is also necessary to reinforce the academic foundation of the work.

In general, Oydin Alixanova's article addresses a relevant pedagogical problem and presents a structured overview of the principal difficulties associated with the development of English reading skills among EFL learners. Its particular value lies in identifying the linguistic, cognitive, and methodological factors that influence reading comprehension and outlining possible approaches to their investigation. The subject matter is of interest to English language teachers, university lecturers, methodology specialists, and researchers concerned with foreign language education. Following the completion of its empirical component and the necessary improvements to its scholarly apparatus, the article may be recommended for publication in an appropriate scientific journal.