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THE ROLE OF MODERN EDUCATIONAL TECHNOLOGIES IN DEVELOPING READING COMPETENCE IN THE PROFESSIONAL TRAINING OF FUTURE ENGLISH TEACHERS

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Abstract. This article explores the didactic and methodological potential of modern educational technologies in developing reading competence among future English teachers. The study examines the conceptual foundations of reading competence, its place within professional teacher education, and the role of digital and interactive technologies in enhancing reading skills in higher education. Particular emphasis is placed on the application of modern technologies within the three-stage reading model (pre-reading, while-reading, and post-reading), which promotes the systematic development of students' critical and analytical reading abilities. The findings highlight the methodological value of integrating innovative technologies into the professional preparation of future English teachers.

Keywords: *reading competence, future English teachers, modern educational technologies, digital learning, three-stage reading model, linguodidactics.*

Introduction. In the context of globalization and rapid digital transformation, the quality of professional training for English language teachers has become a central concern in higher education. In particular, the reading competence of future English teachers is increasingly recognized as a key indicator of not only language proficiency but also academic literacy, critical thinking ability, and readiness for lifelong professional development. Reading competence enables prospective teachers to access disciplinary knowledge, engage with academic discourse, and independently expand their professional expertise.

Contemporary linguodidactic research views reading competence as a complex cognitive process that goes beyond basic text comprehension. It involves interpreting meaning, evaluating information, and integrating new knowledge with existing cognitive structures. Effective reading, therefore, requires active engagement with texts and the conscious use of reading strategies. Developing such competence during teacher education lays a solid foundation for future pedagogical practice and professional autonomy.

Recent shifts in educational paradigms have transformed reading from a passive act of information reception into an interactive and learner-centered process. From a constructivist perspective, knowledge is not transmitted mechanically but constructed through active cognitive engagement and social interaction. This approach is particularly relevant to reading instruction, as it emphasizes learners' independent meaning-making and reflective engagement with texts.

The integration of modern educational technologies has significantly reshaped the nature of reading instruction. Digital platforms, electronic resources, and interactive learning environments allow students to work with authentic texts, regulate their learning pace, and apply effective reading strategies. Research suggests that such technologies increase learner motivation and contribute to more flexible and efficient development of reading competence. Against this background, the present study aims to substantiate the pedagogical potential of modern educational technologies in enhancing the reading competence of future English teachers.

Literature Review. The development of reading competence among future English teachers has been widely addressed in both international and national research. Scholars consistently emphasize its central role in foreign language acquisition and its contribution to academic literacy, critical thinking, and professional readiness.

Among international researchers, Grabe conceptualizes reading competence as a multifaceted cognitive process that integrates linguistic knowledge, strategic reading behavior, and higher-order thinking skills. Grabe and Stoller further highlight the pedagogical effectiveness of the three-stage reading model – pre-reading, while-reading, and post-reading – arguing that it facilitates deeper comprehension and systematic text analysis.

Harmer underscores the importance of learner engagement and strategic awareness in reading instruction, noting that meaningful interaction with texts is essential for developing effective reading competence. Richards and Rodgers similarly argue that modern pedagogical and technological approaches, when aligned with competence-based education, offer powerful methodological tools for enhancing reading skills.

The issue of reading competence has also been extensively examined by Uzbek scholars. In particular, J. Jalolov, in his foundational works on foreign language teaching methodology, identifies reading as a leading type of speech activity in language education. He emphasizes that reading competence functions not only as a source of linguistic input but also as a basis for developing speaking, writing, and listening skills. Jalolov further stresses the importance of organizing reading instruction in clearly defined stages that take into account learners' psychological characteristics, language proficiency, and professional orientation.

In addition, Soliyev highlights the significance of text selection criteria and the use of academically and professionally oriented materials in developing reading competence at the tertiary level. Other Uzbek researchers, including To‘raqulova and Qodirova, focus on the pedagogical value of digital educational technologies, demonstrating that electronic resources and interactive platforms effectively support the development of reading competence and independent learning skills.

Overall, the literature indicates that while the theoretical and methodological foundations of reading competence have been well established, the systematic integration of modern educational technologies into reading instruction for future English teachers remains underexplored. This study seeks to address this gap by examining the pedagogical implications of technology-enhanced reading instruction.

Methodology. This study adopts a comprehensive methodological approach to examine the role of modern educational technologies in developing the reading competence of future English teachers. The research is based on theoretical and methodological analysis of the content, structure, and pedagogical factors influencing reading competence development.

A **theoretical analysis** was conducted to examine key linguistic, pedagogical, and psycholinguistic sources related to reading competence. This method enabled the clarification of core concepts, identification of structural components, and examination of the didactic functions of modern educational technologies.

A **comparative analysis** was employed to contrast traditional reading instruction methods with technology-enhanced approaches. This comparison made it possible to identify the pedagogical advantages and limitations of different instructional models.

In addition, a **linguodidactic analysis** focused on the three-stage reading model to examine the system of exercises used at each stage and their contribution to reading competence development. The **descriptive method** was used to explain the pedagogical impact of digital tools on learner engagement and independent reading activity.

The methodological framework of the study is grounded in constructivist learning theory, competence-based education, and the principles of the Common European Framework of Reference for Languages (CEFR).

Results. The findings indicate that modern educational technologies offer substantial pedagogical benefits in developing the reading competence of future English teachers. These technologies support the development of linguistic, cognitive, and functional aspects of reading competence.

First, digital texts and online resources–such as electronic textbooks, academic articles, and interactive platforms – provide students with access to authentic materials. Regular engagement with such resources enhances learners' ability to comprehend complex texts, analyze textual structure, and distinguish between main and supporting ideas.

Second, the application of modern technologies within the three-stage reading model significantly increases instructional effectiveness. During the pre-reading stage, multimedia and visual tools activate background knowledge and support prediction. In the while-reading stage, interactive exercises, hypertexts, and electronic dictionaries facilitate deeper comprehension and inferential reading. In the post-reading stage, online discussions, quizzes, and reflective tasks strengthen students' critical and analytical reading skills.

Third, modern educational technologies support independent and differentiated reading activities. Digital platforms allow learners to select materials aligned with their proficiency level, interests, and learning needs, thereby promoting learner autonomy and professional competence development.

Discussion. The results confirm the didactic and methodological significance of modern educational technologies in enhancing the reading competence of future English teachers. Rather than replacing traditional instructional methods, digital and interactive

approaches complement them by making reading instruction more engaging, flexible, and learner-centered.

These findings align with Vygotsky's social constructivist theory, which emphasizes that knowledge is constructed through active participation and social interaction within the learner's zone of proximal development. Technology-enhanced learning environments facilitate collaboration, discussion, and shared meaning-making, positioning reading competence as both a cognitive and social process.

The results also support the principles of competence-based education, which prioritize the practical application of knowledge in real academic and professional contexts. By encouraging analytical reading, inference-making, and evaluation of authorial intent, modern educational technologies reinforce the functional dimension of reading competence.

Furthermore, the findings are consistent with international assessment frameworks such as IELTS, which emphasize critical reading, recognition of implicit meaning, and functional literacy. Technology-supported reading instruction effectively contributes to the development of these competencies.

Conclusion. The study demonstrates that integrating modern educational technologies into the development of reading competence among future English teachers constitutes a theoretically grounded and methodologically effective approach. These technologies enable reading instruction to be organized as an active, purposeful, and cognitively engaging process, positioning reading competence as a core component of professional teacher education.

The use of digital and interactive tools within the three-stage reading model ensures the systematic development of background knowledge activation, deep comprehension, and critical reflection. The findings also reaffirm the relevance of constructivist and competence-based educational principles in contemporary reading instruction.

In conclusion, the integration of modern educational technologies significantly enhances the quality of teacher education by fostering independent learning, critical thinking, and professional readiness. Future research should focus on designing and empirically validating innovative instructional models aligned with international standards to further advance reading competence development in higher education.

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