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FAN VA TA'LIM YANGILIKLARI

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Bosh muharrir:
Shoumarov G‘ayrat Bahromovich, psixologiya fanlari doktori, akademik

Bosh muharrir o‘rinbosari:
Qodirov Umarali Do‘stqobilovich, psixologiya fanlari doktori (DSc), professor

Mas’ul kotib:
Muqimov Alisher

Texnik muharrir:
Qarshiyev Jamshid Murotaliyevich, pedagogika fanlari bo‘yicha falsafa doktori (PhD), dotsent v.b.

TAHRIR HAY’ATI:

01.00.00 – FIZIKA-MATEMATIKA FANLARI
Ayupov Shavkat Abdullayevich, fizika-matematika fanlari doktori, akademik
A’zamov Abdulla, fizika-matematika fanlari doktori, akademik
Zohidov Erkin A’zamovich, fizika-matematika fanlari doktori, professor

02.00.00 – KIMYO FANLARI
Normaxamatov Nodirali Soxobataliyevich, kimyo fanlar doktori, professor
Tojibayev Komiljon Sharobitdinovich, kimyo fanlar doktori, akademik

03.00.00 – BIOLOGIYA FANLARI
Abdurahmonov Ibrohim Yo‘lchiyevich, biologiya fanlari doktori, akademik
Sulaymonov Botirjon Abdushukurovich, biologiya fanlari doktori, akademik

04.00.00 – GEOLOGIYA-MINERALOGIYA FANLARI
Fayziyev Abdulhaq Radjabovich, geologiya-mineralogiya fanlari doktori, professor
Husanov Sultonboy To‘xtayevich, geologiya-mineralogiya fanlari doktori, professor

05.00.00 – TEXNIKA FANLARI
Allayev Qahramon Rahimovich, texnika fanlari doktori, akademik
Majidov Inom Urishevich, texnika fanlari doktori, professor
Turobjonov Sadritdin Maxamatdinovich, texnika fanlari doktori, akademik
Shaumarov Said Sanatovich, texnika fanlari doktori, professor

06.00.00 – QISHLOQ XO‘JALIGI FANLARI
Namozov Shodmon Ergashovich, qishloq xo‘jaligi fanlari doktori, akademik
Shoumarov Hikmat Bahromovich, qishloq xo‘jaligi fanlari nomzodi, professor

07.00.00 – TARIX FANLARI
Ziyo Azamat Hamid o‘g‘li, tarix fanlari doktori, akademik
Sagdullayev Anatoliy Sagdullayevich, tarix fanlari doktori, akademik
Yusupova Diloram Yunusovna, tarix fanlari doktori, akademik

08.00.00 – IQTISODIYOT FANLARI
Abdurahmonov Qalandar Xodjayevich, iqtisod fanlari doktori, akademik
Musayev Behzod Anvarovich, iqtisod fanlari nomzodi
To‘xliyev Nurislom, iqtisod fanlari doktori, akademik
G‘ulomov Saidahror Saidahmedovich, iqtisod fanlari doktori, akademik

09.00.00 – FALSAFA FANLARI

Nazarov Qiyom Normirzayevich, falsafa fanlari doktori, professor
Saifnazarov Ismoil Saifnazarovich, falsafa fanlari doktori, professor

10.00.00 – FILOLOGIYA FANLARI
Mengliyev Baxtiyor Rajabovich, filologiya fanlari doktori, professor
Sirojiddinov Shuhrat Samariddinovich, filologiya fanlari doktori, akademik
Xidirov Rajab Gulmatovich, filologiya fanlari nomzodi, dotsent (Tojikiston)

11.00.00 – GEOGRAFIYA FANLARI
Nigmatov Asqar Nigmatullayevich, geografiya fanlari doktori, professor
Tojiyeva Zulxumor Nazarovna, geografiya fanlari doktori, professor

12.00.00 – YURIDIK FANLAR
Rustamboyev Mirzayusuf Hakimovich, yuridik fanlar doktori, professor
Saidov Akmal Xolmatovich, yuridik fanlar doktori, akademik
Xolmo'minov Jumanazar Toshtemirovich, yuridik fanlar doktori, professor
Qodirov Bobiromon Bekmurodovich, yuridik fanlar doktori, professor

13.00.00 – PEDAGOGIKA FANLARI
Djurayev Risboy Haydarovich, pedagogika fanlari doktori, akademik
Ibraimov Xolboy, pedagogika fanlari doktori, akademik
Musurmonova Oynisa, pedagogika fanlari doktori, professor
Umarov Bahrom Norboyevich, pedagogika fanlari bo'yicha falsafa doktori, dotsent

14.00.00 – TIBBIYOT FANLARI
Akilov Xabibulla Ataullayevich, tibbiyot fanlari doktori, professor
Nazirov Feruz Gafurovich, tibbiyot fanlari doktori, akademik

15.00.00 – FARMATSEVTIKA FANLARI
Abdullabekova Viloyat Nurillabekovna, farmatsevtika fanlari doktori, professor
Tulaganov Abduqodir Abdurahmonovich, farmatsevtika fanlari doktori, professor

16.00.00 – VETERINARIYA FANLARI
Daminov Asadullo Suvonovich, veterinariya fanlari doktori, professor
Jabborov Shuhrat Abdumajidovich, veterinariya fanlari doktori, professor
G'afurov Aktam G'afurovich, veterinariya fanlari doktori, professor

17.00.00 – SAN'ATSHUNOSLIK FANLARI
Ahmedova Nigora Rahimovna, sanatshunoslik fanlari doktori, professor
Hakimov Akbar Abdullayevich, san'atshunoslik fanlari doktori, akademik

18.00.00 – ARXITEKTURA
Nozilov Dodo Avazovich, arxitektura fanlari doktori, professor
Uralov Axtam Sindarovich, arxitektura fanlari doktori, professor

19.00.00 – PSIXOLOGIYA FANLARI
Abdusamatov Hasanboy Usmonjon o'g'li, psixologiya fanlari doktori, professor
Barotov Sharif Ramazonovich, psixologiya fanlari doktori, professor
Karimova Vasila Mamanosirovna, psixologiya fanlari doktori, professor
Halimova Mashraboy Vohidovna, psixologiya fanlari doktori, professor
Lazar Drajeta, psixologiya fanlari doktori, professor, Belgrad, Serbiya
Karpinskiy Konstantin Viktorovich, psixologiya fanlari doktori, professor, Grodno, Belarussiya
Suletbayeva Ella Serikbayevna, psixologiya fanlari doktori, dotsent

22.00.00 – SOTSIOLOGIYA FANLARI
Bekmurodov Mansur Bobomurodovich, sotsiologiya fanlari doktori, professor
Toshmuhamedova Dilorom Gafurdjanovna, sotsiologiya fanlari doktori

23.00.00 – SIYOSIY FANLAR
Fayzullayev Alisher Omonullayevich, siyosiy fanlar doktori, professor
Hasanov Otabek Abdurashidovich, siyosiy fanlar doktori
Paxrutdinov Shukritdin Ilyasovich, siyosiy fanlar doktori, professor
Omonov Baxtiyor Axtamovich, siyosiy fanlar doktori, professor
Quronboyev Qahramon Qo'chqorovich, siyosiy fanlar doktori, professor
Avazov Komil Xolliyevich, siyosiy fanlar bo'yicha falsafa doktori

24.00.00 – ISLOMSHUNOSLIK FANLARI
Ibrohimov Ne'matulla, filologiya fanlari doktori, akademik
Islomov Zohidjon Mahmudovich, filologiya fanlari doktori, professor

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MODERN APPROACHES TO DEVELOPING PREDICTION SKILLS IN ENGLISH LANGUAGE TEACHING

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Abstract. This study examines the methods, outcomes, and obstacles in developing prediction skills within modern English Language Teaching (ELT). A qualitative analysis was conducted on 26 scholarly sources published between 1975 and 2025. The findings reveal three main categories of practice: technology-driven training, explicit strategy instruction (such as DRTA and THIEVES), and communicative task designs. The study concludes that explicit and open practice of prediction significantly improves comprehension; however, teacher readiness and resource limitations remain the primary constraints.

Keywords: prediction skills, English language teaching, reading comprehension, listening comprehension, learning strategies, technology-enhanced learning, DRTA, interactive approach, metacognition, task-based learning.

СОВРЕМЕННЫЕ ПОДХОДЫ К РАЗВИТИЮ НАВЫКОВ ПРОГНОЗИРОВАНИЯ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

Аннотация. В данном исследовании рассматриваются методы, результаты и препятствия в развитии навыка предвосхищения (прогнозирования) текста в современном преподавании английского языка (ELT). Был проведен качественный анализ 26 научных источников, опубликованных в период с 1975 по 2025 год. Результаты выявили три основных направления практики: технологическое обучение, эксплицитное (явное) преподавание стратегий (DRTA, THIEVES и др.) и коммуникативные задания. Автор приходит к выводу, что открытая и целенаправленная практика прогнозирования значительно повышает уровень понимания речи, однако готовность учителей и нехватка ресурсов остаются главными сдерживающими факторами.

Ключевые слова: навыки прогнозирования, обучение английскому языку, понимание при чтении, понимание на слух, стратегии обучения, технологии в обучении, DRTA, интерактивный подход, метапознание, задачное обучение.

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INGLIZ TILI O‘QITISHDA MATNNI OLDINDAN TAXMIN QILISH KO‘NIKMALARINI RIVOJLANTIRISHNING ZAMONAVIY YONDASHUVLARI

Annotatsiya. Ushbu tadqiqot zamonaviy ingliz tili o‘qitishda (ELT) matn mazmunini oldindan taxmin qilish (prediction) ko‘nikmasini rivojlantirish usullari, ularning natijalari va to‘siqlarini o‘rganadi. 1975–2025-yillarga oid 26 ta ilmiy manba sifat tahlilidan o‘tkazildi. Natijalar ushbu ko‘nikmani rivojlantirishning uchta asosiy yo‘nalishini ko‘rsatdi: texnologik treninglar, maxsus strategiyalar (DRTA, THIEVES va b.) va kommunikativ topshiriqlar. Tadqiqot xulosasiga ko‘ra, taxmin qilish ko‘nikmasi ochiq va maqsadli o‘rgatilganda tushunish darajasi sezilarli darajada oshadi; biroq o‘qituvchilarning tayyorgarligi va resurslar yetishmovchiligi asosiy cheklovchi omillar bo‘lib qolmoqda.

Kalit so‘zlar: bashorat ko‘nikmalari, ingliz tilini o‘qitish, o‘qib tushunish, tinglab tushunish, ta’lim strategiyalari, texnologiya bilan boyitilgan ta’lim, DRTA, interaktiv yondashuv, metakognitsiya, topshiriqqa asoslangan ta’lim.

To predict, in reading or listening, is to run slightly ahead of the text - to form an expectation about the next word, sentence or turn and then check it. Smith made the point half a century ago: reading works because the reader keeps guessing, and prediction lets the mind spend its limited resources on testing hypotheses instead of decoding every symbol from zero [1]. A learner who predicts is doing something, not merely receiving; that is why the skill is tied so closely to engagement and to comprehension that goes beyond the surface.

The teaching of English has moved a long way from the days when such guessing was left to chance. Classrooms are now more learner-centred, more willing to make strategies explicit, and increasingly built around digital tools - artificial intelligence, adaptive platforms, and frameworks that expect an evidence base [2], [3], [4], [24], [25]. Prediction has resurfaced inside this shift, valued less as a reading trick than as a metacognitive habit that supports independent learning.

This article looks at how that habit is being cultivated. It follows three threads: the technologies that personalise prediction training, the strategies that teach it directly, and the wider methodologies - communicative and task-based - that make room for it inside real language use. The studies drawn on come from very different places, among them Kenya, Jordan, China, Vietnam and Uzbekistan, and they concern learners from primary school to university, so the picture that emerges is deliberately broad.

Why should guessing ahead help at all? Schema theory offers one answer: comprehension is a meeting between what a text says and what a reader already carries in memory, and prediction is the point of contact - the reader reaches into stored knowledge to anticipate what a text will say [5]. The interactive model of reading sharpens this. Reading, on that account, runs in two directions at once,

upward from letters and words and downward from expectation, and prediction is the downward movement that keeps the whole process efficient when a learner's language is still thin [5]. Cognitive-load theory explains the mechanism in plainer terms. Working memory is small; if a reader has already formed an expectation, attention can go to checking it rather than to grinding through every word, and for an EFL learner, whose decoding is costly, that saving matters a great deal [1].

There is also a metacognitive side. A learner who predicts on purpose tends to notice when understanding slips, and noticing is the first step to repair [5]. This is the same territory as learner autonomy and self-regulation, which is partly why prediction has drawn fresh interest. More recent work adds a technological layer: by mining data on how learners behave and perform, systems can shape prediction practice around the individual [6], [7]. Such tools do not overturn the older theories - they give them measurement, a way to see and tune what schema and cognitive-load accounts describe.

The intervention literature backs the claim that this is teachable. In Kenyan and Jordanian classrooms, prediction taught through structured, teacher-led routines produced real gains in reading comprehension [5], [11]. Other studies, in universities and in technology-heavy settings, look at how AI, immersive media and blended courses can support the guessing-checking-revising loop at the heart of prediction [8], [9], [10]. The consensus is fairly settled - prediction can be trained and it is worth training. What remains open is the balance: how much explicit teaching, how much technological personalisation, and how that mix should shift from one context to the next.

This is a qualitative review built on thematic synthesis, not a meta-analysis. The choice follows from the material. Approaches to teaching prediction sit inside studies that differ in almost every respect - the method used, the country, the age of the learners, whether the skill in question is reading or listening - and pooling their numbers would compare things that are not really alike. Reading the studies against one another, and drawing out patterns, tells us more.

The search ran through academic databases and open repositories, combining terms such as prediction, predicting, anticipation, reading comprehension, listening comprehension, English language teaching, reading strategy and technology-enhanced learning. A source was kept if it bore on the teaching, development or assessment of prediction (or a close anticipatory strategy) in English, if it appeared between 1975 and 2025, and if a full English text was available. Older theoretical writing was retained alongside the recent empirical work, precisely so that the shift over time would show. Twenty-six sources survived this filter - intervention studies, systematic reviews, and conceptual or methodological papers from several national settings.

Reading then proceeded in three passes. The first tagged each source by its main focus (technology, strategy or framework), by the skill it addressed, and by what it reported. The second collapsed these tags into the three themes used below.

The third weighed the findings within each theme against one another, looking for where they agreed, where they pulled apart, and where the evidence simply ran out. The corpus is uneven in rigour, so stronger and weaker claims are marked as such, and any figures are given as their original authors reported them. An overview of the principal empirical intervention studies in the corpus is presented in Table 1.

Table 1.

Overview of the principal empirical studies on prediction-skill development

Study	Context / Country	Language domain	Design	Key finding
Anyiendah et al. [5]	Kenya, primary school	Reading	Solomon four-group quasi-experiment (n = 279)	Explicit, teacher-guided prediction training significantly raised reading achievement
Al-Janaydeh et al. [11]	Jordan, Grade 10 EFL	Reading	Quasi-experiment, 8-week intervention	DRTA significantly improved reading comprehension ($p < 0.05$)
Zhu [6]	China, tertiary	Listening	Data-mining / learning analytics	Identified high-impact prediction strategies; high predictive accuracy
Luo [7]	China, tertiary	Listening	Deep learning (BF-BKT) + classroom experiment	Personalised pathways raised listening scores and satisfaction

				over controls
Almekhlafy et al. [13]	EFL context	Reading (pre-reading)	Intervention study	Visual-memory (envelope-picture) activity enhanced prediction and motivation
Yan et al. [17]	Multiple contexts	Speaking / integrated	Systematic review	Task-based teaching with digital storytelling raised engagement and complexity

The thematic synthesis yielded three overarching approaches to developing prediction skills, summarised - together with their characteristic techniques, representative studies and reported outcomes - in Table 2.

Table 2.

Three approaches to developing prediction skills in English language teaching

Approach	Key methods and techniques	Representative studies	Reported outcomes

Technology-enhanced training	Data mining and learning analytics; deep learning (Bayesian knowledge tracing); AI chatbots and adaptive platforms; VR / AR	[6], [7], [8], [9], [10]	Higher predictive accuracy; personalised learning pathways; gains in listening scores and learner satisfaction
Strategy-based instruction	Interactive approach; DRTA; THIEVES; visual-memory (envelope-picture) technique; rhythm prediction	[5], [11], [12], [13], [14]	Significant reading-comprehension gains; greater metacognitive awareness and motivation
Communicative and task-based frameworks	CLT (information-gap, role-play); TBLT with digital storytelling; content-based and blended learning	[15], [16], [17], [23], [24]	Prediction embedded in authentic use; higher engagement and linguistic complexity

The newest tools in this area come from data mining. Zhu's work on English listening shows what analytics can do: by combing through records of how students perform, it surfaces the behaviours that go with successful comprehension and lets a teacher build training around them [6]. The point is not the forecast itself but what it reveals - that certain moves, activating background knowledge, catching discourse markers such as *however* or *in conclusion*, reading contextual cues, tend to accompany good listening, and can therefore be taught on purpose [6].

Luo pushes the idea into deep learning. His model feeds learners' forgetting curves and study behaviour into a Bayesian knowledge-tracing framework, predicts how listening will develop, and then uses clustering and regression trees to find which behaviours matter most [7]. What makes the study worth citing is the classroom result: learners given personalised listening paths, drawn from the model's predictions, ended up ahead of a control group and reported being more satisfied with the course [7]. An adaptive system, in other words, can carry some of the scaffolding a teacher would otherwise supply - feedback at the right moment,

practice in the right order. AI stretches this still further, since chatbots can react instantly to a learner's guess and rehearse something like real conversation [8]; virtual and augmented reality promise the same for spoken interaction, letting learners anticipate turns and cultural expectations inside a scene, though here the evidence is still thin [9], [10].

For all the promise of technology, the firmest evidence still comes from teaching the strategy outright. The strongest single study is Anyiendah et al.'s work in Vihiga County, Kenya, which used a Solomon four-group design with 279 primary pupils and found that structured, teacher-led prediction training lifted reading achievement - while noting, less comfortably, that teachers leaned heavily on the pictures in the textbook and rarely used titles or headings to prompt a guess [5]. The Directed Reading–Thinking Activity keeps prediction honest by making it a loop: predict, read, confirm or reject the prediction, then justify the verdict. In an eight-week trial with Jordanian tenth-graders, that loop produced significant gains in comprehension [11]. Other pre-reading routines work along similar lines. THIEVES walks learners through title, headings, introduction, the first sentence of each paragraph, visuals and vocabulary, end-of-chapter questions and the summary before they read in earnest [12], while the envelope-picture technique hands learners a partial image and asks them to imagine the whole, turning prediction into a low-risk, rather enjoyable act of guesswork that also lifts motivation [13]. Prediction is not confined to meaning, either - teaching English rhythm by having learners anticipate stress and intonation shows the same skill at work down at the level of sound [14].

The skill does not behave the same way everywhere. Listening is unforgiving - the words are gone as soon as they are spoken - so it rewards fast work: reaching for background knowledge, catching a discourse marker, reading the rise and fall of the voice, and it is here that analytics-driven personalisation has posted its clearest gains [6], [7]. Reading gives the learner time, and it carries the longest research record; training with titles, visuals, prior knowledge and inference improves comprehension across settings and levels with fair consistency [5], [11], [12]. Increasingly, though, teachers stop treating prediction as a reading sub-skill sealed off from the rest and let it run through everything learners do [15]. Communicative teaching supplies the openings almost automatically - an information-gap task or a role-play cannot proceed unless learners second-guess what a partner means and how the exchange is meant to go [15], [16]. Task-based teaching does much the same, hanging the work on a goal that can only be reached by guessing, checking and adjusting along the way; Yan et al.'s review found that such tasks, and especially those built around digital storytelling, drew learners in and pushed their language further [17], [18], [19]. Content-based and blended courses add their own version, letting learners predict the concepts and vocabulary of a subject while working through varied materials at their own pace - an emphasis now often justified by talk of graduate employability [20], [21], [22], [23].

None of this comes for free, and the same obstacles surface again and again across the wider literature [26]. The teacher is the first of them. Anyiendah et al. found prediction training thinning out in the hands of teachers who had never been shown the interactive methods and who had little beyond the set textbook to work with [5]. Crowded rooms, short lessons and scarce materials compound the problem, and they hit hardest where budgets are smallest [5]. The technological answers carry their own precondition: they assume a stable connection, working devices and teachers comfortable enough with the tools to use them well - assumptions that fail in many classrooms [6], [7], [8]. And prediction is shaped by who the learner is. Habits carried over from a first language, and background knowledge that is culturally specific, both bend the accuracy of a guess, which is why instruction cannot be one-size-fits-all: it has to start from what learners already bring [5], [11].

Prediction earns its place as a basic strategy of language learning because it changes what the learner is doing - turning a reader or listener from a receiver into someone who reaches ahead, tests a guess, and revises. Across twenty-six sources and five decades, this review has watched the teaching of that skill move from plain strategy instruction toward training that is adaptive, personalised and technology-rich, and it has argued that three currents now run through the field: technological personalisation, explicit strategy teaching, and the folding of prediction into communicative and task-based work. Whatever the strand, the finding holds - teaching prediction directly improves comprehension, and it does so most when teachers are ready, materials are varied, and the practice is fitted to the learner [5], [6], [7], [11].

Several practical lessons follow. Prediction should be taught out loud, so to speak: modelled, practised with feedback, and slowly handed over, not left to appear on its own [5], [11]. It needs more than the textbook to feed on - authentic texts, images and audio give the varied cues a good guess depends on [5], [13], [14]. It works best when it has a job to do inside a communicative or task-based activity rather than sitting as an exercise for its own sake [15], [17], [18]. Technology should be used to personalise the practice where the infrastructure allows it, but under a teacher's judgement, not in place of it [6], [7], [8]. None of this survives without teachers who have been trained in the theory, the strategies and the assessment of prediction [5]. Learners, for their part, gain from noticing their own guessing - through reflection, prediction logs, thinking aloud [5], [11] - and the whole effort should stay responsive to the languages and cultures learners already carry with them [5], [11].

Plenty remains to be done. The field would benefit from stronger AI and adaptive systems, from immersive settings that have so far been more promised than tested, from comparison across languages and cultures, and from longitudinal, large-scale designs that follow learners over time rather than weeks. It is still unclear how prediction interacts with neighbouring strategies such as summarising or self-

monitoring, and the field lacks a solid, agreed instrument for measuring the skill at all. Progress on these fronts, kept honest by good pedagogy rather than driven by the tools alone, is what will let prediction do its real work - helping learners become readers and listeners who can manage on their own.

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