



UDK:372.8

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FOSTERING READING ENGAGEMENT THROUGH INTENSIVE READING STRATEGY IN ESP STUDENTS

Annotation

This article addresses how the linguistic and cognitive characteristics of intensive reading strategies effect on language acquisition for ESP students. The main goal of this study is to reinforce the effective ways of intensive reading for the sake of language proficiency. This can be achieved through Content-Based-Instruction to develop students' reading comprehension. Practicing intensive reading based on CBI involves students to improve their critical thinking and creative skills.

This study highlights effective ways as Collaboration, Communicative language teaching, Task- based language teaching which provide instructors to organize the materials for the lesson progressively. Comprehensible input presented by instructors aim to achieve the target learners the very success through their academic performance.

Key words: Reading comprehension, meaningful context, productive outcome, Content-Based-Instruction, CLT, input, metacognition.

РАЗВИТИЕ НАВЫКОВ ИНТЕНСИВНОГО ЧТЕНИЯ У СТУДЕНТОВ НЕ ФИЛОЛОГИЧЕСКОГО ФАКУЛЬТЕТА ОБУЧАЮЩИЕСЯ СПЕЦИАЛИЗИРОВАННОМУ АНГЛИЙСКОМУ ЯЗЫКУ

Аннотация

В данной статье рассматривается, как лингвистические и когнитивные особенности интенсивных стратегий чтения влияют на усвоение языка студентами ESP. Главная цель данного исследования - закрепить эффективные способы интенсивного чтения для овладения языком. Этого можно достичь посредством Content-Based-Instruction для развития понимания чтения у учащихся

Практика интенсивного чтения на основе CBI включает в себя развитие критического мышления и творческие способности учащихся. В данном исследовании выделены такие эффективные методы, как взаимосвязь, коммуникативное обучение языка на основе заданий, которые позволяют преподавателям организовать поэтные материалы для урока. Своеобразный вклад, предоставляемый преподавателями, направлен на достижение учащихся добиться успеха используя свои академические навыки.

Ключевые слова: Понимание чтения, осмысленный контекст, продуктивный результат, инструкция, основанная на контенте, CLT, своеобразный вклад, метакогниции.

NOFILOLOGIK YO'NALISHIDAGI TALABALARIDA INTENSIV O'QISH STRATEGIYASI ORQALI O'QISH KO'NIKMASIGA QIZIQISHNI RIVOJLANTIRISH

Annotatsiya

Ushbu maqola intensiv o'qish strategiyalarining lingvistik va kognitiv xususiyatlari ESP talabarlari uchun tilni o'zlashtirishga qanday ta'sir qilishini ko'rib chiqadi. Ushbu tadqiqotning asosiy maqsadi tilni bilish uchun intensiv o'qishning samarali usullarini mustahkamlashdir. Bunga talabalarining o'qishni tushunish qobiliyatini rivojlantirish uchun Kontentga asoslangan ko'rsatmalar orqali erishish mumkin. CBI asosida intensiv o'qish amaliyoti talabalarni tanqidiy fikrlash va ijodiy qobiliyatlarini oshirishni o'z ichiga oladi. Ushbu tadqiqot o'qituvchilarga dars uchun materiallarni bosqichma-bosqich tartibga solishni ta'minlaydigan hamkorlik, kommunikativ til o'rgatish, vazifaga asoslangan til o'rgatish kabi samarali usullarni ta'kidlaydi. O'qituvchilar tomonidan taqdim etilgan tushunarli ma'lumotlar maqsadli talabalarga o'zlarining ilmiy sohalari orqali muvaffaqiyatga erishishga qaratilgan.

Kalit so'zlar: O'qishni tushunish, mazmunli kontekst, samarali natija, Kontentga asoslangan ko'rsatma, CLT, tushunarli ma'lumot, metakognitsiya.

Introduction. This study indicates that implementing intensive reading with university students involve and motivate them in reading progressively. This is the opportunity for the teachers as well as a language leader to boost students' interest about general topics through reinforcing reading texts related to students' lives. Thus, by exposing themselves reading authentic material, students have a chance of activating their previous knowledge and enhancing the amount of vocabulary which they need to comprehend new words they may face in other contexts. Reading comprehension is indicated as the most important skill to master English ability to communicate. Applying reading is identified as essential technique in teaching English

for Specific Purpose. As through reading students not only obtain information but also they develop their linguistic expertise. The process of reading involves achieving academic success in students' learning journey. Implementing comprehensible, engaging reading activities support teachers gain productive results in their teaching reading process. Majority of ESP students lack comprehending reading text as they face difficulties absorbing a lot of information quickly, accurately and easily. According to Andres [1] by continuously practicing, readers are expected to comprehend the content of a text and the textual meaning by using strategies to identify main ideas and specific information, comprehend grammar structures, and learn new vocabulary.

Comprehensible input can be achieved through guided intensive course throughout systematic learning of basic grammar structure phonetics, basic vocabulary and useful idiomatic expressions. Teachers reach the successful outcome when they combine the reading process with writing, speaking and even listening, thus organizing a comprehensive language course.

Literature review. According to Brown [2] meaningful learning will lead toward better long-term retention. In teaching reading progressively, considering students' interests, academic goals and career goals is essential part. Students comprehend the reading material accurately when the content is associated to their subject field. Erwin Suhendra [7] indicates that Content-Based Language Teaching provides language learners with meaningful contexts to encounter understandable input and opportunities to engage in interactions using the target language to produce understandable output. This approach supports students to learn the language with the necessary skills involving their specialized sphere. In addition, students focus both on language and content practicing their English in class. This process enables students to develop their language proficiency as well as equipping them with the competencies essential for achievement in their particular fields.

Morales states that [3] for many in the general academic and scientific community, reading in English is also essential as a way to access technical information on their subject areas, and as a means of increasing their acquaintance with related fields wherefrom they extrapolate practical knowledge. Providing environment that supports students with particular learning opportunities along with constructing their own understanding capability is considered the effective way of developing critical reading skills. According to Zahra Bakhtiari and et al [4] passive academic approaches, such as lectures in which knowledge is delivered unilaterally from instructors to students, may limit the development of CT skills; rather, students need to be given the opportunity to engage in a variety of influential techniques and strategies, such as questioning, debating, reflecting, supporting evidence, and solving problems, so that they can shift from passive to active and critical thinkers.

According to Samereh M et al. [17] critical elements in reading instructions are regarded the most important components. These elements provide students' reading performance through obtaining knowledge from the text. This can be achieved through a balanced approach where all elements need to be taught systematically and explicitly. The whole process involves students being productive in communicative activities simultaneously focusing on grammatical accuracy. Providing engaging environment with relevant content is considered the most effective way for acquiring the target language during the lesson. Therefore, teachers are expected to organize reading classes to provide meaningful context and natural exposure to accommodate students' needs.

The process of comprehending as well as perceiving the target language is considered to focus on the language acquisition. In the field of teaching reading for ESP, teachers' conducting the lesson by well-organized lesson plans, flexibility of their way of teaching English as a foreign language, certainly enables the students attain the skills productively and explicitly. The development of metacognition – the ability to think and practice the language to comprehend learning in an abstract way is accepted as explicit teaching approaches. The main goal of ESP reading comprehension is to develop the reader's cognitive skills too. Eskey [6] holds that while reading they come across several independent words and comprehend how these words are formed in context.

Using appropriate text containing new words and idioms supports teachers actively carry out the lesson based on intensive reading. Khazaal states that [8] this type of reading is considered as the backbone of language education programs. It involves focusing on question-and answer teaching methods and uses the explanation of presentations and representation to communicate meanings of words, it also describes the vocabulary and rules to be taught and the order in which it should be submitted. It aims to develop the students' ability on how to understand the detailed information

A better linguistic comprehension, a development of creative skills, and a higher language proficiency are the result of applying the intensive reading method in teaching reading to students. In addition, as students develop reading skills they can easily enhance their productive language skills as well. It is considered that obtaining information accurately and easily compared to language details, helps to develop reading comprehension effectively. The information in the text is mainly important to grasp the macrostructure in the language study. Students comprehend the language associating the content with their background knowledge. Admittedly, effective way of teaching language skill is mostly through applying intensive reading for ESP students. This supports to build language reader's language and literary awareness.

Throughout practicing intensive reading, the instructors can easily develop students' intellectual skills by stimulating the imagination of students, and as well supporting to bring their critical abilities. Besides, intensive reading in language teaching aims to encourage readers to involve in reading and experience it for their personal well-being.

Methods and Discussions. Admittedly, every language teacher should aim to provide input to students, they must not let them left the language classroom without a product. Motivation and raising students' interest to learn languages is also indispensable. Therefore, motivation is considered to stay in the first place as a primary tool for language learning. Learners without motivation seem a light without energy, not active. Another important thing in teaching method to enrich language classroom by implementing various ESL activities and tasks, additionally, the tasks in reading activities should be appropriate to the students' levels, ages, interests, needs and cultural backgrounds. Applying CLT method in reading is aimed to improve students' communicative competence, because the main goal of learning languages is communication. CLT focuses on learner centered approach through where fluency is given priority over accuracy and the emphasis is on the comprehension and production of messages, not the teaching or correction of language in reading comprehension.

In second language acquisition implementing the usage of balance of fluency activities and accuracy activities are supported to develop students' language proficiency. This kind of activities can be conducted in CLT to show learners' performance while they are carrying out the task. Organizing role play, discussion activity, and project based lesson based on one reading topic involves enhancing students' fluency at the expense of accuracy. The most essential way is to using available communicative resources while carrying out fluency tasks. Grammar and pronunciation are not the main focus whereas communicative strategies in reading process are aimed at vocabulary and comprehension of the text. Follow-up activities are used to provide constructive feedback on language use. These techniques in improving reading skills require active engagement and participation which is directed to student- centered approach and provides students to work more collaboratively and interactively. In this case teacher plays a role as a facilitator, manager and evaluator.

Presenting the reading content to learners based on intensive reading gives opportunity to comprehend the

material easily and effectively furthermore students are more likely to transfer the strategies modeled by the teacher. In the structure of university English is taught as a main subject. This plays the main role for the target learners where the learning environment takes place both with L1 and L2. The environment at university facilitates the students improve their English progressively, as they learn at the university library various kinds of literature in English, besides the university supplies the teachers with computer operated classrooms where students can attend classes and learn through technology-based techniques.

Planning reading-based lessons provides teachers with an efficient way of achieving their goals by implementing and reflecting on their lessons by considering professional knowledge and experience. Teachers mostly target at both their perceptions of how the language acquisition appear as well as theoretical concepts related to second language acquisition, such as the need for comprehensible resources and learners' goals for learning a language. It is true that, lesson planning leads the teachers to identify and follow how students learn the target language through reading activities as well as practice it in their communication. In addition, intensive reading based on CBI is considered like the doorway to eliciting and creating meaning through content related to learners' major. Murphy [14] mentions that task-based syllabus is concerned with learning-centered where language learning is promoted through pre-selected language content. A task-based syllabus is relevant to the students as they acquire the target language with communicative activities rather than drawing their attention to form only. The whole process of reading classes involve students being productive in communicative activities simultaneously focusing on comprehension and language accuracy. It is considered that bringing freedom to the students within the framework for the tasks empowers real communicative engagement in the provided tasks. Therefore, intensive reading approach aim to provide meaningful context and natural exposure to accommodate students' needs.

To gain intended performance of the target language Content-Based-Instruction approach is mainly the most effective ways of to meet the students' needs. According to Tara [4] "learners who practice language to achieve a goal that is specific to a particular discipline or topic, will gain even more language through the learning required to reach the set target in that discipline area. Moreover, Content-Based-Instruction allows the instructor to concentrate on teaching language by motivating and pushing the students to develop their cognitive skills. This type of syllabus provides the learners increase in their intrinsic motivations and a real topic to study while students are encouraged mostly to focus on their competency. Larsen-Freeman et al. [10] mention that CBI can also be a productive method for teaching language to students by using topics that they are most interested in. The most advantageous aspects of CBI are advancement and comprehensive choice, while students continuously study and use the target language.

Teaching intensive reading is required to be designed effectively so that the given tasks should provoke learners to focus on reading comprehension. In this regard, variety of tasks can be organized integrating four language skills.

According to Hinkel [5] "To make language learning as realistic as possible, integrated instruction has to address a range of L2 skills simultaneously, all of which requires in communication".

TBLT requires language teaching through completing several tasks integrating multiple skills. Obviously, the task contains some stages as introducing topic vocabulary, reading task as putting in correct order, focus on form, discussion in subgroups and at last role plays. The whole activity based on improving language skills through implementing various tasks. The benefit of task-based learning is that it allows students to use their abilities at their current level, which encourages them to improve their language skills. It has the advantage of directing pupils' attention toward achieving a purpose for which language serves as a tool, making language use necessary [11]. It requires students to communicate and interact with peers while doing a task, so students try to use the target language in order to reach the task completion.

The most significant point to achieve proficiency in writing definitely, emphasizes explicit pedagogy and lexis. In addition, accurate comprehension brings effective outcomes in producing the target language. To reach this point in teaching L2 I support students exposing authentic language, promoting vocabulary gains as well as improving listening skills while writing.

Effective activity in language acquisition is based on the approach of Cooperative Language Learning. According to Karim [12] cooperative learning is considered to be a systematic teaching method that gives learners the opportunity to work together in small groups to achieve common learning goals, moreover it is also known as Collaborative Learning. Cooperative Language Learning is becoming widely accepted in a variety of language learning classrooms, mostly due to its benefits for increasing productivity and achievement as well as communication opportunities. Zhang [13] states some benefits of CLL such as:

- Providing the chance for getting input and output
- Creating an effective language environment
- Developing usage of different language functions
- Stimulating learner's responsibility and independence.

Conclusion. In conclusion, this research indicates the transformative power of intensive reading in fostering English language proficiency among university students, particularly within ESP contexts. Intensive reading, when thoughtfully integrated with content-based instruction and communicative teaching methods, ignites students' intrinsic motivation and builds the scaffolding for deeper engagement with authentic texts. Through this approach, learners not only expand their lexical repertoire and refine grammatical accuracy, but also sharpen their critical and cognitive faculties becoming not mere readers, but interpreters of knowledge in their respective disciplines. Intensive reading in ESP settings empowers students to engage deeply with language and content. It develops vocabulary, comprehension, and critical thinking through meaningful, discipline-related texts. When paired with communicative and task-based approaches, it transforms passive learners into active participants. This method builds a bridge between language proficiency and academic success, making intensive reading an essential tool in modern language education.

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