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STRATEGIES FOR TEACHING STUDENTS TO READ SUBJECT-RELATED TEXTS IN ENGLISH

Abstract

In the process of learning English, it is important to teach students professional texts. This allows not only to develop language skills, but also to increase professional knowledge. Professional texts help students learn news, trends and important concepts in their field and expand their professional knowledge, students learn special terminology and expressions. This, in turn, improves their communication skills in the field, teaches them to understand and analyze complex texts.

Keywords: strategies, reading, academic and professional texts, subject-related texts, reading comprehension skills

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TALABALARGA INGLIZ TILIDA SOHAGA OID MATNLARNI O‘QISHNI O‘RGATISH STRATEGIYALARI

Annotatsiya

Ingliz tilini o‘rganish jarayonida talabalarga sohaga oid matnlarni o‘qitish muhim ahamiyatga ega. Bu nafaqat til ko‘nikmalarini rivojlantirish, balki sohaga oid bilimlarni ham oshirish imkonini beradi. Sohaga oid matnlar talabalarga o‘z sohalarida yangiliklar, tendensiyalar va muhim tushunchalarni o‘rganishga yordam beradi va ularning professional bilimlarini kengaytiradi, talabalar maxsus terminologiya va iboralarni o‘rganadilar. Bu, o‘z navbatida, ularning sohadagi muloqot ko‘nikmalarini yaxshilaydi, murakkab matnlarni tushunishga va tahlil qilishga o‘rgatadi.

Kalit so'zlar: strategiyalar, o'qish, akademik va professional matnlar, mavzuga oid matnlar, o'qishni tushunish qobiliyatlari

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СТРАТЕГИИ ОБУЧЕНИЯ СТУДЕНТОВ ЧТЕНИЮ ТЕКСТОВ ПО ПРЕДМЕТНОЙ ТЕМЕ НА АНГЛИЙСКОМ ЯЗЫКЕ

Аннотация

В процессе изучения английского языка важно обучать студентов профессиональным текстам. Это позволяет не только развивать языковые навыки, но и повышать профессиональные знания. Профессиональные тексты помогают студентам узнавать новости, тенденции и важные концепции в своей области и расширять свои профессиональные знания, студенты изучают специальную терминологию и выражения. Это, в свою очередь, улучшает их коммуникативные навыки в этой области, учит их понимать и анализировать сложные тексты.

Ключевые слова: стратегии, чтение, академические и профессиональные тексты, тексты по предметной области, навыки понимания прочитанного

Introduction

In the globalized academic and professional landscape, English has established itself as the lingua franca for communication and knowledge dissemination. The importance of English is particularly evident in fields such as science, technology, business, and medicine, where most scholarly and professional resources are published in English. For non-native speakers, reading subject-related texts poses challenges that extend beyond basic language skills, as these texts often include technical vocabulary, complex sentence structures, and discipline-specific content.

Teaching students to navigate these texts effectively is crucial for their academic and professional success. Effective reading in English for Specific Purposes (ESP) is not just about understanding individual words but involves critical analysis, synthesis of ideas, and the ability to apply knowledge in practical contexts [4]. This article explores strategies for enhancing students' abilities to engage with subject-related texts, with a particular focus on methods that activate prior knowledge, develop specialized vocabulary, and foster metacognitive awareness. By identifying key strategies and aligning them with existing pedagogical frameworks, this study aims to bridge the gap between theoretical insights and practical applications in the classroom. Furthermore, it underscores the role of technology in supporting reading instruction and enhancing student engagement.

Literature Review

Reading comprehension has been extensively studied in both general and specialized contexts. Researchers have highlighted the multifaceted nature of reading, which involves decoding, interpreting, and critically analyzing texts. In the context of ESP, reading comprehension becomes even more complex due to the specialized nature of the texts.

Schema theory is foundational in understanding how readers construct meaning. Carrell and Eisterhold argue that comprehension is an interactive process where readers integrate textual information with their existing knowledge. Activating prior knowledge, therefore, is critical in preparing students to understand complex subject-related texts. Pre-reading strategies such as brainstorming and discussion can help students connect new information to their schemas, thereby enhancing comprehension [2].

Nation emphasizes that a robust vocabulary is essential for reading proficiency, especially in ESP contexts. Specialized texts often include technical terms that may be unfamiliar to students. Effective vocabulary instruction involves multiple approaches, such as pre-teaching key terms, encouraging the use of glossaries, and training students to deduce meanings from context. Studies also suggest that repeated exposure to vocabulary in varied contexts enhances retention and understanding [6].

Flavell and Anderson highlight the importance of teaching students to plan, monitor, and evaluate their reading strategies. For example, students can be trained to set reading goals, question the text’s purpose, and reflect on their understanding. Research shows that metacognitive strategies not only improve comprehension but also empower students to become independent learners [1].

Nation and Yamamoto differentiate between extensive and intensive reading, both of which are essential for developing subject-related reading skills. Extensive reading involves engaging with large amounts of text to build fluency and general comprehension, while intensive reading focuses on analyzing shorter texts in detail to develop critical thinking and deeper understanding. Combining

these approaches allows students to develop both breadth and depth in their reading skills [7].

Research by Grabe and Stoller identifies specific challenges faced by students when reading subject-related texts, such as the density of information, unfamiliar discourse structures, and cultural references embedded in the text [4]. Addressing these challenges requires targeted instruction that equips students with the skills to decode complex information, recognize textual patterns, and navigate discipline-specific conventions.

Results and Discussions

Pre-reading activities lay the foundation for effective engagement with texts by preparing students both cognitively and emotionally. Key strategies include:

Anticipation guides prompt students to make predictions about the text based on key phrases, titles, or images. By engaging with the material beforehand, students activate prior knowledge and set a purpose for reading.

A KWL (Know, Want to know, Learned) chart encourages students to reflect on their current knowledge, set learning goals, and summarize their insights post-reading. This technique fosters active engagement with the text. Introducing key terms and technical phrases using flashcards, word maps, or glossaries equips students with the tools they need to navigate specialized texts confidently.

Brief discussions or multimedia presentations about the topic provide students with the necessary background to situate the text within a broader framework. For instance, discussing recent developments in a scientific field before reading a related article can increase comprehension. Providing a set of targeted questions primes students to focus on critical elements of the text, such as its main argument, supporting evidence, and implications.

During-reading strategies are designed to help students process information and maintain focus while engaging with texts. Effective techniques include: Encourage students to underline key points, circle technical terms, and

write questions or comments in the margins. This active engagement fosters a deeper understanding of the text. Tools such as Venn diagrams, concept maps, and flowcharts help students visualize relationships between ideas, making complex information more manageable. Dividing the text into smaller, logical sections reduces cognitive load and allows students to process information incrementally. For example, assigning specific paragraphs for close reading ensures thorough comprehension.

Teachers can model their thought processes by verbalizing how they approach difficult sections, infer meanings, or connect ideas. This strategy helps students develop their own critical reading habits. Teach students to categorize questions as "right there," "think and search," or "beyond the text" to guide their comprehension and analytical skills.

Post-reading activities consolidate understanding and encourage students to apply their knowledge in meaningful ways. Students can write or present summaries of the text’s main ideas, focusing on clarity and conciseness. This reinforces comprehension and develops their ability to distill essential information. Facilitated discussions encourage collaborative learning and allow students to explore multiple perspectives. Questions can range from factual inquiries to critical analyses of the text’s arguments. Students can connect the text to their personal experiences, prior knowledge, or future applications. Reflection journals or class discussions often reveal new insights and deepen understanding. Assign projects or activities that require students to use the knowledge gained from the text. For example, they could draft a report, design an experiment, or propose solutions to a problem highlighted in the reading. Students can explain sections of the text to their peers, reinforcing their understanding and improving communication skills. Technology can support reading instruction through tools such as applications like Quizlet for vocabulary development and personalized quizzes. Tools like Grammarly or Coh-Metrix to analyze text readability and highlight challenging structures. Platforms like Google Docs for peer collaboration and shared annotations. Use videos, podcasts, or interactive simulations related to the text’s

content to provide multimodal learning opportunities. Recognizing the diverse needs and proficiency levels of students, differentiated instruction can enhance reading outcomes:

-provide guiding questions, summaries, or translations for lower-level readers;

-organize students into groups based on their reading skills or familiarity with the subject matter;

-allow students to select from various texts or tasks aligned with their interests and strengths;

Conclusion

Teaching students to read subject-related texts in English requires a multifaceted approach that combines linguistic, cognitive, and technological strategies. Pre-reading, during-reading, and post-reading activities must be carefully designed to address the specific challenges posed by technical and academic texts. Integrating metacognitive training and differentiated instruction ensures that students develop the skills needed for independent and critical engagement with subject-related materials.

Moreover, the use of technology provides dynamic and adaptable tools for enhancing reading proficiency. By implementing these strategies, educators can not only improve students' reading comprehension but also empower them to succeed in their academic and professional pursuits. This holistic approach fosters lifelong learning and equips students with the confidence to navigate complex texts in English with ease.

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