

**METHODS AND TECHNIQUES OF TEACHING COMMUNICATIVE
READING AT ESP LESSONS”**

**ESP DARSLARIDA KOMMUNIKATIV O‘QISHNI METOD VA
TEXNIKALARI”.**

**МЕТОДЫ И ПРИЕМЫ ОБУЧЕНИЯ КОММУНИКАТИВНОМУ
ЧТЕНИЮ НА УРОКАХ ESP**

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Annotation: The article “Methods and techniques of teaching communicative reading at ESP lessons” states the importance of communicative teaching methodology in teaching ESP reading skill. Moreover, several methods and techniques are provided to give the general idea about communicative reading a teacher may use at ESP lessons as jigsaw reading, “mutual learning”, “Think-Discuss-Share”, “fish bone” and many other methods and techniques to help teacher develop students’ communicative skills. Additionally, these methods and techniques are described during all ESP reading lesson at the pre-, while-, and post-reading activities. All the information provided in the article can serve as additional material for ESP teachers to diversify reading tasks and to make the reading process active and communicative.

Key words: ESP texts, communicative methodology, communicative reading, techniques, methods

Аннотация: В статье “Methods and techniques of teaching communicative reading at ESP lessons” говорится о важности применения коммуникативной методики обучения чтению на занятиях английского языка для специальных целей. Более того, описаны методы и приемы, формирующие общее представление о коммуникативном чтении. К примеру, преподаватель может

применять на своих занятиях такие педагогические средства как «ажурная пилка», «взаимообучение», «Подумай-обсуди-поделись», «фишбоун» и многие другие методы и приёмы, развивающие коммуникативные навыки студентов. В дополнение ко всему прочему, данные методы и приёмы могут применяться на всех этапах занятия, т.е. в начале, во время или в конце работы с текстом. Так же, материалы статьи могут послужить дополнительным материалом для преподавателей английского языка для специальных целей, делая процесс чтения коммуникативным.

Ключевые слова: тексты на английском языке по специальности, коммуникативная методика, коммуникативное чтение, приёмы, методы

Annotatsiya: “Methods and techniques of teaching communicative reading at ESP lessons” maqolasida ingliz tili darslarida o'qishni o'rgatishning kommunikativ usulidan maxsus maqsadlarda foydalanishning ahamiyati haqida so'z boradi. Bundan tashqari, kommunikativ o'qishning umumiy g'oyasini shakllantiradigan usul va usullar tasvirlangan. Masalan, o'qituvchi o'z darslarida “ochiq ish fayli”, “o'zaro ta'lim”, “O'ylang-munozara-baham ko'r”, “baliq suyagi” kabi pedagogik vositalardan va o'quvchilarning muloqot qobiliyatini rivojlantiruvchi boshqa ko'plab metod va usullardan foydalanishi mumkin. Har bir narsaga qo'shimcha ravishda, bu usullar va usullar darsning barcha bosqichlarida qo'llanilishi mumkin, ya'ni. matn bilan ishlashning boshida, davomida yoki oxirida. Shuningdek, maqola materiallari o'qish jarayonini kommunikativ qilish uchun maxsus maqsadlar uchun ingliz tili o'qituvchilari uchun qo'shimcha material bo'lib xizmat qilishi mumkin.

Kalit so'zlar: mutaxassislik bo'yicha ingliz tilidagi matnlar, kommunikativ metodologiya, kommunikativ o'qish, texnikalar, usullar.

Over the time, with the advent of innovative technologies and the development of various means of communication, in education, particular in the foreign language teaching there appears a need in applying an approach to teaching that meets modern requirements. Communicative approach of foreign language teaching perfectly fits to

this purpose for the reason that it reflects all modern trends, meets the requirements and tasks set for the society, requiring timely exchange of information.

Thus, we will reveal the aspects of teaching reading using communicative methods and techniques in teaching ESP (English for Specific Purposes) from the English language teaching point of view as it implies the study of certain professional orientated topics. Accordingly, teaching communicative reading at ESP lessons is based on the texts of a particular profession. Hence, special attention is paid to the development of reading skills, being an integral part of the personal growth and development of each person. Accordingly, a communicative reading promotes the development and assimilation of reading skills through communication, motivating students to work with texts, attracting their attention. Using this method, the process of working with texts becomes more accessible, understandable, informative and interesting. The purpose of the communicative reading is to form the language communicative competence of students, allowing them to freely communicate in a foreign language in all areas of life, including professional activities. Using communicative techniques, students do not read and retell the text, but work in pairs, lead discussions, and debate on the topic. In a word, students start to think critically, which means they analyze, compare, and draw conclusions. At the same time, a creative, friendly, and a working atmosphere is created at the lesson.

Hence, communicative reading at ESP lessons presupposes using pre-, while- and post-reading activities which develop students' autonomy and increase their motivation to study the language. Moreover, based on a communicative approach the critical thinking development technology takes place in an interactive mode and forms students' creative thinking and the ability to interpret information by asking questions, thereby communicating in a foreign language. Thus, the development of critical thinking contributes to the formation of communicative competence. Methods and techniques for the development of communicative reading using critical thinking technology are “Jigsaw”, "Mutual learning", "Think-Discuss-Share", "Preliminary discussion", "Answer sheet", "Project" , " Siquain ", "using clusters and tables "

insert ", "Know-I want to know-learned ", " fishbone ", etc [3;890], [2;55]. Some of the techniques are depicted beneath.

One of the methods that contains the elements of communicative reading and is aimed at working with a large amount of text is a jigsaw reading. The convenience of using this method lies in the fact that the teacher can use either one text, divided into key paragraphs, or several texts of the same topic. The aims of this method are to help students to understand the studied material; to develop students' communicative skills; to develop students' problem solving critical thinking skills.

The communicative method of "Mutual learning" involves the type of work where students act as a teacher. The teacher gives the model of the lesson to the students and then assists them in leading group discussions using four strategies: summarizing, questioning, clarifying, and predicting. After the students have mastered the material, they take turns acting as a teacher.

The goals of using the communicative method "Mutual learning" are to develop students' thinking process; to promote the active participation of students in the educational process and to control the understanding of the materials they read; to promote the development of students' ability to compile questions to the read text, which makes it easier to understand a foreign text [6].

The communicative method of learning "Think-Discuss-Share" involves working together and solving a problem or answering the questions about the text they read. This type of assignment requires students' independent reflection to the questions; and then sharing ideas with the whole group. Discussion with a partner maximizes students' participation in the classroom and engages students in the reading process.

To apply the "Think-Discuss-Share" method, a teacher is to select a text and prepare a series of questions targeted at the key meaning of the topic. Moreover, it is necessary to support and guide students during this assignment.

For example:

Think: A teacher asks a certain question about the text. Students reflect on a topic, figuring out whether the information is new or studies before.

Discuss: Students discuss the teacher's questions in pairs or in subgroups.

Share: The teacher introduces the topic for discussion by the whole group.

The following communicative method of working with ESP text "Preliminary discussion" is used in pre- reading part of the lesson in order to activate previous knowledge and increase interest in a new topic. Before reading, a teacher demonstrates statements concerning the key concepts presented in the text. The students' task is to give their opinion to the text. This method develops students' critical thinking skills and increases interest in the topic by linking new information with the studied material.

The "fishbone" technique helps teachers to organize work in pairs and small groups, promotes interaction with each other. The scheme can be drawn up in advance and displayed on a board/ a monitor or distributed among the students. Each pair or small groups of students are given texts, after reading which they fill in the diagram, analyze and discuss. The head of the fish is the title of the text. The upper bones of the fish ridge are the basic concepts of the topic, points that reveal the essence of the topic. The lower bones are facts and details that reveal the essence of the topic and the points indicated on the upper bones. The tail is the logical conclusion of the topic, conclusions.

In addition, the scheme is a support for oral response to the text, the helps students' not to learn the text, but tell the main idea.

The Next method is “INSERT” with English stands for as "Interactive Noting System for Reading and Thinking". Here, students are given a table that they fill in working in pairs or small groups. This technique allows a teacher to work with texts of different levels and types. First, instructions are given, then the table is filled in and feedback is given to students. A logical connection is built between previous and acquired knowledge.

✓	-	+	?	!
Knew	New information or information that contradicts my opinion	interesting information	Any questions Or not clear information	want to learn more
Confirmation of what information has already been studied before reading the text	“I thought differently” “new information for me”	"I did not know that" “it would be interesting to know ”	"I didn't understand some details" "It was hard for me to understand"	"would like to know more" "would like to explore"

A variation of the “INSERT” technique is a “close reading”. This table contains items such as: UNDERLINE keywords; CIRCLE what you don't understand; MARGINAL notes: margins on the left: what the author thinks (briefly), fields on the right: what verbs the author uses; CONNECTION studied, with those that were already known [5;136].

The next technique “KWL” – “Know - Want to Know – Learned” equally uses communication skills while reading texts. This technique helps to consolidate the acquired knowledge and develop communication skills in a foreign language.

I know	I want to know	I learned
Before reading the text, write what you know about the topic.	Set a goal for what you want to learn from the material you read. While reading, focus on your goal.	Briefly write about what you learned from the material you read.

This type of work involves various kinds of tasks and consists of several stages of their implementation. The first stage includes a collective discussion, brainstorming, question work, categorization of the ideas. The next stage of the assignment involves setting the goals and objectives for the text, and working with questions. The final stage consists of checking and answering questions, talking in pairs, in small groups. The "KWL" technique helps students to focus on the text being studied and develops the ability to express their thoughts and summarize the material read.

The next communicative technique “Run and go” contributes to the development of critical thinking and quick response to the situation that has arisen. Students in pairs ask questions and the texts, divided into semantic fragments and posted on the different sides of the classroom. According to the method of interactive exercises for teaching reading by J. Harmer, this technique is called “puzzle” reading. A variation of this exercise could be the following: in one subgroup, each student is given their own part of the text and questions. Students read the questions, and then each of them gets acquainted with his part of the text, and looks for the answers to the questions provided.

The next communication technique for post reading activities is the use of various types of feedback. After reading the text, students are invited to restore a number of events or facts described in the text, as well as describe the main character. For example, teaching ESP to psychologists they are asked to describe the goals, objectives and results of the event they read [1;300].

In general, when working with various communicative reading methods and techniques at ESP lessons a teacher should choose the method or technique that is most suitable for his/her students and their level of English language, as well as their skills in working with information. Performing all types of communicative activities, in all stages of the lesson whether it is pre-reading, while reading or post reading activities a teacher is advised to explain difficult terms; to use visual materials as diagrams, tables; to contribute to the understanding of the text; to help in drafting

questions or encourage students to ask questions on their own; to give tasks corresponding to the level and interests of students; to praise and encourage students. The teacher in the classroom becomes an assistant, an observer of the educational process [4;282].

Based on all of the above, we can draw the following conclusion that the use of various communicative reading methods and techniques at ESP lessons allows students to form communicative competence, to become motivated to work with ESP texts, using all language skills.

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