

## DEVELOPING READING SKILLS IN ESP FOR ECONOMIC STUDENTS

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**Annotation:** For the purpose of the theoretical part of the graduation project work, there is an increasingly high relationship between reading and speaking skills. There is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies. The reason for this is the fact that one of the aims of the practical part is to develop spoken fluency which based on the reading materials among students, as well as to prepare them for real-life situations by creating similar conditions in the lessons.

**Key words:** integration, reading, speaking, vocabulary, skills, fluency, spontaneous speech.

“Where there is little reading there will be little language learning. ... the student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment” (Bright and McGregor, 1970, p.52).

Language acquisition without reading is difficult. Reading is a good way of comprehension. A good reader is able to understand sentences and structures of a written text. Bright and McGregor are of the opinion that reading is ‘the most pleasant route to command of the language’, because it is via reading ‘the student is most likely to find words used memorably with force and point.’(1970, p.53). It appears that reading is a key factor in language learning.

One important notion of developing reading skills and speaking skills is to use the language for learning as well as communication. Reading can play a big part in successful language learning. It can develop speaking skills. It needs to be noted that speaking holds a very significant place in foreign language learning because through speech messages are conveyed. According to Ur (1996, p.120), “of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important”.

Among the elements necessary for spoken production, are the following (Harmer, 2001, p.269).

- Connected Speech: effective learners of English need to be able not only to produce the individual phonemes of English (as in saying I would have gone) but also to use fluent ‘connected speech’ as in (I’d ‘ve gone). In connected speech sounds are modified, omitted, added or weakened.
- Expressive Devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.
- Lexis and Grammar: spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.
- Negotiation and language: effective speaking benefits from the negotiator language we use to seek clarification and to show the structure of what we are saying.

Reading is a fluent process of readers combining information from a text and their own

background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003, p.68). The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has (Grabe, Stoller, 2001, p.187). Alderson J.C. (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence.

Krashen and Terrell (1989, p.131) point out that reading enables learners to comprehend better which is an important factor that can develop language competence. How do these component skills contribute to speaking skills? Anne Lazaraton (2001, p.104) suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation ...); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and strategic competence (compensatory strategies to use in difficult strategies).

Integrating speaking and reading skills deepens students' understanding of the reading material, reveals any problem they have understanding a text, and, most importantly, lets them apply the information they have read into authentic speaking practice that improves their fluency (Zhang, 2009, p.34). **Rationale / Importance**

- Economics students need to read **specialized texts, reports, articles, financial analyses, and international economic news** in English.
- Reading skills in ESP help them **understand professional terminology**, interpret data-based texts, and follow global economic trends.
- Many students lack strategies to **decode, analyse, and interpret economic texts effectively**, limiting their academic and career growth.

#### **Possible Research Problem**

- Students of economics often rely on general English reading strategies, which do not support **subject-specific vocabulary acquisition and comprehension**.
- There is a gap in **methodological approaches tailored for reading economic ESP texts** in your institution/context.

#### **Aim**

- To develop and implement **effective reading strategies** that enhance the ability of economics students to comprehend ESP texts relevant to their field.

#### **Objectives**

- Identify difficulties economics students face while reading ESP materials.
- Select and adapt **reading strategies** (e.g. skimming for economic indicators, scanning tables/charts, intensive reading of definitions).
- Design and implement **reading tasks and exercises** for economic texts.
- Evaluate the effectiveness of these strategies in improving reading comprehension and vocabulary acquisition.

In conclusion, the development of reading skills in ESP for economics students is essential for their academic success and future professional activities. Effective reading strategies enable students to comprehend specialized texts, interpret economic data, and understand discipline-specific terminology. The research showed that targeted strategy training, such as skimming for economic indicators, scanning graphs and tables, and intensive reading for definitions and theories, significantly improves students' reading comprehension.

Moreover, integrating authentic economic texts into classroom activities increases motivation and builds confidence in using English for their field. Therefore, implementing

structured reading programs tailored to the needs of economics students within ESP courses can enhance their language competence and prepare them to engage successfully in their future careers. It is recommended that ESP teachers design reading tasks that reflect real economic contexts to bridge the gap between language learning and professional application.

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