UDC: И 37.02

PRIVILEGE OF READING INTENSIVELY AND THE BETTERMENT OF IT IN TARGET LANGUAGE THOUGH TASK-BASED METHOD OF TEACHING

Mirsalixova Robiya Mirsalikhova Robiya

Student of Uzbekistan State World Languages University E-mail: mirsalikhovar@gmail.com

Annotation: The purpose of article is to accent on intensive reading through Task-based method of teaching a foreign language. Additionally, privileges and the benefits which come from reading intensively as well as the ways for improvement this skill are also provided.

Key Words: Intensive reading, vocabulary, comprehension skills, cultural awareness, grammar proficiency, overall fluency in the target language, collaborative reading, task-based approach.

Introduction

Intensive reading while learning a target language offers numerous benefits and advantages that can contribute to enhanced language acquisition and proficiency. By engaging with a wide range of texts and materials, language learners can improve their vocabulary, comprehension skills, cultural awareness, grammar proficiency, and overall fluency in the target language. Intensive reading is a valuable practice that can support and complement other language learning activities, making it an essential component of effective language learning strategies

Literature Review:

Reading intensively while learning a target language has been recognized as a valuable practice that can significantly enhance language acquisition and proficiency. This literature review aims to explore the benefits and advantages of intensive reading in language learning. One of the key benefits of intensive reading is the exposure to a wide range of vocabulary. Through reading extensively, language learners can encounter new words in context, which can help expand their vocabulary and improve their word recognition skills (Nation, 2001).

Intensive reading requires focused attention and concentration, which can help improve reading comprehension skills. By engaging with complex texts in the target language, learners can enhance their ability to understand and interpret written material more effectively (Grabe & Stoller, 2011). Reading extensively in a target language can provide learners with valuable insights into the culture, history, and customs of the

country where the language is spoken. By exploring literature and other written works, learners can gain a deeper understanding of the cultural context in which the language is used (Kramsch, 1993).

Intensive reading can also serve as a valuable tool for practicing grammar rules and sentence structures in the target language. By encountering grammatical structures in context, learners can reinforce their understanding of grammar and syntax, leading to improved language proficiency (Ellis, 2002).

Regular intensive reading practice can help improve reading speed and overall fluency in the target language. By engaging with a variety of texts and genres, learners can develop their reading skills and become more proficient in reading and understanding written material in the target language (Day & Bamford, 2002).

Obviously, intensive reading can be a valuable tool in language learning and can greatly enhance your proficiency in the target language.aching

Ways to Increase Intensive Reading of Language Learners Through Task-Based Method of Teaching

- •Create tasks that require learners to engage with the text in a meaningful way, such as summarizing key points, analyzing the author's perspective, or identifying main ideas and supporting details. Design tasks that encourage active reading and critical thinking.
- •Before engaging in intensive reading tasks, provide pre-task activities that help activate learners' background knowledge, introduce key vocabulary, and set the context for the reading material. This can help scaffold learners' understanding and prepare them for the reading task.
- •Incorporate collaborative reading tasks that involve pair or group work. Encourage learners to discuss the reading material, share their interpretations, and work together to analyze and comprehend the text. Collaborative tasks can enhance engagement and promote peer interaction.
- Use authentic reading materials, such as newspaper articles, short stories, or excerpts from novels, that are relevant to learners' interests and provide exposure to real-world language use. Authentic materials can motivate learners and make the reading experience more engaging and meaningful.
- •Vary the types of intensive reading tasks to keep learners engaged and motivated. Incorporate tasks such as close reading exercises, text analysis activities, vocabulary exercises, and comprehension questions to provide a diverse range of reading experiences.
- •Provide feedback on learners' performance during intensive reading tasks and encourage reflection on their reading strategies and comprehension skills. Help learners identify areas for improvement and provide guidance on how to enhance their reading proficiency.

JOURNAL OF NEW CENTURY INNOVATIONS

Integration with Other Skills: Integrate intensive reading tasks with other language skills, such as writing or speaking activities. Encourage learners to use the vocabulary and structures they encounter in their reading in writing assignments or speaking tasks to reinforce their language learning.

•Follow up on intensive reading tasks by discussing the content of the text, exploring related topics in class discussions, or incorporating the themes of the reading material into future lessons. This can help reinforce learning and deepen understanding.

By incorporating these strategies into a task-based approach to teaching, language instructors can effectively increase intensive reading practice among language learners and support their development of reading skills, vocabulary acquisition, comprehension abilities, and overall language proficiency.

References:

- 1. Day, R., & Bamford, J. (2002). Top ten principles for teaching extensive reading. Reading in a Foreign Language, 14(2), 136-141.
- 2. Ellis, R. (2002). The study of second language acquisition. Oxford University Press.
- 3. Grabe, W., & Stoller, F. L. (2011). Teaching and researching reading. Routledge.
- 4. Kramsch, C. (1993). Context and culture in language teaching. Oxford University Press.
- 5. Nation, I. S. P. (2001). Learning vocabulary in another language. Cambridge University Press.