

RELATIONSHIP BETWEEN INTENSIVE READING AND FLUENCY

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Annotation:

This article explores two main types of reading, what is intensive reading, the connection between intensive reading and fluency development as well as providing some techniques and strategies for improving mentioned skills. It firstly sheds light on what is intensive reading, its goals, and how to improve it by various methods and then deals with fluency enhancement, giving some strategies for it too.

Keywords: Extensive reading, Intensive reading, predicting, visualizing, making connections, summarizing, questioning, inferring, student-adult reading, choral reading, unison reading, tape-assisted reading, partner reading, readers' theatre.

In this fast-paced world, there is a lot of information, and everyone wants to read fast and effectively. To be successful in life in any field, one needs to learn and experience some skills and principles which are relevant for the field. However, it requires a lot of time and energy to learn everything by error and trial. But here is a solution. Books. By reading books, people may know about what has already done in this field, who worked in this field before, which mistakes they did, thus by knowing obstacles ahead and how to go through them can be a cornerstone for one's progress, saving the time as well.

There are usually two types of reading: extensive and intensive. Both of them are important and has their own significance. Extensive reading involves short time and general information, while intensive reading does vice versa. Main parts of extensive reading can be skimming, scanning and so on. However, intensive reading is a much more longer and complicated process. Intensive reading refers to the way of reading through every word of a text from beginning to end very thoroughly and deeply. It is the way of reading short texts thoroughly and with clear goals. It is an activity that requires great mental effort and focuses. Because of this, the learner who engages in intensive reading must be careful to follow specific guidelines, or else risk boredom and burnout.

Intensive reading has **many goals** as follows:

1. It concentrates on having a new language such as vocabulary and grammar.
2. It helps students to create a great number of new vocabularies and language composition that helps the student to use the useful expression.
3. It helps the student to learn new skills such as making inferences and identifying main ideas.
4. It helps the student to have a good transition from one word to another and from sentence to sentence and from paragraph to paragraph.
5. It helps the student to understand the meaning of the lesson and keep its thoughts alive in mind.

6. Students will develop other reading skills, such as skimming, scanning, and identifying the main ideas of texts and paragraphs.

Intensive reading involves two main goals of comprehending the content of the text and learning new vocabularies which these goals could be well-accomplished through **ten methods** of dealing with new vocabularies during intensive reading including:

1. Pre-teaching new vocabularies, i.e., spending some time describing the meaning of the new words to the learners before starting the reading session.
2. Replacing new lexical items with simpler ones by the teacher before handing the text to the learners.
3. Put them in a glossary.
4. Put them in an exercise after the reading text.
5. Quickly give the meaning of the unknown words to the learners to fasten the reading process.
6. Do nothing about the unknown words and encourage students to use scaffolding strategies and contextual clues.
7. Provide the learners with some contextual clues to help them guess the meanings.
8. Encourage learners to use a dictionary.
9. Break the intensive text into parts and explain the unknown words through using part of speech of the unknown lexical items.
10. Interrupting the reading session to explain the range of meaning of the unknown words collocations as much as needed by the learners.

Reading Comprehension Strategies. The most significant reading strategies presented in the literature of EFL studies embraces six main techniques including predicting, visualizing, making connections, summarizing, questioning, and inferring.

Predicting helps readers to set a purpose for their readings and it has been proven that more successful readers make prediction and set ideas frequently as they read. Through prediction learners develop comprehension competency and interaction ability with other students in a communicative teaching context. Some prediction strategies employed in reading comprehension classes include predicting through the topic of the text; predicting with partners, using pictures and key words of the text.

Another reading strategy is **visualization** that requires readers to construct an image of what is being read. In this strategy teachers can encourage learners to visualize settings, characters, and actions presented in a piece of writing. Making connection is another reading strategy that is in the framework of the schema theory in which the learner is to connect the ideas in the text with their prior knowledge to make sense of the whole content..

Making connection strategy could be employed through text-to-text connections, i.e., when the learners make connections between the current text and the prior texts they have already read; or in can be used through text-to-self connection which is making connection to the prior knowledge and self-experiences of a person. To make a better understanding of a text, a reader could be asked to summarize the important contents of the text in their own words. This reading strategy, called stigmatization, is proved to be effective in enabling readers to distinguish the main ideas from the supporting ideas.

Questioning learners about the text before, during, and after the reading session is a reading strategy through which readers learn comprehend meaning, solve problems, find information, and even discover new information about the topic of the reading. By using this strategy students learn how to activate their prior knowledge and distinguish between their background knowledge and new ideas presented in the reading task so they develop better reading comprehension competency.

Reading between the lines is another reading strategy, which is called referring, that requires learners to use their general knowledge along with information from the text in order to attain a conclusion. Through this strategy students will be able to draw conclusions, make predictions, use information and pictures and graphs to create meaning from text.

By using these techniques which are mentioned above, a reader can understand the text, context, passage or etc. easily and for a short time. As a result, if one analyzes the information without any difficulties, his/her reading fluency will also develop greatly. Fluency includes oral reading, rhythm, intonation and expression. Working on intensive reading process has a direct impact on someone's fluency. In short, the more intensive reading is, the higher fluency the reader will have. So if someone has passed stages of improving intensive reading, there are some tips for developing reader's fluency more than that.

Student-adult reading. In student-adult reading, the student reads one-on-one with an adult. The adult can be you, a parent, a classroom aide, or a tutor. The adult reads the text first, providing the students with a model of fluent reading. Then the student reads the same passage to the adult with the adult providing assistance and encouragement. The student rereads the passage until the reading is quite fluent. This should take approximately three to four re-readings.

Choral reading. In choral, or unison, reading, students read along as a group with you (or another fluent adult reader). Of course, to do so, students must be able to see the same text that you are reading. They might follow along as you read from a big book, or they might read from their own copy of the book you are reading. For choral reading, choose a book that is not too long and that you think is at the independent reading level of most students. Patterned or predictable books are particularly useful for choral reading, because their repetitious style invites students to join in. Begin by reading the book aloud as you model fluent reading.

Then reread the book and invite students to join in as they recognize the words you are reading. Continue rereading the book, encouraging students to read along as they are able. Students should read the book with you three to five times total (though not necessarily on the same day). At this time, students should be able to read the text independently.

Tape-assisted reading. In tape-assisted reading, students read along in their books as they hear a fluent reader read the book on an audiotape. For tape-assisted reading, you need a book at a student's independent reading level and a tape recording of the book read by a fluent reader at about 80-100 words per minute. The tape should not have sound effects or music. For the first reading, the student should follow along with the tape, pointing to each word in her or his book as the reader reads it. Next, the student should try to read aloud along with the tape. Reading along with the tape should continue until the student is able to read the book independently, without the support of the tape.

Partner reading. In partner reading, paired students take turns reading aloud to each other. For partner reading, more fluent readers can be paired with less fluent readers. The stronger reader reads a paragraph or page first, providing a model of fluent reading. Then the less fluent reader reads the same text aloud. The stronger student gives help with word recognition and provides feedback and encouragement to the less fluent partner. The less fluent partner rereads the passage until he or she can read it independently. Partner reading need not be done with a more and less fluent reader. In another form of partner reading, children who read at the same level are paired to reread a story that they have received instruction on during a teacher-guided part of the lesson. Two readers of equal ability can practice rereading after hearing the teacher read the passage.

Reader's theatre. In readers' theatre, students rehearse and perform a play for peers or others. They read from scripts that have been derived from books that are rich in dialogue. Students play characters who speak lines or a narrator who shares necessary background information. Readers' theatre provides readers with a legitimate reason to reread text and to practice fluency. Readers' theatre also promotes cooperative interaction with peers and makes the reading task appealing.

Reading and understanding what you are reading immediately is really crucial nowadays. Thus, almost everyone needs to develop comprehension skills. In this way, it is indispensable that enhancing reading in-depth initially and then paying attention to express meaningfully what you are reading, intensive reading and fluency respectively.

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