



**XORIJY TILLARNI O'QITISHDA INNOVATSION
YONDASHUVLAR NAZARIYANING AMALIYOTGA TATBIQI**
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**READING INPUT IN DEVELOPING PRODUCTIVE SKILLS OF ESP
LEARNERS**

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Abstract. *This study examines the significance of reading input in fostering the professional and productive skills of English for Specific Purposes (ESP) learners. Reading input encompasses a substantial body of specialized information that contributes to intellectual and professional advancement. The knowledge and expertise of specialists in various domains are often evaluated based on the academic and professional literature they engage with, including scientific articles and books.*

Keywords: *reading input, productive skills, comprehensible input, sociolinguistic approach.*

Introduction. The primary objective of this research is to establish the necessity of reading skills for ESP learners. Reading is a fundamental component of foreign language acquisition, particularly for students specializing in professional fields where the latest developments and research are often published in English. As the global language of economy, education, business, science English serves as the primary medium for accessing professional resources. Students in economic disciplines, for example, must engage with extensive and intensive reading to enhance both their professional expertise and linguistic proficiency. This is crucial for obtaining international certifications and career advancements.

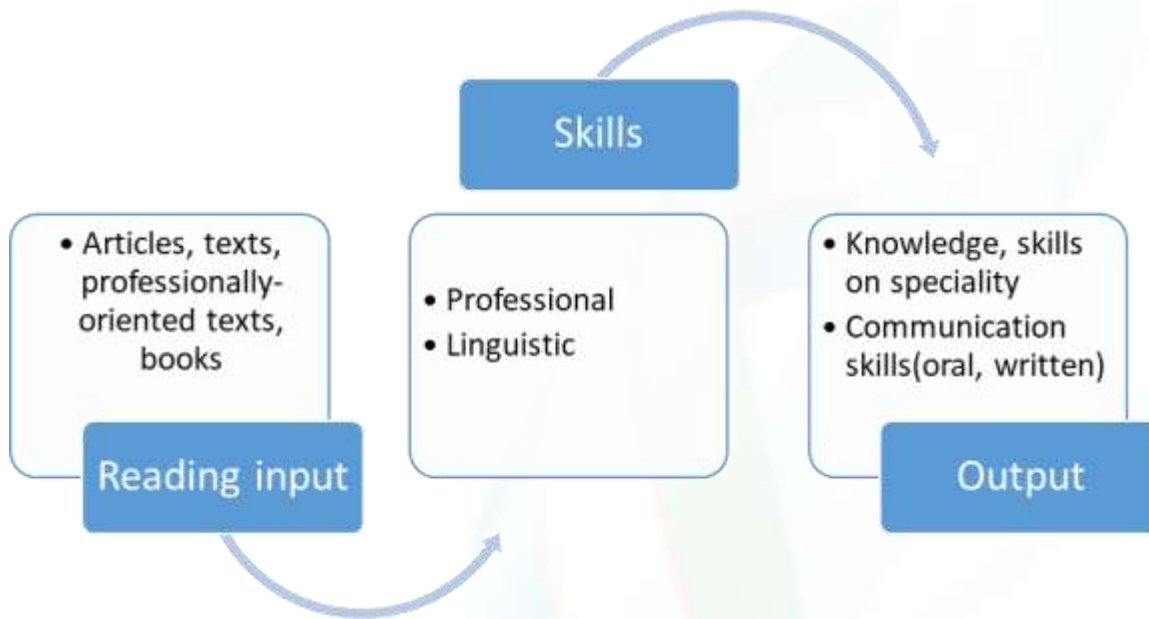
Main body. This study explores the role of reading input in enhancing the productive skills of ESP learners. Many scientists claim that receptive skills help learners acquire knowledge and improve productive skills. The concept of reading input is rooted in Stephen Krashen's Input Hypothesis, which emphasizes the importance of comprehensible input in language acquisition. Krashen proposed that productive skills, such as speaking and writing, develop as a result of exposure to receptive skills like reading and listening. According to this theory, learners benefit most when they engage with texts that are slightly above their current proficiency level, facilitating gradual language development without overwhelming cognitive load. Kargina (2015) identified reading as a key factor in improving oral



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communication skills in non-philological fields. She outlined three methodological approaches for enhancing students' speaking abilities through improved reading comprehension. Similarly, Gulyamova (2019) highlighted the interdependence between reading and other productive skills, emphasizing that reading input contributes significantly to writing and speaking proficiency.



Developing strong reading skills is essential for ESP learners to refine their professional and communicative competencies. Although reading is traditionally classified as a receptive skill, it serves as a crucial foundation for productive abilities. The acquisition of new knowledge through reading enhances intellectual and professional capacities, enabling students to excel in their respective fields. ESP learners, particularly those in economic and technical disciplines, require extensive exposure to professional literature in English. This is essential not only for career advancement but also for effective participation in global academic and professional forums. Given the prevalence of English in international conferences and scholarly discourse, proficiency in reading is indispensable for effective communication and professional success. Reading is often overlooked in non-philological disciplines, where students prioritize communicative approaches to language learning. However, a strong foundation in reading is essential for developing professional, linguistic, and scientific competencies. The sociolinguistic perspective on reading emphasizes its



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role in fostering communication skills, supporting professional growth, and laying the groundwork for scientific inquiry. Reading exercises which based on sociolinguistic approach not only improves comprehension but also communicative skills[Xudayberdiyeva., 2024,p214]. Activities should be focused on different social contexts which help them to communicate effectively without misunderstandings. ESP learners are expected to engage in international collaborations, conferences, and research initiatives. To participate effectively in such environments, they must be well-informed about current trends and developments within their respective fields. Reading input provides them with the necessary knowledge and confidence to contribute meaningfully to professional discussions and decision-making processes.

Conclusion. In conclusion, reading input serves as a critical mechanism for acquiring both linguistic and professional competencies. While it is often classified as a receptive skill, its influence extends to productive skills such as speaking and writing. Given the dominance of English in global academic and professional settings, ESP learners must engage with extensive reading materials to remain competitive in their respective fields. Future research should explore innovative reading methodologies that further enhance the productive skills of ESP students, ensuring their effective communication and collaboration in an interconnected world for different social, educational, economical, political situations.

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