

## MOTIVATING STUDENTS TO READ: ISSUES AND PRACTICES

**Abdullaeva Gulnara**

2nd year student of NSPI,

The Department of English Language and Literature

<https://doi.org/10.5281/zenodo.12786988>

Encouraging students to develop a habit of reading is a perennial challenge faced by educators worldwide. In an era dominated by digital distractions and shortened attention spans, fostering a love for reading requires thoughtful strategies and consistent effort. From elementary school through higher education, the benefits of reading extend far beyond academic achievement, influencing critical thinking, empathy, and overall well-being. Here, we explore effective approaches and best practices that educators can employ to ignite a passion for reading among students.

Reading is one of the most important skills in learning a second language. As a matter of fact, learners must feel the need of reading only then they can read on their own. Reading stands as bedrock for learners' success in learning a second language, therefore it is language teachers' responsibility to cultivate reading culture in students. But the fact is; there are so many challenges in teaching reading in EFL classroom. Teaching a reading text is taken as the easiest task among all the activities that teachers do in a language classroom [5;120-123].

Reading motivation is linked to setting goals and working toward those goals in an active, sustained manner [3]. However, using the difficulty or reading level of a book, the number of words a book contains, or a student's performance on an objective comprehension test to calculate "points" in a competitive system does not accurately reflect progress and does little to inspire students. Subjected to this approach, a low-ability student who is working very hard will still not achieve a point score equivalent to her or his high-ability counterpart. Without acknowledging such a student's effort, it is easy to see why she or he would become discouraged and avoid further engagement in reading. Point systems have not proven to alleviate the disparity in reading practice times. In one study of a competitive reading program, participant readers in the top 5 percent of ability levels read 144 times more than those in the bottom 5 percent [2]. Hence, neither reading volume nor motivation was positively impacted for those students most in need.

There is no simple method teachers can use to spur students to read more. Threats of failure or retention are as ineffective as extrinsic rewards (like points) in that they manufacture compliance rather than result in engagement.



Instead, teachers may want to take suggestions from researchers and from the standards produced by the National Council of Teachers of English and the International Reading Association to foster motivation through a variety of more subtle behaviors, such as modeling reading, creating print-rich environments, encouraging word play, helping students set clear and specific goals, providing effective feedback on their efforts, and teaching self-regulation strategies [1]. At the heart of motivating students to read lies the creation of a reading culture within educational institutions. This culture starts with making books and reading materials readily accessible and appealing. School libraries should be well-stocked with a diverse selection of books covering various genres, topics, and reading levels. Additionally, classroom libraries can play a crucial role in exposing students to a range of reading materials that cater to their individual interests and abilities.

Empowering students with choice and autonomy in their reading selections is another potent motivator. Allowing students to choose books based on their personal interests not only increases engagement but also encourages a sense of ownership over their reading habits. Educators can incorporate strategies such as book talks, where students share their favorite reads with peers, thereby fostering a community of readers who inspire each other. Setting achievable reading goals can provide students with a sense of accomplishment and motivation. These goals can be tailored to individual reading abilities and interests, ranging from reading a certain number of books per semester to exploring specific genres or authors. Celebrating milestones and achievements along the way reinforces the joy of reading and encourages persistence. Incorporating technology can enhance the reading experience for digital-native students. Utilizing e-books, audiobooks, and educational apps can cater to diverse learning styles and preferences. Digital platforms also offer interactive features such as annotations, quizzes, and discussions, which can deepen comprehension and engagement with texts.

Educators and parents play pivotal roles in modeling and promoting reading habits. By demonstrating their own love for reading and discussing books with students, educators can inspire a lifelong appreciation for literature. Parental involvement is equally crucial; encouraging reading at home and fostering a supportive environment where reading is valued can significantly impact a child's reading habits. Drawing connections between reading and real-world relevance can amplify motivation. Linking reading assignments to current events, personal experiences, or academic interests helps students see the



practical applications of reading skills beyond the classroom. Discussions and projects that integrate literature with other subjects can deepen understanding and engagement.

In conclusion, motivating students to read requires a multifaceted approach that acknowledges the diverse interests and learning styles of students. By creating a supportive reading culture, offering choice and autonomy, setting realistic goals, leveraging technology, and fostering collaboration between educators and parents, we can inspire a new generation of passionate and engaged readers. Ultimately, nurturing a love for reading not only enhances academic success but also enriches lives by fostering empathy, creativity, and lifelong learning. In embracing these strategies and practices, educators can empower students to discover the transformative power of reading and embark on a journey of intellectual exploration and personal growth.

#### **References:**

1. Langer, J. A. (1999). Beating the odds: Teaching middle and high school students to read and write well (CELA Research Rep. No. 1204) [Online]. Albany, NY: National Research Center on English Language Learning and Achievement. Retrieved May 18, 2005 from <http://cela.albany.edu/>•
2. Paul, T. D. (1996). Patterns of reading practice. Madison, WI: Institute for Academic Excellence.
3. Pintrich, P. R., & Schunk, D. H. (1996). Motivation in education: Theory, research, and application. Englewood Cliffs, NJ: Prentice Hall.
4. +998 97 574 01 93, [BT 09.07.24 17:34]
5. Abdullaeva, G. (2024). ISSUES AND CHALLENGES IN THE DEVELOPMENT OF READING COMPETENCE. B INTERNATIONAL BULLETIN OF APPLIED SCIENCE AND TECHNOLOGY (T. 4, Выпуск 6, сс. 120–123). Zenodo. <https://doi.org/10.5281/zenodo.11616615>
6. +998 97 574 01 93, [CT 18.07.24 20:52]

