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## INSTRUCTING TIPS FOR TEACHING READING SKILL FOR EFL LEARNERS

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### ABOUT ARTICLE

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**Abstract:** The article examines the feasibility of using an authentic literary text in teaching reading in foreign language classes from the point of view of domestic and foreign methodologists. It also analyzes the main advantages of using a literary text in teaching reading and describes various approaches to organizing this process. Furthermore, article is dedicated to the problems that English language learners are faced in the process of doing a reading task. The author discusses psychological training of English learners, which help them to overcome a feeling of fear to read in English.

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### INTRODUCTION

The ability to read foreign language literature is one of the key skills acquired in the process of teaching a foreign language. To date, the choice of teaching materials in front of a foreign language teacher is quite large - from ready-made methodological developments and teaching aids to available authentic journalistic materials and fiction. However, when choosing a teaching strategy for specific students, the question arises about the advisability of using literary texts in the curriculum, as well as the degree of their authenticity or adaptation.

### MATERIALS AND METHODS

Traditionally, the domestic teaching methodology is quite favorable to the of a literary text in foreign language teaching programs. The subject "Home Reading", which allows you to pay additional attention to the aspect of reading fiction, is often included in the curricula of schools with in-depth study of a foreign language and higher educational institutions. Domestic methodologists see the following advantages in it:

- Reading fiction allows you to move away from standardized educational texts and introduce students to modern "living" language. [5]

- Working on a literary text allows you to develop language skills - lexical and grammatical. It allows you to overcome the language barrier, giving the student the opportunity to express their opinion about what they have read, evaluating situations, heroes, events. Thus, reading a literary text stimulates speech activity. [1, 2, 5]

- Reading a work of art covers the linguistic and cultural aspect - it provides information about the social, cultural, structure of a foreign language society, allows you to expand the general horizons of students and instill an aesthetic taste. [5]

- Reading a literary text forms the skills of independent work - to process semantic information, systematize and analyze what you read, work with a dictionary. [3, 4].

- Fiction is a means of forming a secondary linguistic personality, which "implies the ability of a person to communicate in a foreign language, actively interact with representatives of other cultures, to represent their culture at the international level" [5]

A literary text has its own complex grammatical structure and is incomprehensible from a cultural point of view [1], it may contain unnecessary lexical units that make it difficult to understand [7]. However, for some practicing teachers, the grammatical and cultural complexity of the text is a motivation for in-depth study of the text.

When students in Universities study a course in English, they should be able to read an English stories about 1000 or 1200 words without any serious grammatical mistakes and with a basic required degree of coherence. This seemingly easy goal has

turned out to be a difficult one beyond most students' reach. Students seem to have no difficulty in producing far more than 1000 Or 1200 words with a fairly satisfactory degree of coherence. This ability seems to be lost completely, however, when it comes to reading in English. An obvious one is that the ability to read in Uzbek cannot easily be transferred to reading in English. Teachers could facilitate this transfer by raising the students' awareness of the communicational problems in reading. It is generally accepted that learning to read in a foreign language is a much slower process than learning the other language skills [1]. This is a largely because the reader is separated from his/her readers by time and space, and so has to work out effective communication with his/her readers only in his/her imagination.

## RESULTS AND DISCUSSIONS

Suggested classroom methods for psychological training:

In order to help the students "see" the interactive process of reading, a piece of reading discourse may be analyzed into the possible "dialogue" that might occur between the reader and his/her "interlocutor", who is with his/him imagination. Take the following, for example:

"A hobby is an interesting way of spending your free time. It's an activity you turn to for pleasure, not something that you have to do, like helping with dishes. It's more like a special friend that you choose for yourself. You spend your time with it because it interests you and because you enjoy it" [6].

This can be analyzed into the following form: (A- the reader in the reader's imagination; B- the reader).

-Well, could you tell me what a hobby is?

-Oh, that's easy. A hobby is an interesting way of spending your free time.

-An interesting way? What do you mean? Free time.....

-Well... a hobby I am talking about is ..er is an activity you turn to for pleasure, not something you have to do, for example, like I dishwashing or things of that kind...

-I still don't quite catch your point. It seems to me...

-Let me put it another way. It's more like a special friend you choose for yourself...

-A friend

- Yes.. like a friend you choose – You spend your free time with him because it makes you happy.. you enjoy being with him.

This method offers the following advantages: it lets the students “see” more easily the interactive process hidden in reading language. It enables them to understand the communicative purpose in reading in a more sensible way. It also helps the students “feel” the difference between spoken and written language.

Our students often complain that they have nothing to read about certain topic (e.g., “How I spent my summer holidays”). In many cases, however, they think they have nothing fresh to read because they are thinking, perhaps unconsciously, of their peers or their teacher. This kind of reading exercise not only helps ease them into reading, but it also (and more importantly) shows them that there are many different ways (in content, choice of patterns and vocabulary, etc) to read about the same topic. Once they require a certain degree of awareness of the “interlocutor” to whom they are reading, they will be brave enough to read even with their peers as their readers, because their experience has shown them that what they want to say may not necessarily be unworthy of reading [4].

The adoption of various rhetorical techniques is apparently related to the interaction (in the reader's mind) between the reader and his/her listener [3]. So, to set a series of questions that might be raised, by the reader in writer's imagination may help the students to raise their awareness of the necessary rhetorical techniques. For example, for the topic “How I spent my summer holidays” the following leading questions may be set:

-Where do you usually spend your summer holidays?

-What do you prefer in summer – to stay at home or to go to the camp?

- If you stay at home, what do you like to do?

-If you go to the camp, what do you do there?

-Do you have friends in the camp? Do you like the ways you spend summer holidays?

Psychological training is an indispensable element in a reading course. Thus, teachers of English should have an idea of psychological training themselves and should give to their students' psychological training in reading in English. This kind of training should be interwoven into the teaching of reading. The communicative function of the language is the basis on which reading is consciously developed, and it is therefore essential to make the teaching of reading as communicative as possible. To accomplish this, it seems to me that purposeful psychological training necessary.

It is necessary to use tasks that develop the creativity of students. Experience shows, that the skills of English reading speech are formed more successfully on topics, in the study of which there is systematically used creative tasks: presentations, reports, group projects, stories, novels, poems etc. A useful and fairly effective task is to imitate the pattern. Such tasks develop the creativity of learners in reading and help them in the choice of words, structure, etc. They also form skills, which help learners work in collaboration with other learners, working together, create conditions for self expression, show individually of a reader; increase self confidence of learners and conscious reference to the material learned.

## **CONCLUSION**

Summing up the above, we note that both domestic and foreign methodologists observe the positive impact of using the literary text in the classroom in English as a foreign language, noting the undoubted advantages of the artistic word for the linguistic and aesthetic development of students. Despite some disagreements on this issue, the change in the vector in relation to the literary text in foreign teaching practice cannot but rejoice. In addition to such obvious advantages of using literature as authentic and natural language, the development of language skills, the enrichment and development of oral speech, as well as emotional and psychological benefits, there is another one that is directly related to the academic nature of the learning process. Reading a literary text provides general literacy and allows you to develop

the skills of critical thinking, the ability to analyze, and independence, which are necessary for the formation of a competent specialist in any field.

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