LITERARY TEXTS FOR IMPROVING READING AND WRITING SKILLS

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Annotation: *This article is about the importance of teaching reading, which is one of the current topics, and its importance in developing other skills such as speaking and writing.*

Key words: *authentic, activity, technique, literary texts, interactivity, skill*

Annotatsiya: *Ushbu maqola dolzarb mavzulardan biri bo'lgan o'qishni o'rgatishning muhimligi, uni gapirish va yozish kabi boshqa ko'nikmalarni rivojlantirishdagi ahamiyati borasidadir.*

Kalit so'zlar: *autentik, faoliyat, adabiy matn, interaktivlik, mahorat*

Literary texts serve quite effectively to improve learners' reading skills and vocabulary knowledge. For example, the students who read literary texts showed more improvement in vocabulary and reading than those who read nonliterary texts.

There are also a number of studies that highlight the positive impact of the use of short stories on writing skills. For instance, Murdoch contends that low-level learners can be asked to write short dialogues or describe one of the characters in the story in order to foster their writing skills. He also asserts that by using short stories, intermediate-level language learners can write some dialogues and act them out, allowing them to augment their writing skills. As for learners with a high language proficiency level, he suggests that they can be assigned more complex writing tasks such as writing a new ending to the story. With this particular activity, learners had the opportunity to practice different registers by varying the people to whom they wrote the letters, thus enabling learners to enhance their writing competence.

As for the interview questions at colleges that investigated students' opinions related to the contribution of this technique to their reading and writing skills, students reported that this novel technique helped them improve both their reading and writing skills considerably. They pointed out the substantial impact of using short stories via computers on their creativity and desire to write more effective texts in English. Students noted that since the short stories they read formed authentic contexts for them, they could do more fruitful reading and writing activities. They further maintained that since they had the opportunity to incorporate visuals or videos captured via "Jing" into their activities and tasks, they were able to produce more creative and visually enhanced texts that would draw their friends' attention to read and make comments on them.

The following responses given by the interviewees highlight the significance of these points: In the activities, we had the opportunity to integrate visuals into our texts. This made the learning process even more enjoyable. Besides, integrating visuals into language learning enables much more retention; consequently. In line with the responses of the students, there are numerous studies in related literature that suggest similar findings. In the majority of these studies, the substantial impact of using audio and visual aids in L2 learning and teaching is suggested as an outstanding point. Similarly, the use of short stories and computers can play an important and extensive role in fostering the reading skills (intensive and extensive reading, skimming and scanning, and speed reading) since they can be easily implemented in the area of reading skill due to providing such advantages as contextualized learning, visual aids, sound effects, self-pacing, interactivity, immediate feedback, and so forth.

In a study conducted at a special colleges present an improvement in learners' reading skill and vocabulary knowledge. There were two groups in the study: a group of students that read literary texts and a second group that read non-literary texts. The comparison between these two groups revealed that the group who read literary texts showed improvement in vocabulary and reading, whereas

the second group did not show as much success in reading and vocabulary as the former group did. Yeh (2005) describes the way in which Power Point and online videos were incorporated into a poetry lesson as well as in students' assignments after the lesson in order to highlight the impact of integrating new technologies into teaching literature in language classrooms. Similarly, Lao and Krashen note that integrating short stories into computer technologies has positive effects on learners' L2 learning process. They showed the students films of most of the books that the students read, and the students responded positively to this approach. Computers can have an enormous impact on reading skills through the vast array of materials they provide for reading and in the way they present these materials.

Using the Internet, learners at any language level can get access to a huge number of authentic reading texts to foster their reading skills. Computer software programs also enable reading texts to be presented via a wide combination of multimedia aids such as sound, graphics, photographs, animation, video, direct links and references to dictionaries or glossaries in order to enable better comprehension. Kledecka-Nadera further states that text manipulation programs provide various activities for language learners, and these activities encourage learners to develop an insight into the target language by helping them become actively involved in reading texts. All of these computer technologies advance learners' reading skills by allowing the target language to come alive to learners who perceive it as a distant abstraction.

Computers contribute to writing skills substantially as well because they offer various software programs that can be utilized either asynchronously or synchronously for improving writing skills. For instance, since e-mails provide learners with a stress-free environment in order to practice what they have learned in the classroom, they increase learners' motivation to write; Another major contribution of computers to writing skill development is to address 12 challenges presented by the transcription process, including handwriting or typing, spelling, capitalization, punctuation, formatting, editing, and so forth. In that sense, Dalton

maintains that electronic writing tools such as word processors, word prediction and word cueing programs, style analyzers, synthesized speech programs, and spell checkers provide both a conventional resource for composing, recording, and printing learners' writing and a vehicle via which writing can be analyzed, reviewed, edited, and improved. Similarly, Healey add that electronic tools and online dictionaries, both translating ones and monolingual ones, contribute to the writing process immensely.

Language learners can also compose very creative texts through the use of visuals, which provide opportunities for learners to construct their own learning experiences pertaining to writing skill. In that aspect, there are several studies which indicate the positive impact of pictures, graphs, maps, and tables on the recall and retention of information. Bartlett contends that learners are able to concentrate on meaning, reorganize and classify similar ideas easily, and make better use of their visual memory through the information represented spatially and visually, and therefore they feel quite motivated to write more often and improve their writing skills. Teaching reading is very important, because it helps to develop others skills: speaking and writing. This theme is very relevant, because sometimes in school teachers don't develop this skill right way, and spare a little time for it. Having done our work we come to conclusion. That reading skills are very important in learning foreign language, as they help to develop other skills. And so it's necessary to teach reading in a correct way and spare much attention. The teacher can use the different ways for developing pupil's ability to read. We viewed some of them in this article.

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