

Improving the Methodology of Teaching Authentic Literary Reading to Future English Teachers

Mirzayeva Zilola

PhD student of Namangan state university
mirzayevazilola03@gmail.com

Abstract. *This research paper is devoted to the role of authentic literary texts in the formation of professional competence of future English teachers and the issues of improving the methodology of teaching them. The relevance of the study lies in the necessity of preparing students in modern pedagogical education not only as language learners but also as future methodologists. The article extensively covers the criteria for selecting authentic texts, a step-by-step system for their philological analysis, and the practical effectiveness of "Scaffolding" technology. Authorial approaches to developing students' skills in interpreting literary texts are proposed. The article concludes with the results of a pedagogical experiment and scientific-methodological recommendations for the higher education system.*

Key words: *Authentic materials, pedagogical methodology, future teachers, linguistic intuition, philological analysis, scaffolding strategy, interpretive competence, literary discourse, textual linguistics.*

In the contemporary paradigm of higher pedagogical education, the primary objective is to cultivate a teacher who possesses not only linguistic fluency but also deep cultural and analytical insights. Authentic literary text defined as works written by native speakers for native speakers without any intentional simplification serve as the most comprehensive resource for achieving this goal. For a future English teacher, the ability to navigate through the complex layers of an original novel, poem, or play is a vital professional skill.

However, statistics show that many graduates face significant "linguistic shock" when encountering non-adapted texts. This indicates a gap in the current methodology. Improving the methodology of teaching authentic reading requires a shift from passive decoding to active professional deconstruction.

Theoretical Analysis of Authenticity In Pedagogy. Authenticity in the classroom is often misunderstood as merely providing an original text. In a pedagogical sense, authenticity also involves the authentic task and authentic interaction

Criteria for Text Selection. To improve the process, educators must follow specific selection criteria:

- **Linguistic Suitability:** The text should be slightly above the students' current level ($S_i + 1$ theory).
- **Cultural Potency:** The text must offer insights into the target culture's values and history.
- **Affective Factor:** The material should resonate with the students' interests to maintain high motivation.

Methodological Framework: The Integrative Model The proposed improved methodology focuses on a four-stage system designed specifically for future teachers.

Stage I: Conceptual Priming (Pre-reading) Future teachers must learn to anticipate themes. This stage involves "Semantic Mapping" where students predict the narrative flow based on the title, author biography, and historical epoch.

Method: Brainstorming historical realia of the Victorian era before reading Dickens.

Stage II: Structural Scaffolding (While-reading) This stage addresses the linguistic barriers.

- **Lexical Mining:** Identifying idiomatic expressions and archaic forms.
- **Syntax Analysis:** Deconstructing complex sentence structures common in 19th-century literature.

Stage III: Philological Deconstruction (Deep Analysis) This is where the student acts as a philologist. They analyze:

- **Point of View:** How the narrator's perspective shapes the truth.
- **Metaphorical Layering:** Decoding symbolism (e.g., the green light in *The Great Gatsby*).

Stage IV: Methodological Synthesis (Post-reading) The final stage is unique to teacher training. Students must answer: "How would I teach this passage to a B1-level class?" This transforms the reader into an educator.

The Role Of "Scaffolding" In Developing Reading Skills. Scaffolding provides a temporary framework that helps students reach a higher level of understanding. For authentic texts, this includes:

1. Visual Scaffolds: Using graphic organizers to map character relationships.

2. Verbal Scaffolds: Providing "sentence starters" for literary debate.

3. Contextual Scaffolds: Briefing students on the socio-political climate of the text's era.

5. Pedagogical Experiment And Data Interpretation. A six-month experiment was conducted at the Faculty of Foreign Languages. 100 students were divided into a Control Group (CG) and an Experimental Group (EG). The EG was taught using the improved "Integrative Model," while the CG followed the standard curriculum.

Skill/Competence	Control Group (Post-test)	Experimental Group (Post-test)
Literal Comprehension	72%	88%
Inferential Analysis	45%	78%
Improvement Gap	16%	33%
Literary Interpretation	38%	82%
Methodological Readiness	30%	85%

The most significant growth was observed in Methodological Readiness. Students in the EG showed a 55% higher ability to design their own reading tasks based on authentic materials.

PRACTICAL APPLICATION: A METHODOLOGICAL MODEL BASED ON GEORGE ORWELL'S "ANIMAL FARM"

To illustrate the effectiveness of the proposed methodology, we present a step-by-step instructional design for future teachers using George Orwell's authentic novella. This model is designed to develop both the students' reading skills and their future teaching pedagogical repertoire.

Phase 1: Contextual Scaffolding (The "Pre-Reading" Stage) Before engaging with the text, future teachers must master the art of "Priming."

- Activity: "The Historical Mirror."

- Method: Students are given short authentic news clippings from the 1917 Russian Revolution era. They must predict how these events might be allegorized in a story about farm animals.
- Pedagogical Goal: Teaching students how to build a bridge between history and literature a skill they will need in their own future classrooms.

Phase 2: Linguistic Deconstruction (The "While-Reading" Stage)

Authentic texts often contain complex satirical devices.

- Activity: "**The Rhetoric of Squealer.**"
- Task: Students identify linguistic manipulation techniques used by the character Squealer (e.g., euphemisms, logical fallacies).
- Focus: Analyzing how syntax and vocabulary are used to alter reality. Future teachers learn to point out "authorial intent" to their students rather than just translating sentences.

Phase 3: The "Methodological Mirror" (The "Post-Reading" Stage)

This is the most critical phase for the 13.00.02 specialty.

- Activity: "Micro-Teaching Session."
- Task: Students are divided into groups. Each group must design a 10-minute lesson plan for a specific paragraph of the text, choosing one of the following focuses:
 1. Vocabulary through context.
 2. Grammar in narrative (Past Perfect vs. Past Simple).
 3. Symbolism and Allegory.
- Outcome: The student shifts from being a "consumer" of the story to a "designer" of an educational experience.

ADVANCED STRATEGIES FOR OVERCOMING THE "AUTHENTICITY BARRIER"

One of the main reasons why future teachers struggle with original texts is the "**Affective Filter**" the anxiety caused by difficult vocabulary. Our methodology proposes the following technical solutions:

- Lexical Priming (\$L_p\$): Instead of giving a dictionary list, teachers provide "**Semantic Clouds**" where words are grouped by emotion or theme.
- The "**Shadow Reading**" Technique: Using an authentic audiobook narrated by a native speaker while reading the text. This helps future teachers master the prosody, rhythm, and intonation of literary English.
- Comparative Stylistics: Comparing a translated version of the text (in Uzbek or Russian) with the original English version to see what is "Lost in Translation." This sharpens the teacher's philological intuition.

COMPREHENSIVE DATA ANALYSIS OF THE RESEARCH

The following table details the qualitative shifts observed during the pedagogical experiment conducted over two semesters.

Evaluated Competence	Initial Level (Diagnostic)	Mid-term Progress	Final Result (Experimental)
Decoding Speed	120 wpm (words per min)	160 wpm	210 wpm
Metaphorical Decoding	22% accuracy	54% accuracy	89% accuracy

Pedagogical Adaptability	Low (relies on translation)	Moderate	High (creates original tasks)
Cultural Empathy	Superficial	Developing	Deep/Critical

Discussion

The results suggest that authentic texts, when approached with the right methodology, do not discourage students but rather empower them. The "difficulty" of the text becomes a "challenge" that builds professional confidence.

Future teachers who master authentic reading are better equipped to handle classroom unpredictability and can provide their future students with a more nuanced understanding of the English language.

Conclusion

In conclusion, "Improving the methodology of teaching authentic literary reading to future English teachers" is a multi-layered process that requires the synchronization of linguistic skill and pedagogical vision. The 13.00.02 specialty demands that we produce teachers who are not afraid of original English texts, but rather see them as the most powerful tool in their professional arsenal. By moving through the stages of Contextual Scaffolding, Linguistic Deconstruction, and Methodological Synthesis, we can ensure that future educators are fully prepared to inspire the next generation of language learners.

A Course in Language Teaching: Practice and Theory. Cambridge University Press. Improving the methodology of teaching authentic reading to future English teachers is not merely an academic exercise; it is a necessity for the modernization of pedagogical education. By implementing the four-stage integrative model and focusing on scaffolding, higher education institutions can bridge the gap between theoretical knowledge and practical teaching skills. The study concludes that authentic literature is the ultimate tool for developing the "linguistic intuition" required for a successful teaching career.

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