# A Forming a Motivation for Independent Reading in a Foreign Language

## Hikmatova M. N

Associate Professor, Candidate of Philological Sciences, Head of ESP for
Humanitarian Subjects, Bukhara State University, Bukhara, Uzbekistan

The independent work of students of all forms and types of educational activity. The purpose of independent work: expanding the scientific outlook, mastering methods of theoretical research, development of students independence of thinking. Student and graduate of a higher educational institution should not only acquire knowledge on the subject of the program, master the skills and abilities of using this knowledge, methods of research work, but also be able to independently aquire new scientific knowledge.

Many students independently read additional literature in a foreign language? The survey we conducted showed that, in general, the chairmen read books for additional readings, magazine and newspaper articles. But all of these students noted that they read sporadically, from time to time. Only a few read systematically and purposefully.

One of the main reasons for this is lack of motivation. Most of the students relate to reading as learning classroom task. For most of them, reading in a foreign language has lost its main meaning: obtaining information, broadening horizons, raising the cultural level. Interest in reading falls and students in their free time from classes are interested in telegram information from internet other reason is closely related to the first and consists in the fact that when reading a foreign language text, students are faced with difficulties they do not know the meaning of many words, they often have to communicate with the dictionary that they enjoy reading tiresome boring. In addition, many students, especially weak and partly average students tend to understand the meaning of every word, not being able to separate the main word from the secondary, which has no semantic meaning load.

There are other difficulties associated with finding literature to read. Students note it's difficult: to find interesting reading materials, pick them out in the mass of literature in foreign language parents great difficulty for students.

There is, however, another side to the problem. While reading in a foreign language to the first, second year does not cause positive emotions in the majority of students, nevertheless, they realize the importance of this type of speech activity and would like to learn how to read well in foreign language. Here now the students argue this desire: "I want to read fiction in a foreign language". I would like to read newspapers and magazines in a foreign language in order to better know what is happening abroad I am interested in pedagogy (modern psychology, etc.)," It'll be useful".

Undoubtedly, the certain reading material is provided by a book for reading in a foreign language. Including in the

Modle and Hemis platforms, including teaching materials on the subject of a foreign language. But it will not solve all the problems. First, the initiative in reading a book comes from the teacher, reading acquires mandatory. This element of coercion negatively affects students' attitudes towards reading.

Secondly, students note that not all texts are interesting to them. It is natural, so as it is practically impossible to compose a book to read that would suit everyone's taste. It is difficult for students to navigate the book, to choose the text they are interested in. An important factor there are also musical difficulties that make it difficult to understand, the reading process does not bring feeling of satisfaction to teach students to read independently in a foreign language. We see two directions to solve this problem.

To form the motivation of the given type of speech activity, to instill an interest in reading, to teach students to overcome language difficulties in reading, to extract information from the text.

The formed motivation for reading in a foreign language is closely related to the activity itself. At the heart of motivation for reading lies in the students' awareness of usefulness and necessity, and thing of satisfaction, which the process of reading itself or obtaining the purpose of reading. If the student gets satisfaction from the reading, the reading process is successful, its turn will increase the motivation for reading, since there is a tendency to switch all motivational attitudes towards the most successful activities. Motivation for reading has an impact on the activities of students. Feedback also exists. In the process of personality formation, there is another mechanism change in motivation under the influence of gradual or a rapid change in the sphere and conditions activities. An important factor here is the activities that first goes beyond existing needs, interests and then forms new needs, interests and thereby changes the motivation. In other words, at first student may not have a certain need, stable interest in reading in a foreign language, but he reads doe to some circumstances. Then in the process of reading more stable motives appear that are adequate in relation to this activity: interest in reading process, the need for reading, the desire to obtain information. This process allows the shift motive on purpose. Thus the more actively the student is involved in reading in a foreign language, the more he needs to read. In this case it is very important that the student reads looking for the interesting materials available in language, by reading which students could fulfill their need for reading and getting the necessary information. Skillfully selected and well-processed interesting texts will contribute to the

development of students' interest in the type of speech activity represented in a certain system, they can be included in a book of reading according to interest.

These texts should correspond to the age interests of students, reflect interdisciplinary communication. It is advisable to equip them an apparatus that helps students to navigate themselves in texts from a point of semantic side of what is being read, as well as a commentary that partially removes language difficulties and making it easier to understand when reading on your own.

The age characteristics of students are widely covered in the methodological literature. It is noted that senior students give more preference to literature that everyone reads. The book becomes for them a means of knowing life, people. The survey showed how the interests of the students were distributed: scientific and fiction literature, adventure and military topics; books that tell about the life of peers, about education; works on the theme of love, animal life, sports, etc. The students, as a rule, gives preference to one or another subject of the university cycle, reads additional literature on subjects. Reading texts should be selected so that each student could find in books for reading, materials of interest. It would be to combine the texts into thematic sections.

For the student to be able to navigate the section, it is advisable to give a summary at the beginning of each text. The resume form can be different:
➢ In a few sentences the main content of the text will be shortly summarized.
➢ In an abbreviated version of the beginning of the story in the native language will be given.
➢ With the help of a few sentences, the situation is described, the reader will be taken up to date.
➢ One or two sentences from the text reflecting the main idea of the story, or the most important episode.
➢ The main idea of the text will be given in a few sentences.

Text can be compiled. It is desirable that they include the element of fun. Reading and doing assignments should certainly bring students a sense of satisfaction.

Assignment for text will help students to better comprehend the reading highlight the main thing in the content, understand the main idea, will stimulate mental activity.

Tasks can be given at the beginning of the text, in the middle or at the end.

The second task is important – teaching students to overcome language difficulties in self-reading in English.

It is no secret that we almost do not teach the techniques for reading to ourselves, introductory reading, to which we often use our native language to extract the necessary information. During introductory reading full accurate understanding is required. The level of understanding may vary (from 70 to 100%, including all basic information). It is necessary to teach students to highlight "semantic terms" in the texts, words and group of words that include:
➢ Main content:
➢ To classify information as important or secondary;
➢ To understand the general logical outline of the presentation;

➢ To establish semantic relationships between parts of the text;
➢ To combine isolated facts into a semantic whole;
➢ To develop the skills of probabilistic forecasting, etc.

Equally important is the task of teaching students viewing reading in a foreign language, so that they can navigate the flow of foreign language literature, choose those articles, books that correspond to their interests.

It seems to us that the task of teaching various types of reading in a foreign language should be solved in unity with teaching types of reading in their native language and can become the subject of a separate research.

Great help can be provided by the apparatus for removing lexical and grammatical difficulties.

In existing books for reading, the word, regardless of its repetition, is emphasized in the text and is given with translation after the text once, when it is first encountered. But hardly a student remember this word for the first time and, having met through several pages, will recognize and remember the meaning. After all of sequences with the word could pass more than one week. Naturally, the student will refer to the dictionary.

Thus, the student cannot negative new words in terms of their repeatability. In this text or section and, accordingly, cannot determine which words should be memorized as they will often be found on subsequent reading.

In addition, in existing reading book, all new words are represented in the same way. In the text there are words whose meaning cannot be guessed and words, the meaning of which is determined by analogy with the words of the native language or through analyses word-forming elements.

The unfamiliar word (and derivatives from it), which is often found in a given text or section. We suggest adding it to the glossary, with translation and transcription before the text. A word that only means once. We also recommend putting it in the it the glossary.

Each word (and all its derivatives) of the first group should be analyzed from the point of view its repeatability in this text (in a thematic section). We consider it inappropriate to take into account the repetition of vocabulary in all books for reading, as students will select only separate sections for self-reading.

We do not recommend adding the words of the second group (the meaning of which is easy to add) to the list new words and comment. Words, the meaning of which will be defined with some difficulty, it is advisable to give with translation and transcription at the end of the text into the glossary.

When presenting a new vocabulary at the beginning and end of the text, it is necessary to include its repetition ( by the number in brackets) within the text and the entire section. Students' will be able to play more attention most often occurring word.

When creating an apparatus that makes it easier to understand the content while reading independently into account the fact that not all words and sentences in the text carry an equal informative load, not understanding the meaning of several sentences, and this, however, does

not interfere with understanding the content as a whole, retrieving the necessary information. Sometimes the misinterpretation of just one word or one phrase can lead to the fact that further reading becomes meaningless, when self-reading there is no one correct these mistakes, it would be advisable to highlight in the text (possibly in italics) semantic terms containing basic information. When reading, students concentrate their attention.

This is especially helpful for medium and weak learner, for whom independent reading in foreign language presents difficulty.

**Conclusion**

So, we looked at several aspects of independent work and we hope that such a system of texts, from which the student can choose the section of interest to him an

apparatus to facilitate understanding of reading will help to some extent solve the problem of reading independently in a foreign language.

**List of used literatures:**

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