



Journal Website:  
<http://usajournalshub.com/index.php/tajssei>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

## The Role Of Literary Texts In Foreign Language Learning For ESP Classess

Abidova Rokhatoy

Urgench State University, Urgench, Uzbekistan

Madraimov Jafar

Urgench State University, Urgench, Uzbekistan

Matmurodov Khojimurod

Urgench State University, Urgench, Uzbekistan

### ABSTRACT

This article discusses a novel method of using modern fiction literary texts selected according to the specifics of teaching, contains examples of various speech genres reflecting the state of the language today, and gives an idea of how communication in English takes place in various areas of communication, including professional communication in language learning process. The professional vocabulary is manifested both in the professional communication of the characters in the work and in the description of everyday situations.

### KEYWORDS

Professional, fiction, literary, text, teaching program, education, approach.

### INTRODUCTION

Current research on using literary texts in teaching foreign language is focused on the role of different fiction texts in the process of language learning. The psychological aspect can also be noted here: the student plunges into the narrative, finds himself in it and empathizes with the characters. All this contributes to better memorization of special and everyday vocabulary, stimulates the brain, and creates certain associative links

that allow the use of different lexical units in similar situations.

Familiarity with the culture to which the language in question belongs plays a significant role in the process of foreign language learning. Culture in this case means a set of codes that prescribe a person a certain behavior with their own experiences and though Literary texts. Therefore, knowledge of a foreign language always

implies knowledge of these codes: the cultural traditions of a nation, its material and spiritual boundaries of everyday social relations, its living conditions, realities, history, mentality (taking into account perception of space and time, emotional state), philosophical and figurative thinking, type of behavior, non-verbal communication, etc. Work with fiction - the body of fiction texts of a given language - plays an important role in the study of a foreign language, taking into account its cultural aspect. Acquaintance with and study of foreign fiction is necessarily included in the educational minimum for students. And since literary text is its foundation, it is difficult to overestimate the role of literary text in this process. In this regard, literary text has long established itself as part of the foreign language education program. Fiction text is understood in the article as a separate highly individual work of fiction written in this language, as well as an integral unit in the system of similar texts. Literary text has long been firmly established in the foreign language teaching program, and its role in the language teaching process cannot be overestimated. When students become acquainted with the fiction of another people, they get an idea of the cultural codes that are the basis of the language, and they gain a basis on which they can later rely when interpreting a text in a foreign language. Understanding literary text in a foreign language is the key to further successful mastering of linguistic and cultural nuances and is the basis for solving aesthetic and ethical issues that arise when translating a foreign text into a native language. In this way, foreign literary text, as a carrier of a particular cultural model, contributes to a deeper knowledge of foreign culture on the one hand. On the other hand, through constant comparison of the text with familiar, domestic realities, this contributes to a deeper understanding of native culture. In connection with the above, it is clear that a significant place in the successful and efficient study of a foreign language is

occupied by literary text translation (both from a foreign language into the native one and from the native one into a foreign language). However, the experience of school and university teachers shows that there are a number of didactic problems in working with literary text. First of all, it is a problem of a small amount of artistic material: the use of literary text in teaching a foreign language is sporadic (irregular, arising from case to case). While studying the work with literary fiction text in a foreign language, some authors note that literary text is perceived by teachers as an additional, auxiliary material. The issue of adapting a text in a foreign language remains open for students. Based on the experience of practicing teachers, we have formulated some of the issues that arise when using literary text in foreign language teaching.

Firstly, can literary text be an integral part of foreign language teaching? There are enough "for" and "against" arguments. Let us first consider the "opposite" arguments of working with literary text. Teachers are more likely to complain that working with literary text is time-consuming, both in training and in class, and does not produce significant results. This type of work is not effective from a teacher's point of view because the results are remote and it is difficult to assess them objectively. For this reason, many teachers give up this type of work, giving preference to other forms of learning. On the other hand, we can list some of the following arguments in favor of including literary text in foreign language teaching:

- Literary text can be a significant motivating factor in the process of learning a foreign language.
- Literary text is a source of knowledge about the history of the people and their language, culture and traditions.
- Working with literary text significantly increases the vocabulary of students.

- Poetic and poetic texts help you learn the phonetics of the language you are studying.
- Even partial, superficial knowledge of foreign fiction and the ability to support conversations on literary topics deepen the communicative competence of students, facilitate contacts with native speakers and allow them to translate at a higher quality level.
- The teacher's creative approach to working with Literary text creates an intellectual and emotional atmosphere in the classroom that contributes to deepening the relationship between students, as well as between teacher and students, which undoubtedly contributes to the development of their personality.
- By working with literary text, the student is to some extent aware of the fact that often the figurative expression or often the whole context of the work becomes the sphere, the background of everyday language communication.
- Knowledge of the fiction of other peoples creates in the minds of students a certain alternative to the official unified culture.

## MATERIALS AND METHODS

In our view, it is obvious that the "for" argument outweighs the "opposite" argument. But by accepting this, we are forced to resolve some important didactic issues. These are the main ones:

- Readiness and ability of future teachers to use literary text in foreign language teaching.
- What exactly should I include in a textbook consisting of works of fiction? Is it worth including literary text in the main textbooks or publishing separate books for

reading? However, from the practical experience of teachers and authors working on this issue, it follows that "publishing an anthology will not completely solve the problem of including fiction texts in the teaching process".

- If literary text is introduced into the main textbooks, what functions will literary text perform in the general didactic concept of the textbooks and how will classes be built using them? Should teachers develop methods for this or rely on their creativity and erudition?

All these questions can only be answered when there is a clear understanding of the purpose and necessity of foreign language teaching using fiction. Literary education in the mother tongue shapes its goals in the following way: only the learner's ability to communicate with fiction becomes a cultural reading ability. Is this a partial goal in foreign language teaching? In higher education, undoubtedly, it is! The future teacher must acquire the so-called "literary competence" (knowledge of history and theory of literature in didactic transformation). Without this, it is impossible to practice literary text in lessons for students. And what is the situation in the initial stages of training? In this case, gradual mastery of the ability to work with foreign fiction is based on acquired skills and the ability to analyze literary text in the native language. Literary text, like other types of texts, acts in foreign language teaching in two functions - as a means and as a goal. Literary text, as a goal, acts as a serious motivational factor in foreign language learning (both in secondary and higher education). But how do you approach literary text as a means? In this case, different approaches are possible. These are the most important of them:

- Literary text, as a source of linguistic and cultural knowledge, is one of the types of educational texts that do not

- require any special form of work and can be handled like any narrative or reflective text. In its essence, this method is an interpreted approach (in the sense of literary and scientific).
- Literary text is quite specific and requires a special methodology and organization of the training process. the teacher must encourage students to be creative in their own choice of texts and stimulate their interest in them.
  - Pupils, first and foremost, must know and be able to analyze the main fiction texts of their native literature. And then use the skills they have already acquired when reading literature in a foreign language. Unfortunately, even in higher education institutions, the teacher often finds that students are sometimes unable to analyze literary text. At best, they can only analyze a work on the level of composition and images.

## RESULT AND DISCUSSION

Students often have a superficial or utilitarian (practical) approach, which is limited to events only. Students are sometimes unable to characterize a text and are limited to retelling a story. And only a small proportion of students are able to characterize the genre and stylistic features of literary text. It is even more difficult to teach a student to find text elements that reflect certain artistic directions, school, style, and era. This knowledge must be systematically developed and cultivated among students. It is probably difficult to stop at one of the approaches. From our point of view, the most sensible approach would be to synthesize these approaches. But once we have decided on the approaches, we still have to decide on the proportionality of the creative and cognitive aspects, on the extent to which the analysis and interpretation of literary text requires context, both literary and non-literary

(theory, history of criticism, author's biography, social and historical background, etc.). But this is not limited to the range of issues that will face the creators of new textbooks and new curricula. The inclusion of literary text in the main textbooks of foreign languages raises a number of specific practical problems. Next, we will list them and offer our views on their solution:

- 1) Selection of authors and literary text (compliance of literary text with the age of students and their linguistic and cultural competence). The selection of fiction texts must be such that a) it corresponds to the level of students' linguistic knowledge and skills; b) the ability to comprehend and understand, above all, contemporary creativity; c) the value of the text and students' interest in it. Thanks to a careful selection of works by authors of various literary fields, students will have the opportunity to learn about the typological development of aesthetic, philosophical and figurative thinking.
- 2) Methods and degree of adaptation of texts, processing of vocabulary. Practice shows that the vocabulary of literary text in most cases exceeds the knowledge and skills of students, which often prevents literary text from being introduced into the educational process. Are there any ways to overcome these barriers?
- 3) These problems are closely related to the question of which language should the analysis and interpretation of foreign Literary text be performed (in the foreign language, in the native language or, if necessary, in both)? A full or partial analysis of the foreign language CT means that pupils must have a certain literary terminology in that language in that type of activity.
- 4) Development of methods of work with Literary text and their degree of gradation. In order to solve these issues, teachers must develop methodological



methods, taking into account the range of tasks that they can solve based on their personal creativity and erudition.

There are various ways to solve the problems presented and in our opinion it is already important that they are given due attention. Some linguists have conducted and described in their research work experiments on the perception of artistic text in classes at schools and universities. This means that students in junior high schools prefer to listen to interesting texts, such as fairy tales, rather than watch them on TV, forming live images of characters in their imagination. While high school students prefer to watch the film on TV, this does not make them think, because in the film, visual images free them from the need to imagine and think about their own, which they can often displace those images that have already formed after reading the work. It can therefore be concluded that a special feature of literary text is imagery, which provides a rich genre of literature. Hence, when working on literary text, independent units are singled out as a verbal image, in which the phonetic, morphological, syntactic and semantic level of the text is analyzed. An exemplary work is offered as a learning literary text that arouses interest among students. We would also like to raise the issue of modernizing the educational process and the place of literary text in it. In particular, what role do medial means play in working with fiction? Today, students can find original texts as well as information about authors, their main works, and information on the theory and history of literature on the Internet. Therefore, we believe that it is necessary to actively use Internet resources to include literary text in the learning process. This, in turn, makes it possible not to overload textbooks with information available to everyone. However, medial means cannot completely change the typical standard situation, as a person has been in direct contact with literary text for a long time, whether it is audio or written. Here

it is very important to take into account the human factor, the teacher's own participation in the learning process. And this fact should not be underestimated.

Thus, film adaptation of artworks on the one hand helps popularize texts, but on the other hand, even the most talented film adaptation does not convey the depth of the original literary text.

So, in our article there are still uncovered issues in the use of literary text in the training process, which cannot be solved in one article. But we came to the conclusion that the use of literary text in the process of foreign language teaching is necessary. Modern linguistics considers teaching speech communication (i.e. producing and understanding texts) to be the main task. In order to select an artistic text as a learning material, the communicative orientation of the text, its informative content, integrity, connectedness and figurativeness of literary text are taken into account by comparison, which is considered to be the most informative material and the ability to transmit information of types (factual, evaluation, conceptual, emotional, etc.).

## CONCLUSION

In the process of teaching a foreign language, both in the initial and subsequent stages of education, varieties of artistic text as traditional material are used in secondary, specialized and higher schools. The specificity of literary text is that it represents both verbal and non-verbal components. This raises the question of the impact of the ratio of verbal to non-verbal components on students' perception, understanding of foreign text and messages. The ability to take into account the level of language training and to develop tasks of varying difficulty within a single program provides a good basis for implementation and a differentiated approach to learning. The principle of possible difficulty and availability of tasks is

respected, and the individual pace of work of each learner is taken into account.

The requirements for the results of linguistic and cultural training of students must be expressed in the ability of students to use the languages they learn in real intercultural communication (in the socio-political, economic, ethno-cultural context of society development). Language education is in essence a process of moving from goal to result. This process is aimed at familiarizing students with a new means of communication for them, at learning about someone else's culture and at understanding their own ethno cultural origins, at instilling in them a readiness for dialogue and at the same time tolerance towards other languages and cultures. The "cultural" factor plays a leading role in the interpretation of the literary text foreign language text. It is a prerequisite for background knowledge, without which it is impossible to deeply perceive an artwork. The cultural situation in each country is unique and has many nuances unknown to the bearer of another culture.

## REFERENCES

1. Popular Fiction and Social Change/ Ed. by Christopher Pawling. London: Macmillan Press, 1984.- 246 p.
2. REICHMANN E. Motivation and Direction of Reading Assignments on the Intermediate Level// The Modern Language Journal. London, 1966.- Vol. L.- N5.- P. 256-260.
3. SEIBERT. A Study of the Practice of Guessing Word Meaning from a Context// The Modern Language Journal.- London, 1945.- Vol.23, N5.- P. 122-129.
4. STERN S. Expanded Orientations to Literature in ESL/EFL: an Integrated Approach// English Teaching Forum.- Washington, 1987.-Vol.25.- N4.- P. 47-55.