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## LEARNING A FOREIGN LANGUAGE BY READING LITERATURE

**Abstract:** Artistic and aesthetic education in Uzbekistan has always been given close attention. The spiritual development of not only the individual, but also the nation as a whole was associated with the introduction to the world art classics, because reading fiction contributes to the development of creative imagination, logical thinking, observation, and refinement of students' feelings - qualities that were considered necessary for future specialists. Literary reading, provided a reasonable set of materials, always develops the highest spiritual needs in a person and strengthens his thinking abilities.

**Key words:** fiction, foreign language, education, creative imagination, literature, culture

**Language:** English

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### Introduction

In the process of learning a foreign language, a significant role is played by familiarity with the culture to which the language being studied belongs. Culture in this case implies a set of codes that prescribe a certain behavior to a person with inherent feelings and thoughts. Therefore, knowledge of a foreign language always implies knowledge of these codes: the cultural traditions of the people, their material and spiritual boundaries of everyday social relations, their living conditions, realities, history, mentality (taking into account the perception of space and time, emotional state), philosophical and imaginative thinking, behavior, non-verbal communication, etc.

An important role in the study of a foreign language, taking into account its cultural aspect, is played by working with fiction - the corpus of literary texts of this language. Familiarity with the study of foreign fiction is necessarily included in the educational minimum for students, and since artistic texts (hereinafter AT) is its foundation, the role of AT in this process is difficult to overestimate. In this regard, AT has long been fixed in the foreign language learning program. An artistic text is understood in the article as a separate highly individual work of artistic speech written in this language, as well as an integral unit in the system of such texts. AT has long been

firmly established in the foreign language learning program, and its role in the language learning process is difficult to overestimate.

When students get acquainted with the literature of another nation, they get an idea of the cultural codes that underlie the language, and acquire such foundations that they can later rely in the process of interpreting the text in a foreign language. Understanding AT in a foreign language is the key to further successful development of language and cultural subtleties and is a support in solving aesthetic and ethical issues that arise when translating a foreign text into the native language. Thus, a foreign AT, as a carrier of a certain model of culture, helps a deeper knowledge of another culture, on the one hand. On the other hand, through constant comparison of the text with familiar, domestic realities, which contributes to a deeper understanding of the native culture. In connection with the foregoing, it is clear that a significant place in the successful and efficient learning a foreign language is a translation of AT (as a foreign language to native and native to foreign).

However, the experience of university teachers shows that there are a number of didactic problems in working with AT. First of all, this is a problem of a small amount of artistic material: the use of AT in teaching a foreign language is sporadic (irregular, appearing from time to time). Studying the work with

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literary text in a foreign language, some authors note that teachers perceive AT as an additional, auxiliary material. The question of adapting a text in a foreign language remains open to students.

Based on the experience of practical teachers, we have formulated some questions that arise when using AT in the process of teaching a foreign language.

First, can AT be an integral part of foreign language teaching? There are enough arguments-for and-against. First, consider the arguments “against” working with AT. Teachers often complain that working with AT takes them a lot of time, both in preparation and in class, and does not bring significant results. From the point of view of the teacher, this type of work is ineffective, since the results are distant in nature and it is difficult to objectively evaluate them. For this reason, many teachers refuse this type of work, preferring other forms of teaching. On the other hand, we can list a number of the following arguments in favor of including AT in the process of teaching foreign languages:

1. AT can be a significant motivating factor in the process of learning a foreign language.
2. AT is a source of knowledge of the history of the people and their language, their culture and traditions.
3. Working with AT significantly increases the vocabulary of students.
4. Poetic texts contribute to the assimilation of the phonetics of the studied language.
5. Even partial, superficial knowledge of foreign fiction and the ability to maintain a conversation on literary topics deepens the communicative competence of students, helps to establish contacts with native speakers, and allows them to be transferred to a higher quality level.
6. The teacher’s creative approach to working with AT creates in the classroom an intellectual and emotional atmosphere that helps to deepen the relationship between students, as well as between the teacher and students, which undoubtedly contributes to the development of their personality.
7. Through work with AT, 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 daily language communication.
8. The knowledge of fiction of other nations creates a certain alternative in the consciousness of students in relation to the official unified culture.

In our opinion, it is obvious that the arguments for outweigh the arguments for the contrary, but, agreeing with this, we are forced to solve some important didactic issues. Here are the main ones:

1. The willingness and ability of future teachers to use AT in teaching a foreign language.
2. What exactly is included in a textbook consisting of works of fiction? Should we include AT in the main textbooks or publish separate books for

reading? However, from the practical experience of teachers and authors dealing with this problem, it follows that “publishing an anthology will not completely solve the problem of including literary texts in the learning process”.

3. If AT is to be introduced into the main textbooks, what functions will AT perform in the general didactic concept of textbooks and how will classes with their use be constructed? Do teachers need to develop teaching methods for this or rely on their creativity and erudition?

All these questions can only be answered when the purpose and necessity of teaching a foreign language using fiction is clearly recognized. Literary education in the native language sets its goals in this way: only the student’s ability to communicate with fiction becomes the skills of cultural reading. Is this a partial goal in teaching a foreign language? In higher education, no doubt, yes!

The future teacher should acquire the so - called “literary competence” (knowledge of the history and theory of literature in a didactic transformation). Without this, it is impossible to practice using AT in lessons for students, and how are things at the initial stages of training? In this case, the gradual acquisition of the ability to work with foreign fiction is based on the acquired skills and the ability to analyze AT in their native language.

AT, like other types of texts, acts in teaching a foreign language in two functions - as a means and as an end. AT, as a goal, acts as a serious motivating factor when learning a foreign language (both in secondary and higher education), but how to approach AT as a means? In this case, different approaches are possible. Here are the most important ones:

1. AT as a source of language and cultural knowledge is one of the types of educational texts that do not require a special form of work and it can be worked with as with any narrative or reflexive text. In its essence, this method is an interpreted approach (in the sense of literary and scientific).
2. AT are quite specific and require a special methodology and organization of the educational process. The teacher should encourage students to use their own creativity in selecting texts and stimulate their interest in them.
3. Students, first of all, should know and be able to analyze the main artistic texts of their native literature, and then use the acquired skills when reading literature in a foreign language. Unfortunately, even in higher educational institutions, the teacher often faces the fact that students are sometimes unable to analyze AT. At best, they can only analyze the work at the level of composition and images. Often students have a superficial or utilitarian (practical) approach, and it is limited only to events. Students sometimes cannot give a description of the text and are limited to retelling the plot, and only a small part of students are able to characterize the genre

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and stylistic features of AT. It is even more difficult to teach a student to find elements of the text that reflect certain artistic trends, schools, styles, and eras. This knowledge in students should be systematically developed and cultivated.

### Conclusion

In the process of teaching a foreign language, both at the initial stage of learning and in the subsequent stage, varieties of artistic text as traditional material are used in secondary, specialized and higher universities. The specificity of AT is that it consists of verbal and nonverbal components. In this case, the question arises about the influence of the ratio of verbal and non-verbal components on the perception and understanding of foreign text and messages of students. The ability to take into account the level of language learning and develop tasks of varying degrees of complexity within the same program, serve as a good basis for the implementation of a differentiated approach to learning. This ensures compliance with the principle of feasible difficulty and availability of tasks, taking into account the individual pace of work of each learning. Requirements for the results of linguistic and cultural preparation of students should be expressed in the ability of students to use the languages they are learning in real intercultural communication (in the socio-political, economic, and ethno-cultural context of the development of society).

Language education is essentially a process of moving from goal to result. This process is aimed at introducing students to a new means of communication for them, at their knowledge of foreign culture and understanding their own ethno-cultural origins of their people, 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 a foreign-language text by AT. It is a prerequisite for background knowledge, without which a deep perception of a work of art is impossible. The cultural situation of each country is unique and has many nuances that are unknown to the bearer of another culture.

The material for the formation of such an intercultural competence is “linguistic and cultural competence”. Naturally, at the elementary and everyday levels, we cannot talk about a full-fledged dialogue of cultures, this is only real at an advanced stage of training.

AT, which has a national and cultural specificity and appears as a carrier and source of information about the world, as a source of aesthetic information and as a proper language information. Therefore, the interpretation of foreign-language AT requires a comprehensive approach, in which the “cultural factor” plays a leading role. The method of using language data to evaluate and compare cultures is widely used in scientific research.

The task of a foreign language teacher is to contribute to the formation of linguistic and cultural communicative competence of students and to enrich their speech with figurative and lively phraseology.

Modern innovative approach to teaching a foreign language involves the development of students' abilities to independently select various texts from elementary to more complex, the subjects of which are interesting and close to students. It is very important to take into account the competent and effective work with the dictionary and language guessing techniques. The results of teaching a foreign language are determined by a combination of systematic control by the teacher and self-control of students.

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