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Zarina Zafarovna Muzaffarova
 Samarkand State Institute of Foreign Languages
 teacher of English
 Uzbekistan


POTENTIAL OF ORIGINAL FICTION AS A MEANS OF FORMING FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE OF STUDENTS

Abstract: *The article is devoted to the methodology of teaching the reading of the original literary text in the framework of the second higher education in the direction of "Linguistics", which is provided in the universities of the country. It is designed to provide a high level of foreign language training, which is reflected in the curriculum. The necessity of the "Home Reading" aspect is considered as a condition for moral and aesthetic education of students in the light of a personality-oriented approach and the formation of foreign language communicative competence, which will allow specialists in various fields of activity to meet the requirements of a professional natural language situation. The analysis of scientific domestic and foreign literature made it possible to determine the necessity and possibilities of reading literature in the original language, which to a greater extent forms the understanding of world conceptual systems. The selection of literature for reading should correspond to the level of foreign language training and age characteristics of the students. If necessary, the text should be shortened without loss of authenticity. The difficulties of the artistic style are explained, associated both with understanding the realities of another linguistic community, and with the peculiarities of the author's idiosyncrasy: the lexicon and figurative means that he owns to reveal the ideological content of the work. Reading foreign-language fiction meets the tasks of an interdisciplinary approach in the upbringing of a person who has the qualities of a value-semantic, moral and social orientation. The author's experience of organizing a course of reading foreign language literature as part of a practical course of teaching foreign languages based on materials compiled in accordance with the conclusions of the theoretical method is presented. The work carried out showed the presence of a great interest of students in reading original literature, a readiness for metacognition, which is manifested in the ability of students to apply cognitive and metacognitive experience and an appropriate level of foreign language training required for reading complex texts that form an artistic style. Reading foreign language literature is a means of forming a secondary linguistic personality.*

Key words: *authentic literature, communicative competence, personal approach, cognitive, metacognitive, professional activity.*

Language: English

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Introduction

Teaching a foreign language is a multifaceted process. It includes various components, one of the most important of which is "Home Reading", since it covers all types of speech activity and is associated with the development of such aspects as phonetics, grammar, vocabulary. Subject training always has several goals and, along with the one that lies on the

surface (teaching communicative competence), no less important is the goal that meets the requirements of the personality-oriented approach adopted today in Uzbek education. It is implemented in close unity with other approaches, for example, cultural. E.V. Bondarevskaya writes that the new quality of personality-oriented education is determined by the principle of cultural conformity, that is, this means

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that “the cultural core of the content of education should be universal, universal, national and regional values ...”.

Z.G. Nigmatov, noting the annoying appearance of gaps in the culturological approach of training teachers, writes that “the humanistic culture of a teacher is manifested in the orientation of professional activity towards universal cultural values, towards a creative, reflective attitude - to love people ...”. Consequently, teaching to read foreign language literature meets the goal of forming knowledge and skills that contribute to the personal development of a person. It contributes to the accumulation of the experience of creative activity in a person, the creation of an emotional-value attitude towards life, a person and the world around him, as well as the formation of a system of moral and ethical foundations that determine his behavior in diverse life situations.

The need of a modern person to successfully integrate into the world space, the expansion of intercultural contacts in various fields of activity are motivating factors in the study of foreign languages. A foreign language is noticeably a priority in the educational process, along with professionally significant disciplines.

Today, within the framework of the decisions of the Bologna Process, the European Union's Lifelong Learning Program (lifelong learning program) is being implemented in the country's universities, one of the directions of which is the organization of second higher education courses in the direction of Linguistics. The possibility of obtaining a second higher education attracts many applicants. Upon completion of the courses, students receive diplomas in various profiles of language training, which include: "Theory and methodology of teaching foreign languages and cultures", "Translation and translation studies", "Translator in the field of professional communication", "Theory and practice of intercultural communication", " Communication theory and international public relations ", etc.

A feature of these programs is deep language training. They are designed to train highly qualified specialists in the linguistic field, which assumes knowledge of both the literary version of a foreign language and the professionally oriented one. The curricula, along with the course of practical teaching of foreign languages, provide for basic disciplines that provide the theoretical foundations of foreign language competencies: communication theory, translation theory, stylistics, lexicology, history of a foreign language, etc. The disciplines of English linguistics are taught. Depending on the profile of training future specialists in different universities, there are variations in the proposed disciplines.

Such a systematic approach opens up perspectives of research work for graduates both in the field of general theory of foreign languages and translation studies, and in professional activity. The

programs have the flexibility inherent in liberal arts education and have a clear focus on the changing demands of the labor market. In professional language training, curricula provide for courses aimed at providing the skills and abilities of intercultural communication in various fields of professional activity: jurisprudence, economics, management, engineering.

A small overview of the possibilities of a second higher education in foreign languages makes it possible to determine the purpose of our work - to describe the role of reading fiction as a way of forming a foreign language speech competence of students, which makes it possible to ensure mastery of all types of professionally-oriented speech activity in line with a personality-oriented approach in education.

In the process of teaching to read a foreign language literature, the main issue is the selection of texts as one of the significant elements of the teaching content. The works of Uzbek scientists show that the study of fiction is a conscious (cognitive) and creative process. Learning a language is not only the acquisition of means of coding concepts, but also the formation of a picture of the world, consisting of both verbal and objective meanings. To master a language means to understand the differences of world conceptual systems, and for the correct formation of a linguistic picture of the world, authentic material is needed. In this regard, N.D.Galskova writes that “the learning process of a foreign language should rely on an authentic foreign language text as a unit of communication (a product of textual activity), in which signs of another (foreign language) linguistic community are presented”.

A feature of authentic texts of different styles is the level of difficulty, where the prose style is the most difficult. Why? The answer lies in the fact that prose texts organically combine logical (intellectual) information with figurative (emotional) information. The cultural context of such a text can contain realities from different spheres of communication, and at the same time it is characterized by an individual author's handwriting: compositional construction, a number of explicit figurative means (comparisons, metaphors, epithets; syntactic constructions), implicit information. These difficulties require pre-textual and post-textual explanations, the presence of culturological information when reading a specific text. The principle of authenticity means the rational use of authentic materials, considering age characteristics, the level of language and speech training and the degree of difficulty of the original text.

The analysis of foreign works showed a similar view on the role and necessity of teaching to read authentic fiction. Foreign studies of this issue can be grouped according to the following general features:

a) the validity of reading authentic literature and the importance of the correct selection of material

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depending on age, level of personal and speech competence of students, goal setting, choice of forms and methods of work in the lesson, personality of the teacher are studied. The language of fiction is considered as fundamental in the development of other literary styles "... the language of literature is an independent kind of discourse and teaches students different ways that language can be used. In this way students also build their knowledge of registers ...;

b) the difficulties of teaching the language of fiction are explained, due to the metaphoric nature of the author's language, where the term "metaphoric" means both the author's figurative means and a holistic work as an allegory of the existing reality;

c) explores the need for teaching reading strategies that motivate cognitive and metacognitive abilities of mental activity, which meets the objectives of higher education: effective mastering of language competencies when reading fiction and the development of critical and analytical thinking abilities;

d) the potential of national and foreign fiction in the education of a person with the qualities of a value-semantic, moral and social orientation is studied. D.Goleman refers to these qualities as "responsibility, respect, justice, courage, honesty, citizenship, self-discipline, responsiveness, perseverance".

Based on the theoretical conclusions made by domestic and foreign researchers, we have developed a module "Home Reading" in the practical course of English for the second higher education.

The material for the module was manual, which was based on short stories by writers representing the period of "early realism" (the beginning of the 20th century) in American literature: Mark Twain, O. Henry, Jack London, Keith Chopin and Canadian humorist Stephen Leacock. The main criteria for selecting the material were:

- origin of the author (American literature);
- synchronization;
- short forms;
- genre "realism" with a positive development of the storyline.

The selected stories were subject to minor adaptations. Exercises have been compiled for the texts of the stories, which, in accordance with the classification used in the domestic methodology, are divided into three groups: pre-text, pre-text and post-text. The various exercises included in the manual form blocks, the nature of which meets the learning objectives at each stage of working with artistic text, as shown in table 1.

Table 1. The content and structure of exercises in working with a literary work

Stages of work	Aim	Exercise pattern
Pre-text	Stimulate the emergence of thoughts, feelings and ideas motivated by the source material in the introductory reading. Removing difficulties.	1) acquaintance with new words and expressions; 2) search in the text of difficult sentences and translation; 3) answers to questions.
While-text	Stimulate the process of recognition / understanding (awareness) of active vocabulary and consolidate it in the process of speaking during repeated reading.	1) translation into Uzbek (English); 2) drawing up a plan; 3) retelling of the episode with new words and expressions; 4) reproduction of the dialogue in the role of the heroes of the story.
Post-text	Stimulate understanding of the conceptual and ideological content of the text of the work with the development of fluency skills.	1) determination of the topic, idea of the story, expression of one's attitude; 2) characterization of heroes, understanding of the author's attitude towards them; 3) dramatization of fragments of the story; 4) possible dramatization of the work in the framework of extracurricular activities.

The psychophysiological mechanism of reading is an analytical-synthetic process of extracting information from a text based on the recognition of visual complexes of a certain size. Domestic and foreign scientists methodologists have a similar opinion regarding the types of reading. According to the classification of S.K.Folomkina, reading is: introductory, studying, viewing and searching. Further study of this issue has shown that the real art of reading implies flexibility in acquaintance with

information, depending on the nature of the text. Reading fiction requires the use of an emotional and artistic code that allows you to preserve its aesthetic component. The correct reading of literary texts is considered to be one in which visual perception and semantic processing of all elements of the text are provided without gaps with an understanding coefficient of at least 80-85%.

During the observation, it was noted that almost complete comprehension of what is being read occurs

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as a result of a preliminary lexico-grammatical and even stylistic analysis of individual fragments of the text, which is at the same time a stage of text-based work. Partial translation is helpful at this stage. Exercises for reading with a certain preliminary speech setting provide for the development of word usage mechanisms (multiple repetition). Content identification exercises promote the development of conscious activity in reflection tasks. Owing to this activity, the appropriation of speech experience of a higher order occurs, for it includes a number of complex methods of mental activity, such as analysis, synthesis, comparison, and the establishment of cause-and-effect relationships. Careful reading and execution of the exercises easily allowed students to extrapolate the idea and meaning of the works to modern times. The cyclical nature of repetition of characteristic exercises in each lesson contributed to the adaptation of students to the implementation of

communicative activities with greater activity in subsequent lessons.

Working with organized material on reading foreign-language prose showed the potential of this aspect of learning for the development of creative thinking and imagination of students and the formation of traits of a “secondary linguistic personality”, capable of meeting the requirements of a natural language situation.

The author of the article understands that the results of point experimental training can only serve as a prerequisite for serious research, which should be based on various parameters for determining the potential of reading fiction for the formation of both speech and personal characteristics of students. The idea of the shortage and necessity of research on the issue of compulsory reading of fiction in foreign language teaching finds its confirmation in an article by other Uzbek researchers.

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