

## RECOMMENDATIONS FOR USING LITERARY TEXTS IN FOREIGN LANGUAGE

*Iroda Tukhtarova, lecturer,  
Fergana State University,  
Uzbekistan, Fergana city*

---

**Abstract:** This article discusses the value of teaching foreign languages through literary texts. Using literary texts in foreign languages and the phases involved in working with them are the main topics of discussion.

**Keywords:** *reading, speaking exercise, text, literary text, choice text, application text, translation text, text work, and literature.*

### INTRODUCTION:

Nowadays, the importance of learning English is becoming much higher in Uzbekistan than before. A number of English language professionals are English learning the language is bringing new techniques and ways to life. This will certainly further increase the effectiveness of teaching foreign languages. There are several specific advantages to teaching using technology. In addition, it greatly increases the effectiveness of the teaching system and, in turn, promotes the advancement of a language learner by keeping pace with the Times. Technology is slowly taking the place of traditional teaching. Television today the programs regularly broadcast new programs and shows that help teach a number of English languages. It should also be noted that today in Uzbekistan to increase the effectiveness of training new methods of using new modern innovative technologies have been introduced.

Reading text in the language being studied fosters analytical thinking, expands vocabulary, and introduces the language learner to the literature and culture of the nation. It also helps to improve oral discourse.

As the "highest communicative unit," literary texts serve the same purposes as other texts:



- 1) The text serves as a representative by providing facts, describing objects, events, and situations, and accurate information about the surrounding events;
- 2) the appeal function, which is information entered by the sender with the intention of eliciting a sufficient response from the recipient;
- 3) Text has an expressive function that allows it to convey specific feelings, opinions, and attitudes about the information it expresses.

As a result, classes are required for the study of literary fragments. Not only is reading these kinds of texts enjoyable, but it's also critical to practice reading aloud both before and after in order to improve your speech abilities, which will improve your comprehension of the text.

### Methods

For this reason, it's critical to teach students how to use text appropriately so that it can serve as a viable and efficient foundation for teaching a variety of speech activities. Pre-text, post-text, and post-text are the three phases of working with text that should be taken into consideration in this regard. Let's examine each phase in greater depth.

pretext stage. At this point, reading comprehension exercises will be conducted, with the goals of mastering the language and becoming familiar with the text's subject as well as its concepts and veracities. At this point in the process, the teacher must pique students' interest, involve them in the work, and inspire positive motivation in order to successfully work with text in the future. This is because fostering a friendly environment in the classroom is essential.

Linguistic assumptions for differentiating language units and speech forms, identifying them in the text, mastering various structural materials (vocabulary elements, modern verb forms, etc.), and honing prediction skills are methods of managing text material at the text and related tasks stage.

The text's functions include modeling the fundamental knowledge required and sufficient to accept a particular text, addressing linguistic and semantic challenges in text comprehension, and simultaneously enhancing reading comprehension and creating a "strategy for understanding."

The text to be read's linguistic, grammatical, structural, semantic, and linguistic-cultural features are all taken into consideration.

At this point, the instructor can employ a variety of strategies, such as mental attacks, guesswork, making associations between text headlines and images, determining the students' present level of understanding of the topics covered in the text, responding to queries, and more.

textual stage. Students are given options in text assignments regarding the type of study (study, input, view, search), speed, and the requirement to complete specific communicative and cognitive tasks while reading.

The development of various speech and language skills should be tracked here, and pertinent skills and abilities should be further developed.

the paragraph after the text. In order to assess the student's comprehension of the material they have read, post-text assignments are given. The degree of reading proficiency and the likelihood of applying the knowledge acquired in the future should both be closely observed. In order to improve their linguistic (speech), oral, and written speech abilities, students should be able to apply the text's circumstances.

These phases of textual work involve a variety of assignments and exercises. Those differ based on the type of study at each stage (entry, learning, searching, and viewing).

A study known as input reading considers the entire work—books, articles, and stories—without the intention of gathering data. This is to read the information that has been received without intending to duplicate or use it further.



After quickly reading the entire text, the reader uses the fundamental communication task to extract the most essential information from the input, such as the questions that are addressed in the text and their solutions, the terms currently in use, and so forth. Therefore, the fundamental ability needed for this kind of research is the capacity to distinguish between primary and secondary data.

Reading entails both the initial comprehension of the text's content and the most accurate and thorough comprehension of all of it. This is deliberate reading with the goal of evaluating what is read in light of the text's linguistic and logical relationships. Its goal is to make students more capable of handling challenges related to comprehending texts written in a foreign language on their own. The text's content is meant to be learned from, not just consumed as language.

Reading specialized literature and newspapers is the main focus of the search. Its goal is to find specific information (facts, features, numbers, instructions) in text quickly. Its main objective is to extract precise information from the text.

Skimming entails reading the content with a broad overview. Developing a general opinion about everything covered in the text is its aim. This is a quick, block-by-block reading of the text to better understand its key ideas and details. It usually suffices to read the first paragraph, the main sentence, and then peruse the rest of the text while browsing.

Therefore, we may provide some tasks based on the type of reading that will help schoolchildren better understand and comprehend fiction texts if we rely on the objectives of each type of study and adhere to the phases of working with text.

Like any text, a literary text is an oral discourse piece, a complex linguistic sign that fulfills language units at every level, from phonemes to speech.

Literary text is an individual aesthetic language system that stands out for its extreme integrity and structure. It is distinctive, but in spite of these qualities, it is built using a standard method. It has a linear extension, is aesthetically pleasing, and is perceived quickly.

A literary text is composed of a hierarchy of elements that serve linguistic, synthetic, sound, and metric levels in addition to aesthetic functions (conceptual, evaluating, emotional, expressive synthetic, rhythmic-intonation).

Even before you read the literary text, working on it in foreign language classes requires sophisticated, focused work. This means that there are phases that come before, after, and throughout the entire process of working with literary texts. Every stage has specific exercises and purposes.

Even though scientific text-reading methodology is flawless, we are aware that many mistakes are made in real-world applications. Effective reading instruction is impossible to accomplish due to several methodological flaws. The description of the error and the correct work side by side is given below:

- 1) translating / not translating text into the mother tongue from head to toe;
- 2) not to read / read a text repeatedly for no reason;
- 3) always read the text aloud / read aloud;
- 4) not to analyze/analyze linguistic grammar to understand the text;
- (5) perform exercises / exercises adequately that form a mechanism for approximately understanding the meaning of an unfamiliar word;
- 6) read the holistic text in parts when reading for information purposes;
- 7) less / adequate text reading exercises compared to exercises performed after the text and after the text;
- 8) avoiding the challenges that readers face when reading the text in advance/preventing difficulties, etc.

## RESULTS



The errors and challenges raging at the work of teaching to study in foreign language classes are acknowledged, along with other methodological confusion that currently exists. Let's quickly go over the warning methodological recommendations provided after the line for each of the eight outlined errors:

(1) What good is it to provide text in a foreign language if the reader interprets it from beginning to end? Readers expect translation, not reading. Another word for this is translating some of the text's more difficult passages (a mix of sentences and phrases).

**Rule:** No text in a foreign language can be translated verbatim into its original tongue. The goal of assigning students small volumes of texts to translate into their native tongue is to teach them how to use dictionaries.

(2) A clear methodological idea can be made about repeating the text: when read two or three times, a separate curriculum is given.

**Rule:** A foreign language text is read once (subsequent readings are repeated to perform other related tasks).

(3) A learning exercise that aims to teach the skills of high-performing reading from the very beginning of schooling is reading the text aloud. The text is mostly read aloud, silently, with the goal of gathering information.

**Rule:** Information is obtained from the text by reading inside (reading aloud serves to convey information and teach reading techniques).

(4) Many text analyses don't need to be stopped because such a teaching-methodological event shouldn't exist in real-world settings. It is advised that you examine the linguistic occurrence that occurred prior to the text. There may be unfamiliar words in the text that you will need to look up on your own or with the help of a dictionary.

**Rule:** Opening the meaning of an unfamiliar word when reading text is met as an analysis "spark."

(5) The study of approximate understanding requires specific exercises and a certain amount of time and effort. When deciphering a foreign language unit, the nature of this mechanism is taken into consideration.

**Rule:** The meaning of an unfamiliar word is approximately understood directly.

(6) When reading a text from beginning to end, the content is altered in some way. Different sections of text are studied in linguistics. Regardless of the text's size, it looks for answers to questions in order to comprehend the content (small or large). This implies that studying full-time is necessary.

**Rule:** The reader reads the text in full without dividing it into pieces (you can usually read it in several parts to check what the text understands).

(7) Three phases comprise the text work, with exercises designed to track comprehension both before and after reading the text. Every one has a specific role and purpose.

**Rule:** The text is more important to read than the exercises performed before and after reading. Reading text at home and at the place of training is considered the main work at a high stage.

(8) There are exercises to avoid falling into one of three reading difficulty categories. Learning reading rules is the first challenge; using language units is the second; and comprehending the content is the third. A teacher's daily task is to have students practice reading the rules ahead of time in the text. Oral exercises determine the familiarity/familiarity of language materials. The text is strengthened by the linguistic and grammatical events that have been passed down, and the more empty ones are repeated. They will be trained to independently undervalue a word's meaning when it is assigned to them as a prospective dictionary entry. A dictionary is used to learn the meaning of certain words.



**Rule:** The difficulty in obtaining information is solved when reading the text. The complexity of reading techniques and language material is taken into account in exercises conducted until reading.

Comprehending the text's content requires skill, a meaningful synthesis that happens with the aid of credentials, or the event of language units' meanings being combined into information.

### DISCUSSION

About the advantages of using literary texts in foreign language classes, we should mention:

1. Literary texts are frequently used in connotation (emotional expression), polystherapy (multi-meaning meditation), metaphor (likeness), and other ways that aren't seen in other kinds of texts. This guarantees the linguistic beauty necessary for language proficiency.

2. In addition, through literary texts, national, geographical, demographic, and other information about the country where the language is being studied is studied directly. In other words, with their help, they look at the way that country lives.

3. Students' vocabulary will grow and become stronger as a result of reading literary texts, and they will also unknowingly gain better direct grammatical knowledge. Contextual learning facilitates retention of vocabulary and grammar rules.

4. Additionally, literary texts are used in the classroom to fulfill the purpose of general education. They aid in the emergence, growth, and, naturally, eradication of unsuitable ideas regarding the nation where the language is being studied.

5. Texts can serve as a foundation or source of inspiration for writing or speaking. Texts that are considered literary are characterized by their abundance of meaning, ambiguity, and transparency. Some concepts are left open-ended, meaning that certain aspects of situations or events are only highlighted rather than fully described, leaving it to the reader to "understand it through his or her life experience, his own views, his or her national and cultural values, and to fill in the gaps on his own."

Therefore, literature causes students to develop competence to express themselves (speak), discuss or write creatively.

Depending on the criteria teachers use, selecting literary texts to teach a foreign language is a multi-step process. For instance, some educators assess literature solely on the basis of the writings of famous authors from the past, while others base their evaluations on superstitions. Third, choose passages from a work that relate to the specific subject being studied. The text's linguistic complexity in relation to the students' degree of language preparation is a crucial selection criterion.

The first and most important thing for anyone learning a foreign language to learn is the vocabulary required for communication in that language. The major goals should be to improve their speech by adding new words and phrases, getting them ready for conversation, teaching them speech techniques, and helping them speak correctly, clearly, and consistently. Reading literary texts helps with this.

### CONCLUSION

Language learning is one of the most important areas of tolerance in the human society. Language as a means of communication in a natural environment (in the family, among the public) or in an organized way (in the lesson) practical possession is possible. Knowledge of linguistic phenomena, on the other hand, is studied theoretically. At the height of international relations, knowledge of the language, especially multilingualism (polyglossia) it is gaining immense importance.

### REFERENCES:

1. Sharipova, K. (2024). THE IMPORTANCE OF FORMING THE GENERAL AND PROFESSIONAL CULTURE OF THE TEACHER. *Best Journal of Innovation in Science, Research and Development*, 3(2), 106-112.



2. Шарипова, К. (2023). СЕМЬЯ, МАХАЛЛЯ, ШКОЛЬНОЕ СОТРУДНИЧЕСТВО В ВОСПИТАНИИ ДЕТЕЙ. *INNOVATIVE ACHIEVEMENTS IN SCIENCE 2022*, 2(18), 53-57.
3. Sharipova, K. (2023). MILLATLARARO TOTUVLIK VA DINIY BAG 'RIKENGLIK O 'ZBEK XALQINING YUKSAK QADRIYATIDIR. *Talqin va tadqiqotlar*, 1(18).
4. SHARIPOVA, K. (2024). YANGI O 'ZBEKISTONDA GENDER TENGLIKNI TA'MINLASHDA IJTIMOY INSTITUTLARNING O 'RNI. *News of UzMU journal*, 1(1.2), 266-269.
5. Sharipova, K. (2023). ORPHANS AND CHILDREN DEPRIVED OF PARENTAL CARE STUDY AT SCHOOL PROBLEMS IN OBTAINING A QUALITY EDUCATION AND UPBRINGING.
6. Nilufar, M. (2023). FORMATION OF LEGAL CULTURE AMONG YOUNG PEOPLE AND ITS IMPORTANCE IN BUILDING A CIVIL SOCIETY. *IMRAS*, 6(7), 416-421.
7. Madumarova, N. (2024, February). THE ESSENCE OF LAW, ITS SIGNS AND FUNCTIONS. In *INTERNATIONAL SCIENTIFIC RESEARCH CONFERENCE* (Vol. 2, No. 21, pp. 68-71).
8. Мамажонова, Д. (2022). Конституциявий ислохотлар–халқ манфаатининг асосий мезони. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(10), 688-693.
9. Mamajonova, D. (2024). LEGAL BASIS FOR THE FORMATION OF INTELLECTUAL CULTURE IN YOUNG PEOPLE. *Best Journal of Innovation in Science, Research and Development*, 3(2), 341-348.
10. Mamajonova, D. (2023). WAYS TO COMBAT CRIME AND IMPROVE THE CRIME PREVENTION SYSTEM. *IMRAS*, 6(7), 227-236.
11. Dadaboeva, J. (2022). THE BASICS OF CIVIL LEGAL REGULATION OF SEPARATION FROM MARRIAGE. *Research Focus*, 1(4), 253-261.
12. Dadaboeva, J. (2024). THE IMPORTANCE OF FAMILY STRENGTH IN THE DEVELOPMENT OF CIVIL SOCIETY. *Best Journal of Innovation in Science, Research and Development*, 3(2), 99-105.
13. Dadaboeva, J. (2023). STATE PROTECTION OF FAMILY, FATHERHOOD, MOTHERHOOD, CHILDHOOD. *Science and innovation*, 2(C2), 29-33.
14. Anvarovna, D. J. (2023). HISTORICAL LEGAL BASIS OF ADOPTION STAGES OF DEVELOPMENT. *World Bulletin of Management and Law*, 23, 39-41.
15. Anvarovna, D. J. (2023). THE NECESSITY OF ADOPTION. *American Journal of Research in Humanities and Social Sciences*, 13, 155-159.
16. Обидова, Г. К., & Гайбуллаева, М. Ф. (2021). Хорижий тилларни ўқитишда экологик таълимнинг педагогик психологик имкониятлари. *Scientific progress*, 2(7), 312-321.
17. Gaybullaeva, M. F. (2021). The Role Of Biomass In Saving Natural Resources. *The American Journal of Horticulture and Floriculture Research*, 3(02), 1-6.
18. Nazarov, M., & Gaybullaeva, M. (2020). Influence of Ecological Factors on Photosynthesis Processes In Legumes. *Agro Science Journal*.
19. Gaybullaeva, M. F. (2022). Influence of soil and climatic conditions of the experiment area in Fergana region on the weight of pea pods. *Asian Journal of Multidimensional Research*, 11(6), 89-92.
20. Gaybullaeva, M., Usmonov, S., & Akramov, A. (2023). Forest resources of uzbekistan. *Наука и инновация*, 1(7), 46-49.
21. Zakirova, D. S. (2023). PSIXODRAMA TALABALARDA MILLATLARARO MUNOSABATLAR MADANIYATINI SHAKLLANTIRISHNING INNOVATSION TEXNOLOGIYASI SIFATIDA. *Oriental renaissance: Innovative, educational, natural and social sciences*, 3(6), 797-806.
22. Zakirova, D. (2023). SPEECH CULTURE IS THE MAIN CRITERION OF EDUCATION. *European Journal of Interdisciplinary Research and Development*, 16, 389-395.



23. Zakirova, D. S. (2022). Talabalarda Millatlararo Munosabat Madaniyatini Shakllantirishning Metodologik Asoslari. *FAN, TA'LIM VA AMALIYOTNING INTEGRASIYASI*, 3(6), 439-448.
24. Zokirova, D. (2024). PSIXODRAMA TALABALAR O 'RTASIDA MILLATLARARO O 'ZARO MUNOSABAT MADANIYATINI SHAKLLANTIRISHNING INNOVATSION TEXNOLOGIYASI SIFATIDA. *Miasto Przyszłości*, 46, 42-51.
25. Saidolimovna, Z. D. (2024). MILLATLARARO UMUMBASHARIY MANFAATLAR VA QADRIYATLAR. *Miasto Przyszłości*, 45, 278-286.
26. Sanobarkhon, I. (2023). FORMATION OF A SPIRITUAL AND MORAL CULTURE IN THE FAMILY. *Miasto Przyszłości*, 42, 370-375.
27. Исроилова, С. М. (2018). Понимание" интерактивность" и" интерактивное обучение" в образовательной среде. *Вопросы науки и образования*, (3 (15)), 122-124.
28. Исроилова, С. М. (2023). Использование графических органайзеров в эффективном изучении русского языка. *IQRO*, 2(2), 626-628.
29. Исроилов, М. И., & Исроилова, С. М. (2022). Хуқуқий Маданият Йўлида. *Central Asian Research Journal for Interdisciplinary Studies (CARJIS)*, 2(Special Issue 2), 82-87.
30. Исраилова, С. М. (2019). Повышение коммуникативных навыков студентов на уроках русского языка в нефилологических вузах. *Вестник науки и образования*, (19-2 (73)), 59-61.
31. Собиров, Н., & Исроилова, С. (2021). СЛЕДЫ АВСТРО-ВЕНГЕРСКИХ ВОЕННОПЛЕННЫХ ПЕРВОЙ МИРОВОЙ ВОЙНЫ В ХУДЖАНДЕ. *Farg'ona davlat universiteti*, (2), 29-29.
32. Turg'unboyev, A. (2024). JAMOATCHILIK MUHOKAMALARI INSTITUTI TIZIMI, SHAKLLARI VA FAOLIYAT YO'NALISHLARI. *Miasto Przyszłości*, 45, 271-277.
33. Abduraxmonova, M. M., & Turgunboyev, A. F. (2023). AHOLIGA SIFATLI IJTIMOIIY XIZMATLAR KO 'RSATISHDA JAMOATCHILIK FIKRIGA TAYANISH SAMARADORLIGI. *O'ZBEKISTONDA FANLARARO INNOVATSIYALAR VA ILMIY TADQIQOTLAR JURNALI*, 2(22), 192-200.
34. Абдурахмонова, М. М., & Турғунбоев, А. Ф. (2022). ЖАМОАТЧИЛИК ФИКРИНИНГ КЕЛИБ ЧИҚИШ ОМИЛЛАРИ, ШАКЛЛАРИ ВА ФАОЛИЯТ ЙЎНАЛИШЛАРИ. *Research Focus*, 1(1), 324-326.
35. Абдурахманова, М. М., & Турғунбоев, А. Ф. (2022). Формирование Рынка Труда Как Фактор Развития Народного Хозяйства. *Central Asian Journal of Theoretical and Applied Science*, 3(8), 1-6.
36. Абдурахмонова, М. М., & Турғунбоев, А. Ф. (2022). БОШЛАНҒИЧ ТАЪЛИМ–ЖАМИЯТ ХАЁТИНИНГ БОШ БЎҒИНИ СИФАТИДА. *Oriental renaissance: Innovative, educational, natural and social sciences*, 2(11), 704-709.
37. Qurbonov, P., Ataxonov, S., & Sharofiddinov, S. (2022). MASOFAVIY TA'LIMNI TASHKIL ETISHNING USLUBIY ASOSLARI. *Евразийский журнал математической теории и компьютерных наук*, 2(13), 43-47.
38. Sanjarbek, A. (2023). The role of information technology in the treatment of cancer. *Asian Journal Of Multidimensional Research*, 12(4), 32-34.
39. Atakhanov, S., & Turdimatova, R. (2023). TECHNOLOGY OF CRITICAL THINKING OF STUDENTS ON BIOLOGICAL ISSUES. *Academia Repository*, 4(12), 121-127.
40. Karimova, G. (2024). The Use of Modern Innovative Pedagogical Technologies in Sociology. *Miasto Przyszłości*, 44, 358-362.
41. Karimova, G. (2024). THE METHODOLOGY OF COMPILING A SOCIOLOGICAL QUESTIONNAIRE. *Miasto Przyszłości*, 46, 52-56.



42. Teshaboev, M., Karimov, U., Karimova, G., & Karimov, U. (2023). SOCIO-HISTORICAL ROOTS OF APPLIED PHILOSOPHY.
43. Tukhtarova, I., & Arslonzoda, A. (2022). Some aspects of popular scientific literature in teaching a foreign language. *Asian Journal of Multidimensional Research*, 11(11), 288-295.
44. Tukhtarova, I., & Arslonzoda, A. (2023). The role of popular scientific literature in teaching a foreign language to students of non-language faculties of universities.
45. Tukhtarova, I. (2023). THE IMPORTANCE OF LITERARY TEXT IN TEACHING ENGLISH GRAMMAR.
46. Tuxtarova, I. (2023). BADIY MATN INGLIZ TILINI O'QITISH VOSITASI SIFATIDA. *Talqin va tadqiqotlar*, 1(23).
47. Tukhtarova, I. (2022). THE IMPORTANCE OF USING POPULAR SCIENTIFIC LITERATURE IN TEACHING A FOREIGN LANGUAGE TO STUDENTS OF NON-LANGUAGE FACULTIES OF UNIVERSITIES. *Research Focus*, 1(3), 106-112.
46. Tukhtarova, I. (2023). USE OF POPULAR SCIENTIFIC LITERATURE IN TEACHING A FOREIGN LANGUAGE.
49. Saminjonov, B. (2021). The Role Of Teaching Fine Arts And Drawing In The Development Of Innovative Areas. *Студенческий вестник*, (11-4), 6-8.
50. Tuhtarova, I. (2020). Some Aspects Of Using Examples Of Fiction In Teaching Foreign Languages. *Scientific Bulletin of Namangan State University*, 2(6), 409-415.
51. Сулаймонов, Қ. (2017). ЎРТА СИНФ–БОЗОР ИҚТИСОДИЁТИНИНГ ЕТАКЧИ КУЧИ. *Scientific journal of the Fergana State University*, (3), 13-13.
52. Kurbon, S. (2023). FUQAROVIIY FAOLLIK VA UNING FUQAROLIK JAMIYATIDAGI O'RNI. *THEORY AND ANALYTICAL ASPECTS OF RECENT RESEARCH*, 2(15), 185-191.
53. Сулаймонов, Қ. (2022). ЁШЛАР ИНТЕЛЛЕКТУАЛ МАДАНИЯТИ ШАКЛЛАНИШИГА ОБЪЕКТИВ ВА СУБЪЕКТИВ ОМИЛЛАР ТАЪСИРИ. *Science and innovation*, 1(В3), 688-696.
54. Sulaymonov, K. (2024). PROSPECTS FOR THE FORMATION AND DEVELOPMENT OF CIVIL SOCIETY IN UZBEKISTAN. *EPRA International Journal of Research and Development (IJRD)*, 9(1), 72-74.
55. Sulaymonov, K. (2023). RULE OF LAW GUARANTEE OF HUMAN RIGHTS AND FREEDOMS. *Best Journal of Innovation in Science, Research and Development*, 287-291.

