

# The Role of Literary Texts in Teaching Foreign Languages

**Furkat Mirvaliyev Shukhratovich,**  
Namangan State University,  
Faculty of World Languages,  
of the Department of German and French/teacher  
[furkat.mirvaliyev@mail.ru](mailto:furkat.mirvaliyev@mail.ru)

**Annotation:** In this article, the important role and functions of literature and artistic texts in foreign language classes, the scientific theses of linguists on this topic, and the history of the introduction of literature into foreign languages and the development of foreign language learning competencies through the details of literature in modern foreign language subjects. possibility, how to enrich lessons with them, and according to the results of international research, what artistic texts have been used in high schools in history, or whether students like to work with literature in foreign language classes or not, why literature is needed in foreign language classes in general, and didactic features of working with literary texts are considered in foreign language classes.

**Keywords:** Teaching foreign languages, foreign language classes, literature, competencies, didactics, research, thesis, linguists, literary texts, imagination, thinking, worldview, foreign experience.

## Introduction

The main purpose of writing this article is to teach the methodological and didactic use and application of literary texts in foreign language classes, and the use of literature or literary texts in foreign language teaching in educational institutions, the criteria for selecting literary texts in reading comprehension and didactic and methodical stages leading to success, methods of developing language skills are also emphasized. The use of literary texts is a useful part of teaching a foreign language today, because it leads to the development of all language goals, not only cognitive, but also effective.

Literature plays important roles in foreign language teaching, for example: it not only fully affects the language learner through imagination, empathy and foreign experience, excitement and aesthetic pleasure, but also helps to understand foreign culture more easily. In the introduction of didactics of foreign language literature in foreign language classes, first of all, the issues of principle and scientific theses of international experts have been proven. In this regard, the Austrian linguist Juergen Koppensteiner stated why it is important to use literature in foreign language lessons in the following ten theses:

**"Only literature makes foreign language classes significantly attractive"**, that is, in a certain small part of the lesson, if the students are bored or passive and shocked in the lesson, the teacher should read a fragment of a small literary text or some hero is a motivation for them. or by showing it as an example, it can bring a special atmosphere to the lesson, and every student will have the opportunity to learn morals and manners even in a foreign language lesson, because the interest in literature has always been there and it is loved everywhere is read.

**"Literature belongs to the first weeks of teaching a foreign language"**, which means that especially literature gives more impetus to teaching a foreign language, and it can be used especially in the form of poems or songs in the elementary grades.<sup>1</sup>

**"Motivating students through literature"** is considered the most effective method against monotony in the classroom. In this way, literature gives students the opportunity to learn foreign languages through improvisational role-plays of various characters, and through this motivation, any foreign language teacher can achieve quick results in teaching foreign languages.

**"Literary texts should not only be interesting, but intensive language should be balanced"**, that is, literature should not always be considered as a reserve teaching resource for language engagement. Without

---

<sup>1</sup> "Literature in German Language Classes" Juergen Koppensteiner, Vienna, 2001

forgetting the competence processes of learning a foreign language, for example, literary texts should not only be taught, but also heard, and the processes in it should be discussed orally and written down.

**"Working with literary texts should be student-centered"**, where the role of teachers should be slightly reduced, and students should be required to work independently with literary texts based on a clear and thorough plan. For example: individual engagement of the student through a 30-minute exercise with interesting learning materials based on reading comprehension.

**"Texts should be reasonable for speaking"**, and in this case, a literary text should be presented to the student with the right choice of the subject of the lesson, for example: to introduce oneself (Kennenlernen oder mein Lebenslauf) in the example of German ) the biography of a famous poet or writer related to the subject of literature, and the reader should be taught to speak in the third person based on that text and thereby discover a new ability to communicate and thus in one line, the student increases his knowledge in literature.

**"Activity in working with literary texts is more important than the result"**, every foreign language teacher should create an interesting and comfortable atmosphere in the lesson, and it should also make students enjoy learning a foreign language. Such processes are even more important than expecting high language results quickly in classes.

**"There are no universally valid, binding interpretations"**, which is related to the aforementioned thesis. When dealing with literature in foreign language classes, it is not about poetry and its knowledge, but about effective and creative work with texts.<sup>2</sup>

**"When dealing with literature, students should have the opportunity to expand their worldview and thinking."** The right choice of literary texts is considered the main task here, it plays a big role in motivation. Motivation depends on many factors and it can change during the learning process, so the teacher should choose the texts that match the character and intelligence of the students or determine their knowledge.

**"The use of group and group work methods is also very helpful to the student, especially to overcome shyness"**, that is, partnership and group teaching are considered the fundamental basis of foreign language teaching and until now smarali is used in these methods.<sup>3</sup>

Literary texts today should be considered not only as an educational tool, but also as an object of intense debate, which can provide a unique, subjective education and training to the student, and this process it also creates the ground for their rise as an incentive. As an example of this, the German linguist Brend Kastny, who felt that the regular use of literature in foreign language classes is effective, put forward the following two main ideas written in his magazine "Fremdsprache Deutsch"( German foreign language ):

"The concept of interculturality requires communication in a foreign language, as well as knowledge of culturally different forms of action and interpretation. Working with literary texts mainly in foreign language classes encourages students to discover the differences between their own cultural world and the foreign culture derived from the literary text".

The concept of literature in foreign language classes oriented to practical actions encourages a creative approach to texts, and this process ensures continuity of interest in a foreign language. In foreign language classes, theoretical questions about the tasks of literature are sometimes given different and contradictory answers. For example: There are many conflicting positions on this question, first of all, about how language learning and literature are and should be related to each other, and therefore the two characteristics of foreign language teaching. should be taken into account. First of all, the main goal is to convey to the student the cultural values of the country where the language is being taught, and in addition to that, attention is directed to always being in harmony with the culture of his motherland. Secondly, it is about the

---

<sup>2</sup> "Literature in German Language Classes" Juergen Koppensteiner, Vienna, 2001

<sup>3</sup> "Literature in German Language Classes" Juergen Koppensteiner, Vienna, 2001

language itself, in other words, the use of linguistic actions within the text, the story and linguistic dialogues with the reader are of great importance.<sup>4</sup>

Another German linguist, writer Michael Evert, said that in foreign language classes, literature is treated only as an external tool, and its aesthetic quality is neglected, and literary texts are often separated from their role as cultural mediators. In foreign language lessons, the meaning of literary texts is sometimes explained independently, that is, it may not be one-sided, in such cases, the student interacts with the text with the help of the teacher. In communicative foreign language lessons, a method of working with literary texts has been developed, they are also used as additional material aimed at increasing motivation, talking to students personally and stimulating language learning. The development of new methods of teaching foreign languages often depends on socio-political or economic factors, as well as technological changes.<sup>5</sup>

The current environment of foreign language learning is characterized by large-scale technological changes and significant activation of global social relations. Although globalization is not an entirely new concept, the situation has been going on since the 1990s. "There is a heated debate both in society and in science - debate that affects foreign language teaching and, with it, academic work.

In their book *Globalization and Language Teaching* (2002), American linguists David Block and Deborah Cameron write about the impact of globalization on interpersonal communication and its impact on language and foreign language teaching. They represent the Stellenbosch University Globalization has important consequences for interpersonal communication and thus language teaching because: Globalization changes the conditions of language learning and language teaching. In many ways, the activation of global social relations increases the need for the participants of global networks to develop new skills, including: developing competence in one or more additional languages or acquiring new ways of using the languages they know.<sup>6</sup>

Based on the above facts, it can be concluded that Blok and Cameron focused primarily on technological developments in the changing processes of communication and claim that it always plays a decisive and important role. It should be added that new communication technologies allow people to regularly communicate with people at long distances, who do not have close face-to-face and live communication.

### **Literary didactics as a mirror of history in foreign language teaching.**

The place of literature in teaching a foreign language, first of all, it is necessary to dwell on the question of its legality and, in general, its status. It is desirable to illuminate and understand the historical aspects. Until the middle of the 20th century, dealing with literature in connection with the ideal of higher education was a natural goal of learning foreign languages. In the 19th century, the teaching of foreign languages was mainly dominated by languages (classical languages, Latin, Greek) and only grammatical translation methods were used in this period. At that time, the main goal of teaching and learning foreign languages was general intellectual development, and the traditional sources of the literary language served as a criterion for this. For example; A foreign language learner or student should start with "proper" foreign language texts, that is, working with and dealing with literary texts whose authors are clear, and this is defined by the German linguists Neuner and Hunfeld. in other words, "it not only teaches knowledge of the language in a foreign language, but is also a part of literary education in a foreign culture." Direct method (DM) prevailed at the end of the 19th century after the grammatical translation method (GÜM) was heavily criticized and its main purpose was to alleviate the everyday linguistic situations in the language country. At that time, only songs were selected as additional material in foreign language classes and presented to the learner in the form of poems or stories. The "higher" literature disappeared completely, and in the 1940s, audio-lingual (ALM) and audiovisual methods (AVM) were developed on behalf of the US military, which were based on systematic linguistics and behavioral psychology of learning. appeared under the significant influence. The main teaching principles of these methods are to practice language patterns mainly through imitation and frequent repetition, as a result of which oral (listening/speaking) skills were more important than written (reading/writing) skills. From the mid-70s of the 20th century, interest in literary texts increased again. One German linguist, Ehlers Swantje, attributes this new interest in literature to his earlier dissatisfaction with

<sup>4</sup> *Didactics of German as a foreign language*", Věra Janíková, Hana Andrášová, 2015, Czech Republic

<sup>5</sup> "Literary rule and issues of communication of literature", Michael Evert, 2010, Germany

<sup>6</sup> *David Block and Deborah Cameron "Globalization and Language Teaching" (2002), America*

foreign language teaching, its focus and range of teaching texts. On the other hand, these interests arise from a reassessment of what literary texts can achieve in foreign language teaching. Only in the early 1980s, literature began to regain its importance in teaching foreign languages. Aesthetics and literary theory of the main meaning of literary texts played a big role then and now. A method of working with literary texts has been developed in communicative foreign language classes, which are used as additional motivational material, aimed at stimulating students' ability to ask. The new importance of literary texts in foreign language teaching has led to a connection between language acquisition (literature and regional studies), and Ehlers explains it this way: *"Since literary texts have a broad worldview and contain a rich culture, they have a significant influence on foreign language learners to expand their perception and knowledge thinking, to gain more insight into their own perspectives and worldviews. provides an opportunity to learn to understand and think critically."*<sup>7</sup>

## Conclusion

In conclusion, it should be noted that as a result of the above scientific research, it is very necessary to develop new state standards for foreign language teaching in foreign language classes in every country, especially in special schools that teach foreign languages in depth, and put them into practice. Because literature has always been considered a relevant issue in foreign language classes, and in the history of teaching foreign languages, the place of teaching literature has been diverse, different methods of teaching, different literary texts have been used. Unfortunately, in many countries nowadays, this process is often explained to the language learner mainly in his mother tongue through the science of literature, and eloquence and artistic eloquence are growing only in one direction. We know that today it is a bit difficult to use literary texts in foreign language classes, but many practical works have been done to ease it, or why we regularly use them in classes, and there are many scientific bases, arguments, theses and theories in detail above.

It is necessary to popularize the regular use of literary texts in foreign language classes and to discover lessons based on strong motivation, which will help the language learner to achieve faster success and acquire a broad mindset. It should also be noted that among the main reasons for learning foreign languages, we can see the factors aimed at expanding the cultural competence of each language learner. From this point of view, I thought it appropriate to conclude my speech by quoting Wilhelm von Humboldt, who in his works on language repeatedly emphasized what it means to acquire a limitless worldview with the help of a foreign language, as follows; *"Their difference is not in the sonority and symbols, but in the unique change of world views, and these languages are the main content of all my research"*<sup>8</sup>

## References

1. KAST, Bernd (1994). Literature for beginners. foreign language German, issue 11, pp. 4–13.
2. KOPPENSTEINER, Juergen (2001). Literature in DaF lessons. One
3. Introduction to productive-creative techniques. Vienna: öbv and hpt publishers EHLERS, Swantje (2010). The role of literature in the subject German as foreign and second language. In: KRUMM, Hans-Jürgen, Christian
4. FANDRYCH, Britta HUF EISEN and Claudia RIEMER (eds.).
5. German as a foreign and second language. An international handbook. Volume 2. Berlin, New York: de Gruyter. pp. 1530-1544.
6. EWERT, Michael (2010). Literary canon and questions of communicating literature. In: KRUMM, Hans-Jürgen, Christian FANDRYCH, Britta HUF EISEN and Claudia RIEMER (eds.). German as a foreign and second language. An international handbook. volume 2
7. Berlin, New York: de Gruyter. pp. 1555–1565. HUMBOLDT, Wilhelm von (1985). About the language. Selected writings. Munich: German paperback publisher.

<sup>7</sup> *Didactics of German as a foreign language", Věra Janíková, Hana Andrášová, 2015, Czech Republic, pp. 50-55*

<sup>8</sup> *Selected Wisdoms on Language" Wilhelm von Humboldt, 1985,*