

CHET TILI O'QITISHDA BADIY MATNLAR

TANLASH MEZONLARI

Furkat Mirvaliyev Shukhratovich

Chirchik State Pedagogical University

Teacher of the German language department of the Faculty of Tourism

***Annotatsiya:** Ushbu maqolada chet tili darslarida badiiy matnlarning muhim o'rni va tanlash mezonlari, tilshunos olimlarning ushbu mavzu bo'yicha ilmiy tezislari hamda adabiyotning chet tillarga kirib borishi va chet tilini o'rganish orqali chet tilini o'rganish kompetensiyalarini rivojlantirish masalalari ko'rib chiqiladi va xalqaro tadqiqotlar natijalariga ko'ra chet tillarini o'qitishda qanday badiiy matnlardan foydalanilganligi yoki chet tili darslarida o'quvchilar adabiyot bilan ishlashni yoqtiradimi yoki yo'qmi, adabiyot nima uchun zarur degan savollarga nemis tilshunos va metodist olimlar nazariyasi misolida tadqiq qilinadi.*

***Kalit so'zlar:** Chet tillarini o'qitish, chet tili darslari, adabiyot, kompetensiyalar, tadqiq, tilshunos olim, badiiy matnlar, tasavvur, tafakkur, xorijiy tajriba.*

***Аннотация:** В данной статье рассматриваются важная роль и критерии отбора художественных текстов на уроках иностранного языка, научные положения лингвистов по этой теме, а также проникновение литературы на иностранные языки и развитие иноязычных компетенций посредством изучения иностранного языка. и по результатам международных исследований, какие художественные тексты используются при обучении иностранным языкам, нравится ли студентам работать с литературой на уроках иностранного языка, почему необходима литература, исследуется на примере теории немецких лингвистов и ученых-методистов.*

***Ключевые слова:** Обучение иностранным языкам, занятия иностранным языком, литература, компетенции, исследования, лингвист, художественные тексты, воображение, мышление, зарубежный опыт.*

***Annotation:** In this article, the important role and selection criteria of literary texts in foreign language classes, the scientific theses of linguists on this topic, and*

the penetration of literature into foreign languages and the development of competences in foreign language learning are considered in this article. and according to the results of international research, what kind of artistic texts are used in teaching foreign languages, whether students like to work with literature in foreign language classes or not, why literature is necessary is researched on the example of the theory of German linguists and Methodist scientists.

Key words: *Teaching foreign languages, foreign language classes, literature, competences, research, linguist, artistic texts, imagination, thinking, foreign experience.*

Introduction. Literary texts can be used at any level of education. But teachers must choose them carefully, because not all texts may always be appropriate for the classroom environment and situations. The texts should match the interests of the students, the didactic purpose and possibilities of the lesson.

The topic of books or texts is also very important in foreign language classes, and it is fair to say that it should be very close to the character and interests of the students, so that these texts or literary materials help the students to understand the topic easily and comfortably. According to the methods of scientific research, the correct choice of the text can have an impact on the students' knowledge in any situation. If the students can use the knowledge they have learned in the foreign language class, the teachers can have an effective discussion with the students. For example, it is not a good idea to use a text about colonialism if your children have no background in the subject. For example, if they are talking about the subject of the era of slavery in the history lesson, the student should have some knowledge about this term, and this way is logical. Many criteria should be considered when choosing a literary text. [1: 60]

The text should not be too complicated, it should be interesting and interesting for students, and of course the text should be didactic. Another Turkish linguist, S. Hrşak, describes the following 5 criteria that should be followed when choosing a

text: The first criterion is related to teaching. This term refers to the conditions and material and temporal possibilities of the lesson.

The second criterion is related to the teacher and means that the text in general should be interesting for students and the educational goal should be clear.

The third criterion is related to the student and it is desirable that the text corresponds to the previous knowledge of the students. [2:12-18]

The fourth criterion is related to the text. It is about the theme of the book, the content of the book, main and secondary characters, etc. According to Hršak, the last criterion is the aesthetic criterion. Another Turkish linguist, Ulrich Gibitz, asks the following questions that a teacher should answer before using a literary text:

- Is the text authentic?
- Is the book interesting?
- Are the topics in the book interesting?
- Does the book relate to the topics in the textbook?
- Does the text contain important information?

• Does the text have an impact on students' lives? If the answer to the above questions is "YES", then the text can be used in the lesson. In addition to the mentioned criteria when choosing a text, it is necessary to take into account the following: it is to choose a text according to the educational purpose of the text work, depending on the age of the group, language level. [3:]

Types of literary texts Literary didactics deals with the use of literary texts in the lesson. Literary didactics gives us useful ways to use literary texts effectively in class. Literary texts are written texts in which linguistic tools are used. We can classify different forms of writing for the term literary text. As mentioned before, these are about newspapers, fiction, drama, advertising, etc. There are many reasons why teachers use literary texts in class. Literature can combine many functions of language into a class. In this regard, one of the German literary experts, Jonas Geldschlaeger, mentions that the following literary genres can be used in lectures, including: epic, poetry and drama. An epic is one of the three types of literature, and an epic can take the form of a story or story, for example: a fairy tale, a short story, a

novella, and a short funny story in prose or verse, fables or anecdotes. Epic texts are told through narration and can appear in two forms, verse or prose. Poetry, the second form of text, often takes the form of a rhythmic monologue (poem form) of presentation divided into stanzas. The last form is drama as we know it from the theater and drama is written for the actors and addressed to the audience. Thus, artistic texts are distinguished by belonging to the so-called real texts. Original and Authentic Texts Authentic texts can be a very important basis for language acquisition and the development of communication skills in foreign language teaching, for example: Advertising, films, the Internet, comics, newspapers, as well as literature and poetry. [4:]

Texts from various media languages can be successfully used as teaching material in foreign language classes, and authentic texts are part of communicative reality. The most commonly used texts in foreign language classes are newspapers or daily newspapers. In German literature we find five functionals. Types of press: the style of everyday movement, the style of public transport, the style of science, the style of fiction, and the most important for this chapter, the style of press and journalism, and all styles mentioned are included in the press. [5:]

Teachers can choose TV programs or commercials from political topics, sports and culture. Therefore, the press gives us a lot of authentic texts that we can use in the classroom. The three types of newspapers are distinguished according to different criteria, such as: frequency of publication (daily, weekly and Sunday newspapers), distribution area (national newspapers, regional newspapers and local newspapers) and quality (tabloid newspapers and serious newspapers) from German-language newspapers to foreign languages use as lessons helps to develop students' language skills. There are various didactic ways of using newspapers in language classes. With newspaper headlines, you can comment on newspaper texts, descriptive texts of sections. In addition to the mentioned texts, of course, there are several types of these lyrics. The Goethe Institute also describes the following types of authentic texts: [6:9]

- Short articles from newspapers or magazines (note Language level, if possible "no articles in stage language) as well as specialized magazines, especially youth television or Sports magazines, children's and youth pages from daily newspapers.

- About your place of residence, city or photos of my previous school in Germany.

- Postcards, plans and brochures for your city and region.

- Ads with catchy texts or interesting image-text combinations

- Event programs, cooking recipes, materials for holidays.

- German language textbooks and school life materials

- Audio cassettes containing songs, short stories, radio news.

- News, commercials, weather forecast, video clips, sequences from guessing games. [7:11]

Conlucion

At this point, it should be noted that as a result of the above scientific research, the development of new state standards for teaching any foreign language and their popularization in each country, especially in institutions that teach foreign languages in depth, is a modern demand and necessity. . Because the science of literature has always been considered as a topical issue in foreign language classes, and in the history of teaching foreign languages, the role of literature teaching has been diverse, different teaching methods and different artistic texts have been used. Unfortunately, nowadays, in many countries, this process is often explained to the language learner mainly in his native language through the science of literature, and speaking and artistic speaking are growing in only one direction. We know that the use of literary texts in foreign language classes today is a bit difficult, but many practical works have been done to ease it, or why we use them regularly in classes, and many scientific bases, arguments, theses and theories are still studied as explained above. there is. The final conclusion is that it is necessary to popularize the regular use of artistic texts in every foreign language lesson and to discover modern lessons based on strong motivation, which will help the language learner to achieve faster success and to have a broad mindset. It should also be noted that among the main reasons for

learning foreign languages, we can also see factors aimed at expanding the cultural competence of each language learner.

References

1. CANDLIN, C.N. 1984. Reading in a Foreign Language. New York: Longman. S. 60.
2. HRŠAK, S. 2011. Kriterien zur Auswahl literarischer Texte im Daf-Unterricht. S. 12-18.
3. GIBITZ, Ulrich. Handlungsorientierte und authentische Textarbeit im Fremdsprachenunterricht. Am Beispiel des Deutsch als Fremdsprache-Unterricht. Verfügbar auf: <http://www.lernen>
4. GELDSCHLÄGER, Jonas. Wortwuchs: Literarische Gattungen 2015 Verfügbar auf: <http://wortwuchs.net/literarische-gattungen/>
5. Die Verwendung authentischer Texte als Lehrmaterialien im Fremdsprachenunterricht: <http://www.unipotsdam.de/lv/index.php?idv=3582>
6. RYKALOVÁ, Gabriela. 2011. Německy psaný tisk v hodinách němčiny.: Práce s textem, vzorové analýzy, úlohy, didaktické testy. S. 9.
7. RYKALOVÁ, Gabriela. 2011 Německy psaný tisk v hodinách němčiny.: Práce s textem, vzorové analýzy, úlohy, didaktické testy., 2011. S.11
8. GOETHE INSTITUT. 2015. Authentisches Material [online]. [zit. 2015-06-07]. Verfügbar auf: <http://www.goethe.de/ins/fr/lp/prj/tpd/bul/aut/deindex.htm>
9. Furkat Mirvaliyev Shukhratovich. (2023). The Role of Literary Texts in Teaching Foreign Languages. Texas Journal of Philology, Culture and History, 14, 10–13.
10. Shukhratovich, F. M. (2023). THE MOST IMPORTANT ASPECTS OF READING IN FOREIGN LANGUAGE LESSONS. Open Access Repository, 9(1), 145-148.