



ROLE OF LITERARY TEXT IN TEACHING A FOREIGN LANGUAGE

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| Article history: | Abstract: |
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| Received: 26 th April 2021 Accepted: 10 th May 2021 Published: 7 th June 2021 | The article talks about the importance of using literary texts in teaching foreign languages. It is emphasized that it is the work with fiction that contributes to the introduction to the national-cultural specifics of speech behavior in the country of the target language; helps to form students' understanding of various spheres of modern life of another society, its history and culture. |
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In the process of teaching a foreign language, a significant role is played by acquaintance with the culture to which the target language belongs. Culture in this case implies a set of codes that are prescribed to a person certain behavior with its inherent experiences and thoughts. That's why knowledge of a foreign language always presupposes knowledge of these codes: cultural traditions of the people, its material and spiritual boundaries everyday social relations, his living conditions, realities, history, mentality (taking into account the perception of space and time, emotional state), philosophical and imaginative thinking, type of behavior, non-verbal communications, etc.

An important role in learning a foreign language, taking into account its cultural aspect is played by work with fiction - corpus of literary texts of a given language. Acquaintance and study foreign fiction must be included in the educational minimum for students. And since Literary text (here in after: LT) is its foundation the role of LT in this process is difficult to overestimate in this process is difficult overestimate. In this regard, LT has long been entrenched in the training program foreign language. Literary text is understood in the article as a separate highly individual work of artistic speech, written in a given language, as well as an integral unit in a system of similar texts. LT has long been firmly entrenched in the foreign education program language, and its role in the language learning process can hardly be overestimated.

When getting acquainted with the fiction of another people, students get an idea of the cultural codes that underlie the language, and acquire such foundations on which in the future they can rely on interpretation of text in a foreign language. Understanding LT in a foreign language serves as the key to the further successful development of linguistic and cultural subtleties and is a support in solving aesthetic and ethical issues, arising from the translation of a foreign text into the native language. Foreign LT, thus, as a bearer of a certain model of culture, helps more deep knowledge of a foreign culture, on the one hand. On the other, through constant comparison of the text with familiar, domestic realities, which promotes a deeper understanding of the native culture. In connection with the above, it is obvious that a significant place in a successful and effective the study of a foreign language is occupied by the translation of LT (both from a foreign language into native, and from native to foreign).

However, the experience of school teachers and university professors shows that in working with LT, there are a number of didactic problems. Primarily, this is the problem of a small amount of artistic material: the use of LT in learning a foreign language is sporadic (irregular, emerging from time to time) character. Exploring work with literary text in a foreign language, some authors note that LT is perceived by teachers as an additional, auxiliary material. The question of adaptation remains open for students text in a foreign language.

Based on the experience of practicing educators, we have formulated some questions that arise when using LT in the learning process foreign language.

First, can LT be an integral part of training? foreign languages? There are many reasons "for" and "against". Let us first consider the arguments "against" working with LT. Teachers complain more often the fact that working with LT takes a lot of their time, both in preparation and in the classroom and does not bring significant results. This kind of work from the point the teacher's vision is ineffective, since the results are distant character and objectively assessing them is difficult. For this reason, many teachers refuse this type of work, preferring other forms of learning. On the other hand, a number of the following arguments can be listed in the benefits of including LT in the process of teaching foreign languages:

1. LT can be a significant motivating factor in the process learning a foreign language.
2. LT is a source of knowledge of the history of the people and their language, their culture and traditions.
3. Working with LT significantly increases the vocabulary of students.
4. Poetic and poetic texts contribute to the assimilation of phonetics target language.

5. Even partial, superficial knowledge of foreign art literature and the ability to maintain a conversation on literary topics deepens communicative competence of students, contributes to the establishment contacts with native speakers, allows them to be translated in a better quality high level.

6. The teacher's creative approach to working with LT creates in the classroom an intellectual and emotional atmosphere conducive to deepening the relationship between students, as well as between teacher and students, that, undoubtedly contributes to the development of their personality.

7. Through working with LT, the student is to a certain extent aware of the fact that often a figurative expression or often a whole context works become a sphere, a background of daily linguistic communication.

8. Knowledge of fiction of other peoples creates in the mind students a certain alternative in relation to the official unified culture.

In our opinion, it is obvious that the arguments "for" outweigh the arguments "against". But, having agreed with this, we are forced to solve some important didactic questions. Here are the main ones:

1. Willingness and ability of future teachers to use LT in teaching foreign language.

2. What exactly to include in a textbook consisting of works fiction? Should LT be included in mainstream textbooks or publish separate books for reading? However, from practical experience teachers and authors dealing with this problem should that publishing anthology will not completely solve the problem of including literary texts in learning process.

3. If LT is introduced into the main textbooks, what functions will be performed LT in the general didactic concept of textbooks and how classes will be structured using them? Should teachers develop methodological guidelines for this? tricks or rely on your creativity and erudition?

All these questions can be answered only when it is clearly understood purpose and necessity of teaching a foreign language using fiction. Literary education in the native language forms its goals approximately like this: only the student's ability to communicate with fiction becomes cultural reading skills.

Is this a partial goal in teaching a foreign language? In the highest education, no doubt, yes!

The future teacher should acquire the so-called literary competence (knowledge of the history and theory of literature in didactic transformation). Without this, it is impossible to practice using LT in the classroom for students. And what about the initial stages of training? In this case gradual mastery of the ability to work with foreign art literature relies on acquired skills and the ability to analyze LT in native language.

LT, like other types of texts, acts in teaching a foreign language in two functions - as a tool and as a target. LT as a target acts as a serious motivating factor in learning a foreign language (moreover, both in secondary and high school). But how do you approach LT as a tool? In this case, different approaches are possible. Here are the most important ones:

1. LT as a source of linguistic and cultural knowledge is one of the types of educational texts that do not require a special form of work and you can work as with any narrative or reflective text. In its essence, this method is an interpreted approach (in the sense literary and scientific).

2. LT are quite specific and require a special technique and organization of the educational process. The teacher should encourage students to their own creativity in the choice of texts and stimulate their interest in them.

3. Students, first of all, must know and be able to analyze the basic literary texts of their native literature. And then use acquired skills in reading literature in a foreign language. Unfortunately, even in higher educational institutions, the teacher is often faced with the fact that students are sometimes unable to analyze LT. At best they can only analyze the work at the level of composition and images. Often, students have superficial or utilitarian (practical) approach, and it is limited only to events. Students sometimes cannot give a characterization of the text and are limited to retelling the plot. And only a small some students are able to characterize genre and stylistic features of LT. It is even more difficult to teach a student to find such elements of the text, which reflect certain artistic directions, school, style, era. This knowledge among students should be systematically developed and cultivate.

Perhaps it is difficult to stop at one of the approaches. The most reasonable, with our point of view, there will be a synthesis of the listed approaches. But after we have decided on the approaches, we must decide yet to resolve the issue proportionality of the creative and cognitive aspects, the question of which degree in the analysis and interpretation of LT requires a context, like a literary, and non-literary (theory, history of the critic, author's biography, social and historical background, etc.). But this is not the end of the circle questions that will arise before the creators of new textbooks and new training programs. In connection with the inclusion of LT in the main textbooks of foreign languages a number of specific practical problems arise. Further we let's list them and offer our vision of their solution:

1) Selection of authors and LT (compliance of LT with the age of students and their language and cultural competence).

The selection of literary texts should be such that a) it corresponded to the level of language knowledge and skills of students; b) the ability to comprehend and understand, above all, modern creativity; c) text value and interest students to it. Thanks to a careful selection of works by authors of different

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2) Methods and degree of adaptation of texts, vocabulary processing.

Practice shows that the vocabulary of LT in most cases exceeds the knowledge and skills of students, which often prevents the introduction of LT in the educational process. Are there ways to overcome these barriers?

3) These problems are closely related to the question of which language to use analyze and interpret foreign LT (in a foreign language, in a native or, if necessary, on both)? Full or partial analysis of chemotherapy for foreign language implies that students must be proficient in a certain literary terminology in this language in this kind of activity.

4) Development of techniques for working with chemotherapy and the degree of their gradation.

5) To solve the above issues, teachers should develop methodological techniques, taking into account the complex of tasks that they can solve, relying on their personal creativity and erudition.

You can find different ways to solve the problems presented and on our look, it is already important that they will be given due attention.

Some linguists have conducted and described in their research works experiments in the perception of literary text in the classroom in schools and universities. From which it follows that students in junior secondary schools prefer to listen to interesting texts, for example, fairy tales, rather than watch them on TV, forming vivid images in your imagination characters. While high school students prefer to watch a movie over TV, which does not make them think, because the visuals in the film free them from the need to imagine and think out their own, which they can often displace those images that have already formed after reading the work. Therefore, we can conclude that the feature of LT is imagery, which provides richness to this genre of literature.

Hence, when working on LT, independent units are distinguished as verbal image in which phonetic, morphological, syntactic, semantic level of the text. As an educational LT an exemplary work is proposed that arouses the interest of students.

I would also like to touch upon the issue of modernizing the education process and what place LT takes in it. In particular, what is the role in working with Medial means play with fiction? Students today can find on the Internet both original texts and information about authors, their main works, information on theory and history literature. Therefore, we believe that including LT in the learning process it is necessary actively use Internet resources. This, in turn, allows not overload textbooks with information accessible to all. However, medial funds cannot completely change the typical standard situation, since for a long time a person has been in direct contact with LT, whether he sound or written. It is very important to take into account the human factor, the very participation of the teacher in the educational process. And this fact is not worth it underestimate.

Thus, the adaptation of works of art on the one hand promotes the popularization of texts, but on the other hand, even the most the talented film adaptation does not convey the depth of the original LT.

So, in our article there are still unanswered questions in the use of LT in educational process, the solution of which is impossible within the framework of one article. But we are came to the conclusion that the use of LT in the process of learning a foreign language is necessary.

Modern linguistics considers the main task of teaching speech communication (i.e. production and understanding of texts). For selection literary text as educational material is taken into account communicative orientation of the text, its informativeness, integrity, connectedness and imagery of LT in comparison, which is considered the most information-rich material and the ability to convey type information (factual, evaluative, conceptual, emotive and etc.).

CONCLUSION

In the process of teaching a foreign language, as at the initial stage of training, and sequential, used in secondary, specialized and higher schools of a variety of literary text as a traditional material. The specificity of LT is that it is a verbal and non-verbal components. In this case, the question arises about the influence the ratio of verbal and non-verbal components to perception, understanding of foreign text and message of students. This provides compliance with the principle of feasible difficulty and availability of tasks, taken into account individual pace of work of each student. Requirements for results linguocultural training of students should be expressed in the ability learners to use the languages they are learning in a real intercultural communication (in socio-political, economic, ethnocultural the context of the development of society).

Language education is essentially a process of moving from goal to the result. This process is aimed at introducing students to new things for them as a means of communication, on their knowledge of someone else's culture and understanding their own ethnocultural origins of their people, instilling in them a readiness to dialogue and at the same time tolerance towards other languages and crops.

In the interpretation of LT of a foreign language text, the leading role is played by the "cultural" factor. It is he who is the prerequisite for background knowledge, without which deep perception of a work of art is impossible.

CULTURAL

The situation of each country is unique and has many nuances unknown for a bearer of a different culture.

The material for the formation of such intercultural competence is "Linguocultural competence". Naturally, in elementary and household levels, one cannot talk about a full-fledged dialogue of cultures, this is real only at advanced stage of training.

LT, which has a national and cultural identity and appears as carrier and source of information about the world, as a source of aesthetic information and as the actual linguistic information. Therefore, the interpretation foreign language chemotherapy requires an integrated approach, in which the leading role the "cultural factor" plays. In scientific research, a wide the method of using language data to assess and comparison of cultures.

The task of a foreign language teacher is to promote the formation of linguocultural communicative competence of students and enriching their speech with figurative and lively phraseology.

Modern innovative approach to teaching a foreign language involves the development of students' abilities for self-selection various texts from elementary to more complex, the plots of which interesting and close to pupils and students. It is very important to consider here competent and efficient work with the dictionary and methods of language guessing. The results of learning a foreign language are determined by the combination systematic control by the teacher and self-control students.

SUMMARY

The article is devoted to the problems of working on a literary text on foreign language classes. It analyzes the reason why many teachers refuse to recommend the use of LT in the learning process foreign language, emphasizes the need to form literary competence of future teachers in the framework of their professional preparation, because without such specialized training, they will not be able to develop in their students the skills of communication with a foreign language artistic text.

The author seeks to form the most important didactic questions and norms, associated with the work on a foreign language literary text and in the future expand the discussion on this topic.

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