

THE USE OF FICTION TEXTS WITHIN THE CONTEXT OF READING LESSONS

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Abstract: *the article is devoted to the problems of working on with fiction text in the lessons of foreign language. It analyzes the reason why many teachers refuse to recommend the use of FT in the learning process of foreign language, emphasizes the need for literary competence of future teachers within their professional preparation. Without such special training, they will not be able to develop their students' ability to communicate in foreign languages.*

Keywords: *culture, knowledge, aspect, fiction, experience, fiction text (FT).*

Getting acquainted with the culture which belongs to the language being studied plays a significant role in the process of teaching foreign language. Culture in this case involves a set of codes that prescribe to a person the certain behavior with his own feelings and thoughts. That's why knowledge of foreign language always assumes knowledge of these codes: cultural traditions of the people, its material and spiritual boundaries in everyday social ties, its life conditions, realities, history, (taking into account the perception of space and time, emotional state), philosophical and figurative thinking, the type of behavior, non-verbal communication and etc. An important role in the study of a foreign language, taking into account its culturological aspect is working with fiction [1].

When acquainted with the literature of another nation, students get an idea of the cultural codes that underlie the language, and they acquire such foundations, which they can later rely on interpretation of the text in a foreign language. Understanding FT in a foreign language serves as a key to further successful development of linguistic and cultural subtleties and is a supports in solving aesthetic and ethical issues in the translation text from foreign into the native language.

On one hand foreign FT, thus, as the carrier of a particular cultural model, helps deeper perception of foreign culture, on the other hand, through constant comparison of the text with familiar realias belonging to motherland, person who undertakes this process may possess thorough understanding of his native culture [2].

However, the experience of most teachers shows that in working with LT there emerge a number of didactic problems. First of all, this is a problem relating to the length of literary material: the use of FT in the teaching of a foreign language is periodic. Due to the Investigation of fiction text in foreign language, some authors note that FT is perceived by teachers as an additional and supplementary material. As before, the issue of text adaptation in foreign language remains open. Based on the experience of practical teachers, we formulated some questions that arise when using FT in the learning process of foreign language.

So, can FT be an integral (integral) part of the teaching foreign languages? There are enough arguments for and against. First let's take a look at the arguments "against" closer. Teachers complain more often to the fact that working with FT takes a lot of time, both in preparation and in the classroom and does not bring reliable results. This type of work from the point of view of teacher is ineffective, because the results have a remote character and fair evaluation is difficult. For this reason, many teachers refuse this type of work, giving preference to other forms of teaching [2].

Nevertheless, there is a possibility of listing a number of the following arguments for the benefit of FT in the process of teaching foreign languages:

1. FT can be a significant motivating factor in the process learning a foreign language.
2. FT is the source of knowledge about the history of the people, its language, culture and traditions.
3. Working with FT considerably increases the vocabulary of participants.
4. Poems and poetic texts contribute the assimilation of phonetics of the language being studied.
5. Even partial, superficial knowledge of foreign literature and the ability to support conversation on literary topics deepens communicative competence of participants, helps to establish contacts with native speakers, allowing them to be translated in a better and high quality [3].

All these questions will find their answers only when the purpose of teaching foreign language using fiction is clear.

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

References

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