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LITERARY TEXT AS A MEANS OF TEACHING ENGLISH CULTURE

This article examines the teaching of English culture alongside English through literary texts. It is noted that English, which is accepted as lingua franca in the world, is considered to be the main source of various linguistic and aesthetic information, and the literary text plays a key role in the teaching of English as a foreign language. It is emphasized that the work on literary texts helps students to develop sensitivity and aesthetic perception of the English language. It is noted that the main purpose of literary texts is to acquaint senior students with the speech of the speaker and prepare them for live communication, assignments prepared in accordance with the literary fragment create the basis for students to be ready for English speech and real communication. An example is presented by working on the literary text given in the Communicate textbook. The results of the work on the literary text are analyzed. It is emphasized that the attractiveness and emotionality of the content of literary texts increases the interest in teaching, forms and strengthens the motivational factors for students to express their opinions.

The purpose of the research – One of the main purposes of teaching English through literary texts is to teach students to comprehend texts and present them in English with their own expressions in communication with the native speaker. Therefore, the literary text should be the most important teaching unit for teaching speech skills in universities.

Keywords: literary text; communication; culture; native speaker.

Introduction. Teaching English has always been closely related to the study of the culture of the country of the target language. For this purpose, all available authentic teaching aids were used, including literary texts.

At the present stage, in the era of propaganda in the world of ideas intercultural communication [1], intercultural approach to learning, new trends are reflected in the methods.

As the main source of a variety of linguistic and aesthetic information, literary text is central to teaching English as a foreign language. Working on literary texts helps to develop sensitivity to the English language, reveals its deep layers, contributes to the development of English speech, the perception of the intonation-rhythmic structure of the English language, as well as the aesthetic comprehension of the problems posed. Human culture depends on the ability to understand fiction, to communicate in a given language.

Formulation of the problem. At the university, work on literary texts is generally episodic and is not conducted as a single

system for learning language and literature. In our view, this system should be based on the transition from ordinary texts to literary texts, the formation of speech skills, competencies, the development of speech skills and the acquisition of language and literary concepts.

Research objectives. As the analysis of English textbooks used at the Azerbaijan University of Languages shows, the experience of university teachers, the content, forms and means of work on the development of monologue speech of Azerbaijani students do not fully meet the objectives. Today's level of education is not satisfactory for mastering the English language. The observed level of monologue speech is sufficient only to repeat what is read or heard. Such speaking skills in education, especially in the absence of an English speaking environment and the fact that English lessons are the only place for students, do not help to fully apply speaking skills and educated speaking skills in real life, to communicate in English at the desired level.

Texts in English and their study are communicative in accordance with the program at the university. This approach promotes the formation of communicative competencies, but also forms the basis for the development of communicative skills in students through specific forms, information delivery and analysis of literary texts. Texts allow you to learn more English.

This means that one of the goals of teaching English is the following: to teach students to perceive texts and generate them (their own statements) in English. Therefore, the educational text should be the highest unit of teaching speech activity in universities (Def. Kudryavtseva). Linguistic literature discusses the question of whether a text is a unit of language, or it is a unit of speech (Halperin, etc.) [2].

The main part. When creating a text, the initial is the practical activity of people (extralinguistic factors that determine the set of linguistic means adequate to a certain area of communication). It is natural to teach the creation of a text (own statements) of a student using the example of ready-made sample texts. A literary text has all the linguistic, aesthetic-communicative means capable of determining various areas of communication, in the educational sphere it can become a unit of learning and, thus, can contribute to the creation of statements participating in educational communication. In addition, the artistic text, performing the function of influence (in the sense of

Vinogradov) an aesthetic function, is also a means of educating students.

L.B. Shcherba has already drawn attention of researchers to the paramount importance of literary texts for teaching perception and understanding of the factors of the target language. To achieve the above goals, it is necessary to make sure that teaching English reaches the level of a single purposeful process and takes place in a certain harmony: is it possible, for example, that teaching students the ability to express their thoughts coherently takes place constantly, from lesson to lesson, and not only in development lessons speech? Is it possible that the formation of spelling and punctuation skills and abilities does not come down to memorizing classification and rules, but helps students to correctly use the English language in all spheres of its application, contribute to the development of the linguistic aesthetic ideal, awareness of the richness of the English language and the desire to master this wealth? The tasks are extensive and the study time is limited. In this context, it becomes especially relevant to refer to the works of English classics not only in literature lessons, but also in all English lessons [3].

This allows you to activate the learning process, make it deeper and more fruitful, establish interdisciplinary connections between the English language and literature course, create real, preconditions for a more thoughtful, more conscious reading of the literary text.

Insufficient development of the problem of interrelated study of language and literature in the general education system in relation to students of Azerbaijani universities determines its relevance.

The aim of the work is to determine the methodological system of working with literary text in the senior courses of the Azerbaijan Universities and to experimentally test the effectiveness of this system.

To achieve this goal, it was necessary to solve the following tasks:

- 1) To look at the theoretical-linguistic, psychological and pedagogical bases of working with the literary text in English lessons;
- 2) To analyze samples from textbooks, programs, teaching aids to determine the place of the literary text in the implementation of the goals and objectives of the training;
- 3) To determine the level of students' speaking skills when working with a literary text and their existing skills in the linguistic analysis of a literary text;

4) To determine tasks for the interrelated teaching of English language and literature on the basis of the material of the literary text;

5) To test the effectiveness of the developed methodology in practice.

The *Communicate* [4] textbook prepared by Azerbaijani scholar G. Huseynzadeh for English language faculties of universities consists of the presentation of fragment taken from literary text and not adapted. The purpose is to acquaint senior students with the speech of the speaker and prepare them for live communication. Assignments prepared according to the literary fragment prepare students for English speech and real communication. During the presentation of the book, the author himself notes: *“The texts are designed to be interesting and inspiring, but most importantly, they are designed to put the language being studied in a natural communicative context. It should be noted that when you first read or listen to a text, you may not notice any special language. In real life situations we read and listen not for particular language, but for meaning. These texts are intended for both”* [5].

The study is based on the following hypothesis: if the process of teaching English in universities is carried out on the material of a literary text, then this will contribute to

- more purposeful and effective formation of the English speech of Azerbaijani students;
- increasing their cultural level;
- development of students' interest in English literature.

Subject to the minimum number of necessary conditions, working with literary text opens up broad methodological prospects. In defining the basics of working on a text in the aspect of the development of coherent speech, one cannot but take into account some criteria and categories of text linguistics. is a multilevel and complex phenomenon of language and speech. The need to use literary texts as a base for the development of speech is justified by the following circumstances:

- the content of the text gives the subject of the statement common to all students

Literary text;

- allows predicting a certain volume and type of statement;
- the fascination and emotionality of the content of works of the literary text increase interest in educational work, form and strengthen the motivational factors of expression.

A comprehensive analysis of this teaching tool, the study of psychological, pedagogical and methodological literature on this issue, lead to the conclusion that a literary text can

successfully play this role. It is an effective means of teaching the English language, which makes it possible to form the communicative, regional and linguistic skills of students, and at the same time contributes to the literary development of students in universities, familiarizing them with the riches of English classical and modern literature. It is important to note that in the process of studying literary texts, the formation of all three aspects of communicative competence and literary skills can occur simultaneously, they organically merge into a single whole.

Considering the problem of integrating the English language and literature in universities from the point of view of the achievements of modern psychological and pedagogical research, we are convinced that there are all the necessary prerequisites for establishing this form of relationship between them: these subjects are characterized by common goals, content, in the process of teaching them they can the same methods, techniques and teaching aids be used.

Moreover, the goals facing these disciplines require their close interconnection, cannot be fully realized without its implementation. As a result of the study, we came to the conclusion that it is advisable to take into account the following main criteria in the selection of educational literary texts:

- small volume and completeness of the fragment;
- representativeness, sufficiency of the text for work on the development of speech and presentation of grammatical material;
- clarity and certainty of the problem;
- information richness and novelty of the material;
- the degree of its availability; - artistic and educational value.

The conditions ensuring the availability of work with literary texts in order to develop coherent speech are:

- the use of small-volume literary texts to develop listening skills and perception of the text as a whole;
- development of reproductive and productive speech skills based on small literary texts.

Approbation of research results. Let's take a look at the literary text "On Marriage" (by G. Mikes) used in the third year from the textbook *Communicate* and the tasks related to it:

Marriage differs from love. It is a good institution but I must add that a lot depends on the person you are married to. There is no such thing as a good wife or a good husband – there is only a good wife to Mr.A. or a good

husband to Mrs. B. If a credulous and gullible woman marries a pathological liar, they may live together happily to the end of their days – one will tell lies, the other will believe them. A man who can't live without constant admiration should own "God you are wonderful" type of woman. If he is unable to make up his mind, he is right to wed a dictator. One dictator may win in marriage. Two are too many. Everyone can get to matrimonial happiness. It is all a matter of choice. One should not look for perfection, one should look for complementary half of a very imperfect other half. If someone buys a refrigerator, he never thinks that it is a bad refrigerator because he can't play gramophone records on it; nor does he blame his hat because it doesn't possess a capability of being used as a flower vase. But many people who enjoy their stomach marry their cook or a cook – and then blame her for being less intelligent and witty than George Sand. Or a man's mind may be occupied with the anxieties of making everybody take interest in his wife's beauty and elegance, marry a mannequin and be taken aback to discover in six months that she has no balanced views on the international situation. Another marries a girl only and exclusively because she is seventeen and fifteen years later says he had been had. Or again if you marry a female bookworm, who knows all about the gold standard, you must not blame her for being somewhat less beautiful than Marilyn Monroe. And if a lady marries a title or a bank account, she must not blame her husband for not being romantic hero of Errol Flynn type. You should know what you buy. And as long as you do not play records on your refrigerator and do not put bunches of chrysanthemums into your hat, you have a reasonable chance of so-called happiness [4, p. 20].

1. Matching

In pairs, make a phrase by matching the correct words and phrases. Try to do it without looking at the text.

- | | |
|------------------|------------------------------|
| 1) a lot depends | a. of choice |
| 2) win | b. for perfection |
| 3) unable | c. on the person |
| 4) get | d. a capability |
| 5) matter | e. in marriage |
| 6) look | f. to make up one's mind |
| 7) possess | g. to matrimonial happiness |
| 8) enjoy | h. with the anxieties |
| 9) be occupied | i. one's stomach |
| 10) marry | j. a title or a bank account |

2. Story telling practice.

1. Read the text sitting down
2. Do it without the script as much as possible, until you feel comfortable.

3. Pair work. What's another way of saying:

1. Marriage is a good institution but a lot depends on the person you are married to.

2. A man who can't live without constant admiration should own "God, you are wonderful" type of woman.

3. If the man is unable to make up his mind, he is right to wed a dictator.

4. Everyone can get to matrimonial happiness.

5. One should not look for perfection, one should look for the complementary half of a very imperfect other half.

6. Many people who enjoy their stomach marry their cook or a cook and then blame her for being less intelligent and witty than George Sand.

7. A man's mind can be occupied with the anxieties of making everybody take interest in his wife's beauty and elegance, marry a mannequin and be taken aback to discover in six months that she has no balanced views on the international situation.

8. Another marries a girl only and exclusively because she is seventeen and fifteen years later says he had been had.

9. You should know what you buy.

10. As long as you do not play records on your refrigerator and do not put bunches of chrysanthemums into your hat, you have a reasonable chance of so-called happiness.

4. Role play. Do you have any comment?

Work in pairs with the following information. Prepare alone for a few minutes.

1. Recently my life crashed and burned, with a great husband, three terrific kids, I generally feel blessed and grateful. But in the space of a few days, my happiness lay in ashes. What happened? Nothing. Except that I had, in quick succession: visited a friend's new five-bedroom house; and gone to lunch with a group of women who were companionably trading tips about the best places to get lunch handbags? ... in Paris. And suddenly my life felt empty.

2. According to researches in the new field of psychology, our happiness depends on surprisingly trivial and often changeable things. What's more, the scientists say, we may be looking for joy in all the wrong places and overlooking some obvious and easy-to-come-by sources.

3. Happiness plummets if you compare your lot to what you think you should have or could have had. You should know what you want – which it turns out, many of us often don't.

5. Writing activities.

- 1) Write a report of the story you have just read.
- 2) Describe someone who can't live without constant admiration.
- 3) Write an imaginary description of
 - a) a good wife
 - b) a good husband
 - c) happy family
 - d) unhappy family
 - e) "a title or a bank-account"
- 4) The story you have just read is written in the present tense. Rewrite it in the past.
- 5) We have come to an exciting point in the story. Write down what will happen next, and why.

6. Pair work

In pairs choose one of the following ideas. Then write pros and cons in the grid.

1. One dictator may win in marriage. Two are too much.
2. One should not look for perfection. One should look for a complementary half of a very imperfect other half.
3. You should know what you buy. There is no such thing as "a good wife" or "a good husband."
4. Marriage is a good institution but a lot depends on the person you are married to.
5. Marriage differs from love.

Arguments for	Arguments against

7. What do you think?

1. What point is the writer making in the last paragraph? Do you agree?
2. The story deals with quite a serious subject, but it is written in a humorous way. Find in the text examples of this.
3. Read the story again and mark it like this:
 - *I agree this is a real problem.
 - **The problem is not worth worrying about.
 - ◆I don't think that this is a problem.
 - ?I don't quite understand the point that the writer is trying to make.

Compare your reactions with a partner's.

8. Discussion.

Using phrases from this unit discuss at least one of the following subjects in pairs. Use the following questions:

- 1) What is the problem described in the story?
- 2) Do you think the writer is much too worried about family matters?
- 3) What is the writer's attitude to problems of love and marriage?
- 4) Work in groups of four. List the advantages and the disadvantages of getting married.

5) Describe:

- a) a happy marriage couple
- b) an unhappy family
- c) a man you know who has married his wife only and exclusively because she is seventeen.
- d) a lady who has married her husband for his being a title or a bank count. Do they live happily?
- e) Do you share the writer's idea that marriage differs from love?

9. Write an essay on one of the following topics.

1. How would you describe a family where members get on most things?
2. The advantages and disadvantages of the arranged marriage.

Do you accept it or resent it?

1. What role do the various people play in the wedding?

According to the textbook, such work on literary texts, the ability of students to express themselves freely and creatively in the target language, the ability to develop critical thinking with arguments, in short, creates the basis for the preparation of natural speech.

The analysis of textbooks and programs indicates a discrepancy between the proposed learning goal –communicative, and its implementation. The texts presented in the English language textbooks are only illustrative material that makes it possible to implement the program requirements for the study of grammar: the exercises do not contribute to the development of communicative skills and abilities in creating an unprepared statement.

To determine the students' perception of unadapted and adapted literary texts, the formation of their ability to build a monologue statement, the possibility of studying linguistic phenomena on the basis of the educational literary text, an ascertaining section was carried out, which resulted in the following conclusions:

1. Based on the material of educational literary texts, it is possible to study any grammatical topic set by the English language program.

2. Depending on the stage of training and the preparedness of the student, texts with varying degrees of adaptation should be presented in English lessons. In the senior years of universities, the educational literary text as a teaching material should not be subject to adaptation. For work in junior courses, it is possible to recommend an educational literary text with an average degree of adaptation.

3. When selecting educational literary texts for senior courses, preference should be given to narrative texts, narrative texts with elements of description, reasoning. The proposed exercises and tasks (were) aimed at improving the skills of creating an unprepared statement.

The results of the study give sufficient grounds to assert the following:

1. Being a generally accepted unit of learning both in the methodology of teaching foreign languages and in the methodology of teaching English as a non-native language, the text, obviously, is more conducive to the use of linguistic means in educational speech activity than the word and sentence. Along with other texts (scientific, journalistic, newspaper information), which are found in textbooks on the English language, artistic non-adapted educational texts should become the material for teaching English to senior students in universities.

2. The results of the study confirmed the correctness of the assumption that the literary text (educational) promotes the activation of the skills and abilities of oral speech, improving the English oral speech of students in senior courses.

3. Taking into account the richest methodological potential of the literary text in teaching the language and the difficulties of perceiving these texts by students, in no way simplifying the teaching material to primitive, it is still necessary to accompany the educational literary text with lexical preparatory work in order to adequately perceive the ideological and emotional content of the students and as a consequence of this, successful inclusion in the process of mastering the skills of speech activity in English.

Conclusion. Summarizing the above, it should be noted: the use of a literary text in an English lesson has a number of indisputable advantages and opens up unlimited possibilities for purposeful and fruitful work both in the English language and in literature, not to mention the fact that the use of the texts of English classics allows you to increase the general intellectual level of students, at least partially to introduce them to the great national heritage of English culture.

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ЛИТЕРАТУРНЫЙ ТЕКСТ КАК СРЕДСТВО ОБУЧЕНИЯ АНГЛИЙСКОЙ КУЛЬТУРЕ

Аннотация. В статье исследуется преподавание английской культуры наряду с английским через литературные тексты. Отмечается, что английский язык, который в мире признан лингва-франка, считается основным источником различной лингвистической и эстетической информации, а художественный текст играет ключевую роль в преподавании английского языка как иностранного. Подчеркивается, что работа над художественными текстами помогает студентам развивать чуткость и эстетическое восприятие английского языка. Отмечено, что основная цель художественных текстов - познакомить студентов старших курсов с речью носителя языка и подготовить их к живому общению. Задания, подготовленные в соответствии с

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литературным фрагментом, создают основу для подготовки студентам к английской речи и реальному общению. В качестве примера приведена работа над художественным текстом из учебника «Communicate». Анализируются результаты работы над художественным текстом. Подчеркивается, что привлекательность и эмоциональность содержания художественных текстов повышает интерес к обучению, формирует и усиливает мотивационные факторы для выражения студентами своего мнения.

Ключевые слова: художественный текст; общение; культура; носитель языка.

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