

**2-CEKCIYA. ZAMANAGÓY LINGVISTIKA HÁM SALISTIRMALI TIL BILIMI
MÁSELELERI**
**SECTION-2. PROBLEMS OF MODERN LANGUAGE SCIENCE AND COMPARATIVE
LINGUISTICS**

USING LITERARY TEXTS IN DEVELOPING INTERCULTURAL COMPETENCE

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The introduction into language teaching of intercultural competence and the notion that learners will acquire intercultural communicative competence is now well established in theoretical writings, and in policy documents in many countries. There have also been writings by teachers on how they realize these ideas in practice. In many cases, teachers have managed to bring their learners into contact with learners from other countries through the internet. This is a relatively new approach and gives immediacy to the learning process, but it is important to remember that other approaches are well established, including the use of literature, and this article focuses on the use of literary texts in developing intercultural competence. [1;144]

Foreign language learners do not get adequate exposure to literary texts, especially non literature courses learners, which makes them unaware of other cultures' norms. Neuliep stated, "Edward T. Hall is known to be the first to use the term 'intercultural communication' in his work." [4;214] The use of literature and literary texts is vitally indispensable and essential to any language teaching, especially to English as a foreign language learner. It would be sufficient even if it provided much more than just authentic texts. Literary texts, which serve as the best example of language use, provide learners with realistic models of topics, characters, and activities to see how language structures are used to accomplish various tasks that are hardly covered in English for Specific Purposes (ESP) curriculum. The learners are interested in reading literary texts and correlating the situations with their real-life experiences. The learners eventually consciously gain knowledge of cultures expressed in the literary texts, which expands their horizons of thinking. Duff and Maley resoundingly affirm in their "Foreword" to Literature that carefully selected literary texts offer ample content and materials for language acquisition because they advance students' ethnic and societal knowledge and understanding, make emotional appeals as much as the reason, encourage personal growth, and, most importantly, inspire and stimulate learning. [2; 95]

The transfer of similar literary texts and activities based on fiction, or non-fiction, short stories, novels, poetry, plays, etc., in infographics, video, audio, and dramatic forms facilitate teachers' and learners' exercise on virtual platforms. The literary texts may be selected from Shakespeare, Whitman, Hawthorne, Keats, Wordsworth, Ruskin Bond, or other inspiring writers. The teacher creates opportunities for learners to review, analyze situations, and discourse on selected literary texts, which unconsciously develops their intercultural awareness and knowledge of language skills. The teacher eventually may remix, rearrange and improvise the selected activities around the text, and these usages encourage the students to involve and engage in thinking about the given problems critically and creatively, and provide them ample exposure to other cultures, a plurality of individuals, and affect their attitude, perceptions, and behaviors. Adapting literary passages into a newly created digital world or paper form matches the interests of students who already have electronic gadgets and devices that use online applications. Students' consistent participation in truly chosen activities leads to numerous changes that shape their curiosity, innovative instincts and identity, creating a new virtual cultural space. Students soon feel comfortable interacting with people from different cultures and nations, which does require more attention and research to provide guidance to stakeholders on how to further use authentic literary texts to promote multicultural discourse and target language use in virtual environments, as well as how it affects everyone, especially language learners.

New generation learning English as a foreign language is tech and social media lovers; however, the notions of interaction, literature, language, and culture are often perceived differently. Although they adore technology and social media, they frequently have distinct perspectives on discourse, literary studies, language, and societal values. Virtual reality and social media space usage consume the maximum time students across institutions spend daily interacting with their friends, teachers, and families and revealing parts of their identities. The researcher argues that literary texts and lexical usage in virtual worlds can transform learners' societal awareness and individuality, depending on their needs.

As Nurjan Jalgasov mentioned proverbial constructions can be expressed by the structure of simple or compound sentences. It should be noted, that the majority of proverbs are simple and laconic sentences which have deep meaning. Long proverbs are difficult to remember in memory, that's why they fall out of everyday use. As for short proverbs, they are very popular and are widely used in speech and texts [3].

Using technical knowledge in combination with literary concepts and ideas can be helpful in transforming their perceptions, behavior and language skills to create a new cultural space. In addition, the document emphasizes and envisages that students will use literary knowledge on social media to develop intercultural communication. Language teachers who wish to adopt a novel approach in virtual and real classroom settings may adopt the new curriculum. The study shows that while some views encourage teachers to reflect on and objectify their current understandings of good teaching practice. Others views enable teachers to scaffold literary texts based on virtual and digital space learning and thus bridging the long-standing gap between the theory and practice in gaining intercultural knowledge that teachers and learners have long grappled with. The study concludes that in light of cutting-edge educational philosophies and approaches for teaching foreign languages, the pedagogical opportunities in the utilization of literary texts in the digital environment allow for encouraging cross-cultural discourse. To promote more international communication, tolerance, and acceptance, the study suggests academia embrace an innovative and advantageous perspective.

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NAQIL MAQALLARDA QIRQ NUMERATIV BIRLIGINIŇ QOLLANILIWI

A.Aimuxammetova

Nókis mámleketlik pedagogikalıq institutınıń 1-kurs tayanış doktorantı

Til milletin' o'zine say o'zgesheliklerin ha'm ma'deniyatin sa'wlelendiredi, a'sirese naqil maqallardin' sol milletin' milliy ha'm ma'deniy o'zgesheliklerin sa'wlelendiriwde orni u'lken. Naqil maqallarda tek g'ana xalqtin' u'rp-a'detleri ha'm milliy tu'siniklerin g'ana emes, ba'lki ta'riyxiy orinlar, belgili insanlar ha'm belgili personajlarda o'z ta'riypin tapg'an.

San naqil maqallar quramında kelip o'zinin' matematikalıq ma'nisin g'ana emes, belgili birzattin', qubilislardin' tu'siningiretinde ha'mde simvolliq ma'nide qollaniladi. Naqil maqallar quramında bir, jeti, tog'iz, qirq ha'm min' sanlari qollaniliwi tilimizde ko'p gezlesedi. Ha'mmesi xaliqtin' a'yyemgi waqitlardag'ı isenimlerin, tu'siniklerinen kelip shiqqan.

Qirq sani ko'pshilik tu'rkiy tillered ha'm esteliklerde usi formada ushrasadi. V.A. Gordlevskiy qirqtin' bir waqitlari diniy so'z bolg'anin ha'm "ko'p" degen ma'ni an'latqanin ko'rsetedi. L.Jala yha'm N. Borxanova 40 tin' tu'biri qir (поле) bolg'an dep, oni qiriy yag'niy qiyir (крайний) so'zleri menen baylanistiradi ha'm "qirq" so'zi ju'da ko'plikti, sansizliqti bildiredi. [1;19] Bul san ko'pshilik tu'rkiy tillerdegi siyaqli, qaraqalpaq tilinin' naqil maqallarında ko'plep ushrasip, belgisiz bir