



# The Language Didactic Potential of a Poetic Text in Modern Theory and Methodology of Foreign Language Teaching

Sheraliyeva Shaxnoza  
Irkinovna

Tashkent State Transport University  
Senior teacher of the Department of foreign languages  
Orcid: <https://orcid.org/0000-0001-5327-3596>

## ABSTRACT

This article examines the language didactic potential of a poetic text in the context of modern theory and methodology in foreign language teaching. Foreign language teaching has evolved over the years, adapting to new theories and methods to improve language learning outcomes. One area that has received great recognition is the use of poetic texts in foreign language teaching. Poetic texts offer unique linguistic and cultural perspectives that can engage learners and facilitate language acquisition.

## Keywords:

poetic text, promote listening comprehension, vocabulary expansion, phonetic awareness, linguistic skills, rhyme-sociability, poetic genre, didactic poetry, evaluate activities.

**Introduction:** Poetry has long been considered an artistic form that condenses and expressively captures emotions, thoughts, and cultural nuances. When integrated into language instruction, poetic texts provide learners with a deeper understanding of the structure, vocabulary, and cultural context of the target language. By analyzing the language, form, and meaning of poetic texts, students develop valuable linguistic skills and cultural competence. A poetic text presents language in a structured and rhythmic form and is therefore an ideal tool for developing various language skills. The intricacies of rhymes, meters, and images promote listening comprehension, vocabulary expansion, and phonetic awareness. Additionally, the use of literary devices such as metaphors and symbolism helps learners develop their interpretive skills and improve their understanding of figurative language. This improves their ability to express themselves more creatively and fluently in the target language. Poetry is a reflection of a society's values, traditions, and historical background.

By analyzing poetic texts from different eras and cultures, learners gain a deep understanding of the cultural nuances embedded in language. Studying poetic texts helps students explore the cultural subtext, social context, and emotions evoked by the language used. This promotes cultural awareness and sensitivity while promoting intercultural communication skills, which are essential for effective language teaching.

**Literature review.** Many methodological studies indicate that the use of poetry in teaching a foreign language is necessary for a deeper and more complete mastery of this language. The appeal to history reveals the existence of a special poetic genre - didactic poetry, which since ancient times has conveyed the learned information to students in verse form. In ancient times, poetic language was considered nobler than prose, it helped to elevate the soul and thoughts (e.g. Hesiod's "Works and Days"; poetic descriptions of physical phenomena and the laws of the universe by Empedocles; didactic and poetic

factories). by Parmenides, Aratus, Callimachus, Horace; didactic poetry by N.Boileau, J.N.Delille, D.Diderot, J.J.Rousseau, J.F.Saint-Lambert, M.V.Lomonosov, M.M.Kheraskova, A.P.Sumarokova, etc.). The language-didactic value of the pedagogical poetic text was assessed in the middle of the 19th century, when, according to A.A. Ivanov, the method of "rhyme-sociability" was developed and used in foreign language lessons in St.Petersburg[1]. However, at the same time, it should be noted that didactic poetry in foreign language lessons is far from occupying the first place among teaching aids, since for several obvious reasons, preference is given to authentic artistic texts.

Any text, including poetry, is an integral part of speech communication, a product of human speech activity. The text "possesses the unity of topic and concept, relative completeness, coherence, integrity, internal structural-syntactic (at the level of a complex syntactic whole and sentence), compositional and logical, unambiguous and pragmatic attitude"[2]. The text is also endowed with ideological and semantic meaning, structural completeness, and communicative orientation[3]. However, a poetic text, in addition to the above-mentioned general properties inherent in any text, has a certain specificity, which is due to a special way of organizing the text, which represents an aesthetically organized system in which the form obeys the author's aesthetic intention[4] is one of the highest forms of linguistic existence.

With the help of specific linguistic means, rhythmically divided into words, phrases, and phrases, the poetic text evokes different feelings in the reader, creates images, and makes it possible to interpret the individual perception of the world and society. "The peculiarity of a poetic text is that the actual matter of language focuses on the attention and interest of the author/recipient; A poetic text is created not only to convey the content but above all to create a pattern, "substance from linguistic means"[5]. From a language didactic perspective, poetry has a strong cognitive, developmental, and educational power[6].

Poetic texts are used in teaching from various aspects: educational, cognitive, developmental, and educational. The pedagogical aspect is associated with the study of the phonetic, lexical, and grammatical aspects of poetic texts; cognitive, developmental, and pedagogical aspects – with the development of their cultural content and personal understanding.

When analyzing the possibilities of using poetic texts in foreign language lessons, both linguistic aspects of their design and psychological motives for the creation of a poem based on the author's attitude to reality are taken into account [5]. Of particular interest in learning a foreign language is the poet's worldview as a representative of his culture, his thinking, and his logic, which is reflected in the work. "The ideological concept of the poet, the "unreal (poetic) world" created by him does not even reflect the era, but the ideals and aspirations characteristic of its representatives, which are of particular interest to a foreigner and allow him to look. "Look at the lives and dreams of native speakers"[7]. In their research, E.I.Passov and E.Sepir conclude that the poetic text is a means of assimilating a foreign linguistic culture in the form of "individually learned values"[8], V.G.Kostomarov emphasizes its ability to "cultural and linguistic taste" of the students[9]. T.A.Nguyen about their potential in the formation of "language sense" and "language rates", in expanding the vocabulary of students[10].

**Research methodology.** Z.I.Klychnikova writes that the use of poetic works in the language didactic process conveys cognitive, evaluative-emotional, and motivational-arbitrary information that stimulates the mental activity of students through a variety of associations related to their personal life experience and influence and evokes empathy in their emotional sphere and development of imaginative thinking[11]. Rhythm, sound, verbal, and poetic composition of the poem contribute to the assimilation of the studied linguistic material (phonetics, rhythm, vocabulary, grammar) at both a conscious and subconscious level. "Reliance on the integrative

function of rhythm in any type of human activity, the rational use of the verbal and figurative in thinking, the activation of mechanisms of the psyche such as attention and memory shape the attitude of students to creative knowledge" [5]. Rhythmic helps to perceive the text holistically, since it is a special artistic technique that responds to the reader's physiological processes - articulation, breathing, heartbeat, movement movements. The musicality of a rhythmically organized language reflects the artistic and semantic value of the poetic text and embodies the author's intention to realize his aesthetic goal. Rhythmic, together with intonation, brings a poetic work closer to a musical work, since the basic tone of the phrase (melody of speech) and other prosodic elements (phrasal stress, duration, tempo, pause, rhythm) change, which contributes to the development of auditory and Pronunciation skills as well as imaginative memory form the emotional sphere of the student [10].

**Analysis and results.** Poetic texts encourage learners to think critically and interpret meaning beyond the literal level. Analyzing poetic devices, deciphering symbolism, and understanding metaphors require learners to engage in higher-level thought processes. This promotes cognitive development and encourages students to think creatively and express ideas in unique and imaginative ways. Additionally, the emotional and aesthetic aspects of poetry stimulate personal connections and self-expression, resulting in a more engaging and motivated language learning experience. Incorporating poetic texts into language teaching can be done through various activities and approaches. Teachers can organize poetry readings, conduct analysis and interpretation exercises, and encourage students to write their poems. Additionally, technology can provide innovative ways to use multimedia resources such as audio recordings and videos to improve learners' engagement and understanding of poetic texts.

The use of poetic texts in modern foreign language teaching offers significant advantages for language acquisition and cultural

understanding. By integrating poetry into language pedagogy, teachers can create a dynamic and stimulating learning environment that promotes linguistic competence, critical thinking, and cultural awareness. Recognizing and using the language didactic potential of poetic texts is crucial to improving the practice of foreign language teaching and providing learners with a comprehensive language learning experience.

**Conclusion and recommendations.** Based on the analysis of studies presenting the results of the use of poetry (literature and singing) in foreign language teaching, it can be concluded that the poetic text contributes to a deeper and more comprehensive development of the language and culture studied and develops the skills of students and their ability to evaluate activities cognitively and emotionally, formation of linguistic flair, expansion of active and passive vocabulary, improvement of listening and pronunciation skills.

#### References:

1. Иванов А.А. Совершенствование английской разговорной речи на основе аутентичных песенных произведений: Дис. канд. пед. наук. – СПб., 2006. – 160 с.
2. Новый словарь методических терминов и понятий (теория и практика обучения языкам) Сост. Э.Г. Азимов, А.Н. Щукин. – М.: Издательство ИКАР, 2009. – 448 с
3. Солнцев В.М. Язык как системно-структурное образование. – М.: Наука, 1977. – 341 с.
4. Романенкова О.А. Методика обучения простому предложению русского языка студентов национального (мордовского) отделения на основе поэтического текста: Дис. ... кан. пед. наук. – Н.Новгород, 2005. – 224 с.
5. Цурцилина Н.Н. Поэтический текст как средство развития индивидуальной культуры подростка (на материале обучения французскому языку в средней

- школе): Дис. ...канд. пед. наук. – Ижевск, 2004. – 221 с.
6. Коцарева К.Ф. Использование поэтических произведений в процессе языкового образования: Дис. канд. пед. наук. – М., 2008. – 179 с.
  7. Нгуен Т. А. Методика обучения вьетнамских студентов-филологов анализу и пониманию поэтического текста на иностранном (русском) языке: Дис. ... канд. пед. наук. – М., 2001. – 224 с.
  8. Пассов Е.И. Технология диалога культур в иноязычном образовании. Липецк, 2005. – 39 с.
  9. Костомаров В.Г. Языковой вкус эпохи. – М.: Педагогика, 1994. – 247 с.
  10. Нгуен Т. А. Методика обучения вьетнамских студентов-филологов анализу и пониманию поэтического текста на иностранном (русском) языке: Дис. ... канд. пед. наук. – М., 2001. – 224 с.
  11. Клычникова З.Н. Психологические особенности обучения чтению на иностранном языке. 2-е изд., испр. – М.: Просвещение, 1983. – 207 с.