



Journal Website:
<https://theusajournals.com/index.php/ajps>

Copyright: Original content from this work may be used under the terms of the creative commons attributes 4.0 licence.

POETRY AS A SOCIO-CULTURAL COMPONENT IN TEACHING FOREIGN LANGUAGES

Submission Date: April 20, 2023, Accepted Date: April 25, 2023,

Published Date: April 30, 2023

Crossref doi: <https://doi.org/10.37547/ajps/Volume03Issue04-16>

Babaeva G.S.

Karakalpak State University, Uzbekistan

Kurambaeva F.

2nd Year Student Of Karakalpak State University, Uzbekistan

ABSTRACT

This article examines the sociolinguistic and socio-cultural competence of the understudies in learning the German dialect, strategies of utilizing verse as a socio-cultural component in remote dialect lessons, and the utilize of outside verse.

KEYWORDS

Motivational sphere, ability, skills, assimilation, activity, illustration, effective, authentic, interaction, orientation, improvement.

INTRODUCTION

The instruction of foreign languages is a process that is primarily institutional in nature, whereby designated experiences are replicated and absorbed in accordance with specific objectives through the reciprocal engagement of instructors and learners. The subject matter of our discourse pertains to a speech

concerning a foreign language encounter, one which the instructor possesses to some extent whilst the learner does not possess it entirely or partially.

As I.V. Rakhmanov said, that teaching a foreign language is "... the process of systematic and

consistent communication by the school teacher and the instillation of skills and abilities in the field of foreign languages, the process of active and conscious assimilation of them by students, the process of consciousness and consolidation in children of those qualities that we strive to educate them” [4]. The aforementioned definition yields evidence that the process of learning is bilaterally constructed to encompass both the instructional endeavors of a foreign language teacher and the educational aspirations of a language learner, which are tailored toward the acquisition and mastery of a language. Significant dissimilarities exist between the notions of "acquiring a language" and "achieving mastery over a language". As an exemplification of the latter point, one can make reference to the viewpoint of Edmondson W. House J. contended that language acquisition primarily relied upon the principle of a child's competence to master their mother tongue. The aforementioned procedure is distinguished by the subconscious assimilation of language through intuitive means, executed during the child's personality socialization [7]. As juxtaposed to the aforementioned process, the acquisition of a language is a deliberate and cognizant endeavor that necessitates, predominantly, the overt implementation and incorporation of language rules and constituents. Consequently, it can be inferred that the scope of the notion of "language learning" extends beyond that of "language acquisition." The process of

language acquisition may be perceived as an inadvertent acquisition of content from a foreign language that lacks direct control.

The utilization of poetry as a tool for language acquisition is a potent method. Upon analyzing a poem, the student discerns a deliberate implementation of lexicon that serves the purpose of conveying the author's musings. Furthermore, the student becomes familiarized with the multifaceted capacities of language in facilitating effective communication. In accordance with scholarly discourse, a language of foreign origin, akin to a vernacular tongue, fulfills the four fundamental roles of language, namely its function as a tool for cognition, its responsibility to safeguard national culture, its pragmatic utility as a medium for communication and for the expression of personal outlooks and attitudes towards the world, and lastly, its capacity to serve as an instrument for personal growth and cognitive advancement [8].

Poetry can serve as a demonstration of modern, genuine, and literary parlance, which may lead to the fulfillment of educational objectives and the enrichment of students' imaginative aptitudes. The efficacy of utilizing poetry extracts is contingent upon the systematic arrangement of the pedagogical process and the selection of exercises that foster students' cognitive engagement and fuel their motivation to learn. The pedagogical objective of

instructing a foreign language is multifactorial, encompassing beyond mere knowledge acquisition and skill-set development of students to also encompass their assimilation of country-specific information and appreciation of cultural and aesthetic nuances. The perception of other national cultures and their values are also an essential component that warrants significant consideration in defining the scope of education. As such, it is imperative to address the cultural aspect in determining the subject's curriculum. The aforesaid element comprises a distinctive set of knowledge, particularly linguistic and cultural in nature, coupled with proficiencies and aptitudes encompassing verbal and non-verbal comportment.

When choosing the components of the national-cultural aspect, there is a selection process that separates the linguistic and cultural material that holds pedagogical significance. This selected material is deemed beneficial not only to language acquisition but also to comprehension and appreciation of the culture of the relevant country.

The examination of culture within the context of the learning process yields a noteworthy impact on the cultivation of the youth. The topic of "foreign language" holds a distinctive position within this instance. The language being studied serves as a medium to not only introduce the cultural nuances of the countries in question but also provide a

comparative analysis that highlights the distinctive aspects of their respective national cultures. Additionally, the learning process is often enriched by the promotion of universal values.

In essence, this initiative serves to enhance the instruction provided to primary and secondary school pupils through the facilitation of a "dialogue of cultures".

The incorporation of cultural materials significantly augments the impetus for knowledge acquisition, a critical endeavor since learning devoid of motivation is rendered ineffectual. The research conducted by psychologist A.K. Markova and A.B. Orlov are scholars whose research and contributions to the field have been influential. Their work is highly regarded and has been cited extensively by other academics. Orlov's theory posits that the motivational sphere is comprised of various aspects, including but not limited to, a range of motives such as ideals, value orientations, needs, and cognitive interests. The inception of cultural materials serves as a catalyst for the stimulation of cognitive motivation amongst students, wherein they not only gain mastery of the prescribed curricular content, but also embark upon an exploration of obscure cultural elements that invariably kindles their curiosity. Hence, the proficiency of the learning process is notably enhanced by considering the inclinations and proclivities of pupils [3].

The aforementioned discussion indicates that in order to fully appreciate language, it is imperative to cultivate an appreciation for its role in conveying unique cultural nuances, in addition to its function as a means of communication. One promising avenue for facilitating language acquisition is leveraging the rich cultural and spiritual legacy intrinsic to the host country.

The aforementioned instances may, undeniably, represent paragons of poetic ingenuity within the studied language's realm of content. The genre of poetry enables an accurate and figurative reflection of the social aspects of a given country, owing to the presence of a verbal text within it. This assertion holds particularly true for the case of the language under study.

In light of the aforementioned points, the present article aims to examine poetry as a socio-cultural element, underlining the notion that instructing poetry effectively involves instructing learners on the cultural foundations of the language being studied. The genre of fiction holds a unique and noteworthy position among the various means of disseminating cultural knowledge. The approach towards grasping the veracity enshrined in works of fiction serves as a means of operationalizing convictions and ethical principles. Furthermore, such a strategy stimulates cognitive and behavioral processes, providing a more thorough, comprehensive and affective interpretation of reality

[8]. The incorporation of fictional literature serves as a particularly crucial tool for the depiction of the cultural norms, customary rituals, and overall way of life of individuals of the respective language being studied. The utilization of fiction as a regional data source contributes to the augmentation and intensification of contextual understanding, therefore facilitating enhanced comprehension of literary works and fostering increased engagement with the materials at hand.

Familiarity with the finest instances of foreign poetry is instrumental in facilitating the all-encompassing and holistic advancement of an individual's persona, enhancing their cultural literacy alongside augmenting their linguistic aptitude and proficiencies.

The study of poetry is defined by a set of critical features that are considered essential for analysis and interpretation. The individual's orientation, specifically, entails the construction of all material in a manner that fosters the recognition of a teenager's unique inclinations and imaginative distinctiveness. The concept of "openness" entails that the pedagogical approach to educating students on foreign poetry is not an insular, self-contained system. It is crucial for students to maintain a constant awareness of the potential for acquiring an increased understanding of the literature within the language they are studying, across various dimensions such as content or style, regardless of their level of proficiency. The lack of

regulation denotes the potential for altering the curriculum in accordance with the level of proficiency exhibited by students, alongside their individual inclinations, aesthetic preferences, and pedagogical perspectives entertained by the instructor. Familiarity with foreign poetry incites more than mere accumulative knowledge, as it espouses comprehension of the intricate spirit, culture, psychology, and cognitive framework of persons therein depicted. Such an endeavor carries significant cultural implications.

In the broader context, the examination of foreign poetry enhances students' aptitude to engage in cross-cultural communication. This indicates the requirement of a certain degree of proficiency in various types of competencies, including communicative, linguistic, cultural, and general education.

The establishment of communicative competence is derived from the capacity to accurately comprehend and produce foreign language expressions within various communication contexts, including but not limited to, conversations, debates, and opinion sharing. Such abilities are founded upon an integration of both the form and content of a literary work.

The concept of linguistic and regional orientation encompasses the imperative contextual information, referring to the potential cognitive knowledge that

individuals possess, which is integral in acquainting oneself with the artistic culture of the language being studied. Additionally, it involves possessing a proficient understanding of the language units along with their corresponding national-cultural significance, which is a prominent characteristic of that specific national culture.

The concept of general educational competence suggests that the student possesses a set of skills that enable them to engage in intellectual collaboration with various entities, including but not limited to books, individuals, groups, and teams. Furthermore, the individual possesses the capacity to employ cognitive operations, such as analysis, synthesis, and creative ideation, to effectively process and reinterpret artistic information.

By studying foreign poetry in the original, one can learn what one cannot adequately and timely understand in one's native language; as a guardian of another culture, a foreign language provides an invaluable service to the native language and culture, since it reveals another world and makes a person twice a person; as an instrument of education, a foreign language is, in a certain respect, indispensable: without it, it is impossible to cultivate respect for other peoples as effectively [7]. Therefore, the study of poetry is the formation of a person by entering a culture; through its appropriation, he becomes its subject. And the product of the study of poetry is what a person acquired,

appropriated as a result of knowledge, development, education and teaching. The study of foreign, in particular German poetry, in the process of teaching foreign languages, enables students to take a different look at the problems of their peers in the country of the language being studied, to get acquainted with the peculiarities of culture, to understand the national-specific features of culture, to understand the national-specific features in the mentality of the people, compare the lifestyle, customs and customs of their own country and the country of the language being studied [7]. Reading German poetry provides an opportunity to compare and identify one's actions with the actions of the characters, expands the students' understanding of the world around them and their own place in this world, has an impact on their emotional sphere, awakens a sense of belonging and empathy. Possessing a sufficient level of foreign language proficiency, high school students are able to appreciate the merits of literary works in a foreign language, find an answer to the questions of life that concern them, indirectly realizing their need for communication. In the course of studying authentic foreign-language poems, students not only get acquainted with a certain problem in the context of a given topic, but also become involved in independent creative activity by extracting implicit information, comparing the author's style and the literary era by analogy and opposition, on the basis of which they draw a conclusion about the features national

character and universal direction of the work and create original creative works. The teacher is given the opportunity to lead high school students through various layers of German literature from the monuments of the Middle Ages to modern German-language poetry, to try to show, or the view on a certain problem of human existence has remained unchanged for several centuries. The ability to implement a country-specific approach when teaching poems in a foreign language is extremely important at the present time, as the contacts of our students with their foreign peers are expanding and, therefore, in order to ensure the adequacy of communication, students must have certain information about the features of life and life, that is, familiarize themselves in the process learning with the realities of the reality of the country of the language being studied. Thus, learning to communicate in a foreign language in the true sense of the word implies the acquisition of sociocultural knowledge and skills. Without them, there is no practical mastery of the language. We should dwell on the ingenious definition of the general educational value of teaching foreign languages, given by Academician L.V. Shcherba. He claims that learning a foreign language allows the learner to become aware of their thinking. For many years, this position was understood as the realization that certain thoughts can be framed in different ways. Without denying this provision, it can be supplemented. The student is aware of the peculiarities of the perception of the

world by representatives of the native and studied languages, that is, both the linguistic and cognitive aspects of linguistic consciousness. The linguistic and regional approach allows the formation of regional competence, that is, the skills and abilities of an analytical approach to the study of foreign culture in comparison with the culture of one's own country. After all, the perception of culture always passes through the prism of one's own culture. Only having knowledge of the traditions, history, culture and social system of the country of the language being studied, the listener can correctly interpret the speech and non-speech behavior of a native speaker. The student must have the ability to perceive and understand the oral text from the position of intercultural communication, for which he needs background knowledge [6]. To acquire background knowledge and form sociolinguistic and sociocultural competence on this basis, students should receive the necessary information about the country of the language being studied and its people. Therefore, the teacher should communicate them primarily in texts for reading and listening. Such texts can be foreign poems.

What background knowledge can we acquire by reading and listening to certain German poems? This is, for example, information about the country whose language is being studied, geographical location, climatic conditions, sights, and so on. To train the memory of students, you can invite them, for example,

to correctly pronounce the names of islands, cities, countries taken from individual episodes of the poem. Such episodes can form the basis of teaching background knowledge in school. Before reading a pre-selected poem, it is necessary to prepare the required exercises; remove language difficulties, explain unfamiliar vocabulary, work out the pronunciation of new words.

Thus, using foreign poetry, we can improve the sociolinguistic and sociocultural competence of students, expand their background knowledge, instill respect and love for the culture of the language being studied.

REFERENCES

1. Бим И.Л. Теория и практика обучения немецкому языку в средней школе. М: Просвещение, 1988.
2. Гальскова и др. Das lustige bei uns zu Gast. М: Просвещение, 1983.
3. Маркова А.К. Формирование мотивации учения в школьном возрасте. М: Просвещение, 1983.
4. Рахманов И.В. Некоторые теоретические вопросы методики обучения ИЯ в средней школе. М: Русский язык, 1991.
5. Рогова Г.В. и др. Методика обучения ИЯ. М: Просвещение, 1991.

6. Щерба Л.В. Фонетика французского языка.
М: Издательство литературы на
иностраных языках, 1953.
7. Bischof, Kessling. Landeskunde und
Literaturdidaktik. München, 1997.
8. Rudiger Krechel. Konkrete Poesie im
Unterricht des Deutschen als Fremdsprache.
Heidelberg: Groos, 1987.



OSCAR
PUBLISHING SERVICES