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ARTISTIC TEXT AS AN OBJECT OF LINGUISTIC AND METHODOLOGICAL ANALYSIS

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Abstract: This article is dedicated to the linguostylistic and methodological potential of literary texts in teaching French. The study aims to explore the possibilities of using literature as a multifunctional didactic resource.

Keywords: literary text, linguistic tradition, linguistic analysis, methodological analysis, pedagogical significance, compositional form.

Аннотация : Данная статья посвящена анализу лингвостилистического и методического потенциала художественного текста в обучении французскому языку. Цель исследования заключается в раскрытии возможностей использования художественной литературы как многофункционального дидактического ресурса.

Ключевые слова : Художественный текст , лингвистическая традиция , лингвистический анализ , методический анализ , педагогическую значимость

The application of literary works in the process of learning foreign languages aligns with established traditions and is considered by scholars to be one of the most effective ways to develop language competence, foster analytical thinking, and introduce students to the culture of the language being studied. In modern approaches to teaching French, artistic text occupies a central position due to its multifaceted nature: it simultaneously serves as an object of aesthetic perception, a means of communication, an element of culture, and a linguistic construction with a clear structure. This complex purpose makes it an invaluable tool in pedagogical practice aimed at developing a well-rounded specialist.

Artistic Text as a Linguistic Construction From a linguistic perspective, an artistic text represents a complex interconnected system of various language levels - lexical, morphological, syntactic, stylistic, and discursive. As noted by J.-P. Cuq (2003), in foreign language teaching, a text is not merely material for familiarization but an "ordered system" that allows one to trace the functioning of language in its natural environment. The role of artistic text is particularly important for observing how certain linguistic features manifest in stylistic coloration, which fully corresponds to the requirements of modern communicative and cognitive models of learning. The lexical diversity of artistic prose is one of its main advantages in the teaching process. According to V. Castellotti (1997), artistic works are characterized by a high density of language structure, an abundance of figurative expressions, and a wide range of syntactic solutions. Unlike educational materials designed exclusively for pedagogical purposes, artistic style reflects natural forms of linguistic interaction, providing students with access to genuine manifestations of language in its full complexity .

This is especially significant when studying the French language, where the linguistic tradition features an extensive system of tropes, complex grammatical structures, and deep cultural connotations. Works by authors such as Victor Hugo, Guy de Maupassant, and Albert Camus

vividly demonstrate the characteristics of the French linguistic worldview - from idiomatic expressions to unique grammatical models.

The Role of Artistic Text in Foreign Language Teaching Artistic literature plays several crucial roles that make it an indispensable element of the methodology for teaching French .

Communicative Role A literary work serves as an authentic example of living speech practice, containing realistic patterns of linguistic behavior. According to E. I. Pasov (Pasov, 1991), the primary goal of foreign language instruction should be the activation of speech activity; literary texts create the natural linguistic environment necessary for developing communicative competence.

Cognitive Role Proponents of the cognitive approach, including M. Dabène (Dabène, 1994), note that working with literary texts stimulates processes such as interpretation, associative thinking, information grouping, and concept formation, which in turn fosters the development of linguistic awareness in learners.

Aesthetic function According to J.-L. Dufays, literary texts foster the development of reading literacy and an appreciation of aesthetic value, thereby broadening the student's general cultural horizons.

Sociocultural role Literary works reflect a society's traditions, values, symbols, and typical behavioral patterns. As N. D. Galskova (2010) notes, it is through literary texts that students gain a deeper understanding of the historical and cultural context—an essential element in developing intercultural competence.

Educational Significance Works of fiction influence a student's personality, shaping their worldview, moral values, and emotional response to events.

Thus, a literary text is not merely an object of analysis but a powerful factor in personal development, making it pivotal to the modern education system.

Characteristics of Literary Texts Compared to Educational and Journalistic Texts

To develop an effective foreign language teaching methodology, it is essential to clearly define the distinctive features of literary texts.

Polysemy and imagery

As noted by Castellotti (1997), Dufays, and other authors, such a text contains multiple layers of meaning, allowing for interpretation at various levels.

High stylistic density

It makes active use of tropes (metaphor, metonymy, simile), rhetorical devices, and expressive syntactic structures.

Cultural references

Literary texts frequently incorporate cultural elements, allusions, and historical references that require interpretation and explanation.

Stability of compositional form

Unlike socio-political prose, a work of fiction does not lose its relevance over time and remains valuable for educational purposes for decades.

Authorial presence and stance

This allows for the examination of modality, intonation, narrative technique, and perspective - concepts central to modern approaches to discourse analysis.

Such characteristics not only add complexity to the study of literature but also enhance its pedagogical significance.

Literary Texts as a Tool for Learning French

Methodologists emphasize the importance of literature in teaching French as a foreign language (FLE). According to J.-P. Cuq (2003) and D. Coste (1994), the use of literary works fosters the development of linguistic, discursive, and intercultural competence.

French literature is characterized by a profound tradition, and literary texts exhibit a wide range of lexico-stylistic variations, sociolects, background knowledge, and cultural symbols.

Thus, La Fontaine's work helps students familiarize themselves with the characteristics of the fable genre, as well as with moral values, cultural traditions, and the wisdom passed down through generations - making the material a multifaceted educational resource.

The use of literary text:

boosts student interest;

fosters the development of various reading skills (locating information, grasping subtext, critical analysis) and offers the opportunity to study lexical groups, set phrases, and the stylistic nuances of expressions;

helps develop skills in interpreting subtext;

creates the prerequisites for improving monologic and dialogic speech.

Linguostylistic analysis is a key element of pedagogical practice.

Conducting a linguostylistic analysis facilitates a deep exploration of a literary text. As I. L. Bim and S. K. Folomkina note, the analysis should take into account both linguistic devices and the specific genre and stylistic organization of the work.

Applying elements of linguostylistic analysis helps to: identify figurative language devices; trace the relationship between linguistic features and artistic imagery; and analyze the impact of grammatical structures on the conveyance of meaning.

Research by V. V. Safanova and N. D. Galskova, as well as studies by foreign scholars (Dabène, Dufays), indicates that combining the analysis of form and content enhances learning effectiveness and fosters the development of a "culturally oriented reader."

The role of literary texts in the context of modern education in Uzbekistan.

In Uzbekistan's higher pedagogical education system, the French language plays a central role in the training of philologists and translators.

Studies by Uzbek researchers (Khodjaeva, Kadyrova, Khusanov, Turdieva) confirm that incorporating literary works into teaching practice fosters the development of motivated and competent professionals. Indeed, within the current education system - which is increasingly focused on developing cognitive and personal qualities - literary texts offer unique opportunities for self-development.

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