DIDACTIC AND TECHNOLOGICAL FOUNDATIONS OF USING AUTHENTIC LITERARY TEXTS IN THE PROFESSIONAL TRAINING OF FUTURE ENGLISH LANGUAGE TEACHERS

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Abstract: *This article analyzes the didactic and methodological aspects of using authentic literary texts in the process of developing professional competencies of future English language teachers. The study examines the role of literary texts in teaching content, the application of modern pedagogical technologies, and the effectiveness of an educational process organized on the basis of a competency-based approach. The research findings demonstrate that authentic literary texts serve as an effective means of developing linguistic, communicative, intercultural, and methodological competencies of prospective English language teachers.*

Keywords: *professional competence, authentic literary text, English language teaching methodology, competency-based approach, pedagogical technologies.*

Introduction

In the context of globalization, the requirements for the professional training of future English language teachers are steadily increasing. The professional competence of a language teacher includes not only linguistic knowledge but also a complex of communicative, intercultural, and methodological skills. Therefore, updating the content of English language teaching and introducing effective instructional tools is of particular importance. Authentic literary texts are considered an essential didactic resource that reflects the natural language environment, cultural context, and

stylistic features of English. They play a significant role in developing the professional competencies of future teachers. This article provides a methodological analysis of the content-related and technological aspects of using authentic literary texts in English language teaching.

In recent years, the modernization of the education system and its alignment with international standards have been identified as priority directions of state policy in the Republic of Uzbekistan. In his works and public addresses, President Sh. M. Mirziyoyev has consistently emphasized the importance of training competitive pedagogical personnel who possess modern knowledge, professional skills, and independent thinking abilities. According to the President, the quality of education and the professional capacity of teachers are decisive factors in societal development.In policy documents and speeches delivered after 2020, special attention has been given to improving the teaching of foreign languages, particularly English, and updating educational content based on a competency-based approach. In this context, developing the professional competencies of future English language teachers is defined as a key objective. A modern English teacher must possess not only linguistic proficiency but also communicative, intercultural, and methodological readiness.From this perspective, the use of authentic instructional materials in the educational process becomes especially relevant. Presidential works highlight the need to develop students' critical thinking skills and familiarize them with global cultural and scientific achievements. Authentic literary texts serve as an effective pedagogical tool for achieving these goals, as they integrate natural language use, cultural context, and aesthetic value. Therefore, analyzing the teaching content and technologies of authentic literary texts in the professional training of future English language teachers has significant scientific and practical value [1].

Methods

This study employed theoretical analysis, pedagogical comparison, and generalization methods. Contemporary foreign and local methodological sources were examined, and the content of instructional sessions organized on the basis of authentic literary texts was analyzed through a competency-based approach.

The teaching process incorporated communicative approaches, task-based learning, problem-based instruction, and interactive methods. The selection of literary texts considered linguistic complexity, professional relevance of the topics, and cultural content. The research aimed to identify methodological foundations for using authentic literary texts in developing the professional competencies of future English language teachers, employing a комплекс set of scientific and pedagogical methods [2].The research methodology was grounded in competency-based, communicative, and intercultural approaches. Initially, modern scientific literature, international research, and regulatory documents related to foreign language teaching methodology were analyzed. Based on this theoretical review, the didactic potential of authentic literary texts in English language teaching was clarified, and criteria for selecting literary texts were developed. These criteria included language level suitability, professional relevance, cultural value, and methodological potential.During the empirical stage, instructional sessions conducted with future English language teachers were observed and analyzed. Tasks, problem-based situations, and interactive activities designed around authentic literary texts were implemented. The instructional process applied communicative, task-based, problem-based, and reflective teaching methods. Qualitative analysis methods were used to assess students' learning activities, focusing on their speech engagement, independent thinking, and methodological decision-making skills. The collected data were systematized, and methodological conclusions were drawn [3].

Results

The analysis revealed that instructional sessions based on authentic literary texts contribute to the systematic development of professional competencies of future English language teachers. In particular, students demonstrated improvements in the following areas:

- effective use of lexical and grammatical units in speech within the framework of linguistic competence;
- development of logical oral and written expression through communicative competence;
- understanding cultural values of English-speaking societies through intercultural competence;
- acquisition of techniques for working with literary texts within methodological competence [4].

Interactive tasks and problem-based activities enhanced students' independent thinking and professional reflection. The findings indicate that educational processes organized around authentic literary texts effectively support the professional development of future English language teachers. Students were able to apply language units not only theoretically but also in real communicative situations.From a linguistic perspective, students expanded their vocabulary, mastered complex grammatical structures in context, and differentiated stylistic devices. Dialogues and descriptive elements in literary texts contributed to understanding the naturalness of speech [5].Regarding communicative competence, students showed significant progress in discussion skills, expressing opinions, and analyzing the author's perspective. Text-based debates and role-playing activities actively engaged learners in communication. In terms of intercultural competence, students developed an understanding of social values, cultural stereotypes, and speech etiquette of English-speaking communities, which is crucial for their future pedagogical practice.Additionally, methodological competence improved as students

gained practical skills in integrating literary texts into lessons, designing tasks, and planning instructional processes [6].

Discussion

The results indicate that integrating authentic literary texts into the teaching process enhances the professional training of future English language teachers. Compared to traditional teaching methods, this approach increases student engagement and learning motivation.From a methodological standpoint, when working with literary texts, the teacher assumes the role of a facilitator, while students become active participants in the learning process. This model fully corresponds to the principles of the competency-based approach [7]. The findings align with contemporary international research, confirming that literary texts contribute not only to linguistic development but also to personal and professional growth.The discussion also revealed that, compared to conventional instructional texts, authentic literary texts encourage independent thinking, analytical skills, and creative approaches. These qualities are essential for developing professional reflection in future teachers.However, certain methodological challenges were identified, including mismatches between text complexity and students' language levels or inadequately designed tasks, which may reduce instructional effectiveness [8]. Therefore, a high level of methodological expertise is required from the teacher.Overall, the findings confirm that when the teacher functions as a facilitator, students become central agents in the educational process, which aligns with modern educational paradigms.

Conclusion

In conclusion, authentic literary texts represent a significant didactic tool in developing the professional competencies of future English language teachers. Organizing teaching content and technologies on a sound methodological basis enhances educational effectiveness [9]. The use of digital platforms and multimodal texts is considered a promising direction for further

research.The study confirms that authentic literary texts play an important didactic and methodological role in professional teacher training. They enrich the learning process and bring students closer to real communicative and cultural contexts. Systematic and purposeful integration of literary texts enables the comprehensive development of linguistic, communicative, intercultural, and methodological competencies [10].

The findings demonstrate that instructional sessions designed within a competency-based framework contribute to improving the professional readiness of future teachers. Further integration of digital technologies, multimodal literary texts, and online platforms is recommended to deepen research in this field, thereby enhancing the overall system of English language teacher education.

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