

THE SPECIFIC FEATURES OF USING LITERARY TEXTS IN TEACHING FOREIGN LANGUAGES TO STUDENTS OF ENERGY ENGINEERING

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Abstract: *This article explores the methodological and practical advantages of incorporating literary texts into foreign language teaching for students majoring in energy engineering. As future specialists in a highly technical and globally relevant field, these students require not only linguistic competence but also intercultural awareness and critical thinking skills. The paper analyzes how selected literary texts can support language acquisition, foster motivation, and enrich technical education by connecting language learning with humanistic perspectives. It also outlines specific strategies and challenges in applying literary content within an engineering-oriented curriculum.*

Keywords: *literary texts, foreign language teaching, energy engineering students, interdisciplinary education, language and culture, technical education, motivation, critical thinking*

ОСОБЕННОСТИ ИСПОЛЬЗОВАНИЯ ХУДОЖЕСТВЕННЫХ ТЕКСТОВ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ СТУДЕНТОВ ЭНЕРГЕТИЧЕСКИХ СПЕЦИАЛЬНОСТЕЙ

Аннотация: *В данной статье рассматриваются методические и практические преимущества использования художественных произведений при обучении иностранному языку студентов, обучающихся по направлению «Энергетическое машиностроение». Поскольку будущим инженерам в этой сфере необходимы не только технические знания, но и языковая компетентность, межкультурная осведомлённость и навыки критического мышления, использование литературных текстов представляет собой эффективный педагогический подход. В статье анализируются методы интеграции литературы в языковой курс, возможности повышения мотивации студентов и расширения их гуманитарного кругозора. Также приводятся рекомендации по преодолению трудностей, связанных с внедрением данной методики в учебный процесс.*

Ключевые слова: *художественные тексты, обучение иностранному языку, студенты энергетики, межкультурная компетенция, критическое мышление, мотивация, техническое образование*

ENERGETIKA MUHANDISLIGI SOHASI TALABALARI UCHUN XORIJIY TILNI O'QITISHDA BADIY MATNLARDAN FOYDALANISHNING O'ZIGA XOS JIHATLARI

Annotatsiya: *Mazkur maqolada energetika muhandisligi yo'nalishida tahsil olayotgan talabalar uchun xorijiy tilni o'qitishda badiiy asarlardan foydalanishning afzalliklari va metodik xususiyatlari yoritilgan. Yuqori texnologik va xalqaro ahamiyatga ega bo'lgan mazkur soha vakillari nafaqat texnik bilimlarga, balki til kompetensiyasi, madaniy tafakkur va tanqidiy fikrlash qobiliyatlariga ham ega bo'lishi zarur. Maqolada badiiy matnlar yordamida til o'rganishni samarali tashkil etish, motivatsiyani oshirish va muhandislik ta'limini boyitish usullari tahlil qilinadi. Shuningdek, bu uslubni ta'lim jarayoniga qo'shishda duch kelinadigan muammolar va ularni bartaraf etish bo'yicha tavsiyalar keltirilgan.*

Kalit so'zlar: *badiiy matnlar, xorijiy tilni o'qitish, energetika muhandisligi, madaniyatlararo kompetensiya, tanqidiy fikrlash, motivatsiya, texnik ta'lim*

In an increasingly interconnected world, the demand for technically skilled professionals who can also communicate effectively across linguistic and cultural boundaries is growing. This is especially relevant in energy engineering, a field that deals with complex global issues such as sustainable energy development, international standards, and multidisciplinary collaboration. As English is often the working language of global science and industry, fluency in it is essential for accessing research, participating in conferences, and communicating innovations across borders.

While traditional foreign language instruction in technical universities often focuses on grammar, professional terminology, and report writing, such approaches may not fully address the communicative and critical thinking needs of students. One innovative and effective method is the integration of literary texts—novels, short stories, and poems—into the language curriculum. Literature can serve not only as a linguistic tool but also as a medium for moral, cultural, and intellectual growth [Lazar, G. (1993)]

This article examines the specific features of using literary texts in teaching foreign languages to energy engineering students, outlines pedagogical strategies, and discusses potential challenges and solutions.

Literary works offer rich, authentic language that exposes students to a wide range of vocabulary, grammatical structures, and stylistic features. This exposure is particularly useful for mastering complex sentence structures and enhancing overall fluency [Collie, J., & Slater, S. (1987)].

Energy-related literature—such as fiction addressing climate change or dystopian futures—encourages students to think critically about the ethical implications of technology and the responsibilities of engineers in society.

Compared to purely technical texts, literature often resonates emotionally with learners, increasing their motivation and willingness to participate in discussions and language activities.

Literary texts from various cultures introduce students to diverse ways of thinking, helping them better understand global contexts in which energy engineering operates [Kramsch, C. (1993)].

Instructors should choose literary texts that are thematically relevant and linguistically accessible. For example, short stories about environmental change or novels involving scientific ethics align well with the energy engineering context.

Language tasks can include role-plays based on characters, vocabulary analysis, writing technical summaries of fictional problems, or creating presentations on literary themes related to sustainability.

Working together with subject teachers from the engineering department allows the language curriculum to reflect real-world technical content, thus making the literature-based activities more relevant.

At earlier stages, simplified texts or guided readings with footnotes and glossaries may be used to ensure comprehension while gradually building students' confidence and competence.

However, there are some challenges in this phenomenon. For example, Student Perception - Some learners may initially question the relevance of literature to their technical field. Educators must clearly explain the educational value and real-life applications of literary themes in engineering ethics and sustainability.

Time Constraints - Energy engineering curricula are often packed with technical subjects. Literary content must be carefully selected and integrated in a way that complements, rather than competes with, core subjects.

Instructor Readiness - Language instructors must be prepared to guide literary analysis and relate it to engineering contexts, which may require professional development or collaboration with literature experts [Paran, A. (2008)].

The integration of literary texts into foreign language instruction for energy engineering students represents a forward-thinking, interdisciplinary approach that aligns with the goals of holistic education. Literature offers more than linguistic enrichment—it cultivates ethical reasoning, cultural understanding, and intellectual curiosity, all of which are indispensable qualities for 21st-century engineers.

As the world continues to face complex energy challenges, professionals who can think critically, act ethically, and communicate clearly across cultures are increasingly valuable. By using literature as a bridge between language learning and professional identity development, educators can help shape engineers who are not only skilled but also socially responsible and culturally aware.

Future research and curriculum development should continue to explore genre-specific texts, the integration of modern and digital literature, and learner-centered evaluation methods to further enhance this pedagogical approach.

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