



INTEGRATING LITERARY TEXTS TO ENHANCE VOCABULARY AND READING FLUENCY IN PHILOLOGY STUDENTS

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ABSTRACT

This article explores the integration of literary texts in philology education to enhance vocabulary acquisition and reading fluency. Literary texts serve as a rich linguistic resource, exposing students to diverse vocabulary and authentic language use. The study highlights approaches to using literature in the classroom, practical implementation strategies, and the benefits and challenges of this method. By fostering reading competence, literary texts prepare students for academic and professional success in the field of philology.

Reading competence is a critical skill for philology students, encompassing vocabulary enrichment, comprehension, and reading fluency. These elements are essential for analyzing and interpreting literary works, which lie at the core of philological studies. Despite its importance, many students struggle with expanding their vocabulary and improving reading fluency due to limited exposure to authentic language contexts.

Literary texts, characterized by their linguistic richness and cultural depth, offer an effective way to address these challenges. Through novels, short stories, and poems, students encounter diverse vocabulary and complex structures that develop both comprehension and fluency. This article examines the theoretical foundation, practical approaches, and implications of integrating literary texts to enhance the reading competence of philology students.

Vocabulary building and reading fluency are interdependent. Research by Nation (2001) underscores the importance of repeated exposure to words in authentic contexts, while Rasinski (2003) emphasizes fluency as a key to efficient and meaningful reading. Literary texts provide such contexts, presenting language in varied and nuanced forms that enrich vocabulary and improve reading speed.

Moreover, literary works engage students cognitively and emotionally, fostering a deeper connection to the language (Rosenblatt, 1978). This connection enhances comprehension and motivates learners to engage with texts actively, a crucial step in developing fluency.

Approaches to Using Literary Texts

1. Selecting Appropriate Texts

Criteria for selection include language level, thematic relevance, and cultural significance. For instance, short stories by Ernest Hemingway or Oscar Wilde offer accessible yet enriching language.

2. Vocabulary Enhancement Techniques

Contextual Learning: Encourage students to infer the meaning of unfamiliar words from context.

Vocabulary Journals: Students record new words, their definitions, and example sentences.

Creative Usage: Assign tasks that require using new vocabulary in dialogues, essays, or presentations.

3. Strategies for Improving Reading Fluency

Timed Reading: Use short literary passages for timed reading exercises to build speed.

Repeated Reading: Assign students to reread passages aloud, focusing on pace and expression.

Sustained Silent Reading: Encourage extended periods of silent reading to develop focus and stamina.

Case Study: A practical implementation of these strategies was carried out with second-year philology students using F. Scott Fitzgerald's *The Great Gatsby*.

Objective: Enhance vocabulary and reading fluency.

Process: Students highlighted unfamiliar words in selected chapters and inferred meanings through group discussions. Timed reading activities were followed by comprehension quizzes. Fluency was measured through oral readings, showing marked improvement after six weeks.

Outcome: Students reported increased confidence in tackling complex texts and a noticeable expansion in their vocabulary.

Benefits

1. **Linguistic Enrichment:** Students gain exposure to advanced vocabulary and varied sentence structures.

2. **Cultural Understanding:** Literature provides insight into cultural and historical contexts.

3. **Enhanced Confidence:** Regular interaction with complex texts builds reading fluency and self-assurance.

Challenges

1. **Complexity of Texts:** Archaic language or dense prose may overwhelm students. Solution: Use annotated editions or simplified versions.

2. **Time Constraints:** Covering complete texts may be unfeasible. Solution: Focus on excerpts or key chapters.

As a conclusion we can state that integrating literary texts into philology education is a transformative approach to enhancing vocabulary and reading fluency. These texts offer students a dynamic and authentic language experience, bridging the gap between theoretical knowledge and practical application. By embracing literature-based methods, educators can prepare philology students for academic and professional excellence, fostering a lifelong

appreciation for language and culture. Future research should focus on longitudinal studies to measure the sustained impact of literature-based learning on reading competence.

The list of used literature:

1. Nation, I. S. P. (2001). Learning Vocabulary in Another Language. Cambridge University Press.
2. Rasinski, T. V. (2003). The Fluent Reader. Scholastic.
3. Rosenblatt, L. M. (1978). The Reader, the Text, the Poem. Southern Illinois University Press.

