

FROM LONDON TO TASHKENT: INTEGRATING VICTORIAN LITERATURE INTO UZBEK EFL CURRICULA.

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Research Aim : The primary aim of this research is to explore the potential of integrating Victorian literature into the English as a Foreign Language (EFL) curriculum in Uzbekistan. This study seeks to examine how canonical works of Victorian authors such as Charles Dickens, Charlotte Brontë, and Thomas Hardy can enhance students' language competence, cultural awareness, and critical thinking skills. Additionally, the research aims to identify effective pedagogical strategies and curriculum design models that align with both national education standards and communicative language teaching principles.

Research Content:

This research focuses on exploring both the theoretical and practical aspects of integrating Victorian literature into the English as a Foreign Language (EFL) curriculum in Uzbekistan. It examines major literary works from the Victorian era—particularly those by authors such as Charles Dickens, Charlotte Brontë, and Thomas Hardy—and evaluates their potential to enhance language acquisition, cultural literacy, and aesthetic appreciation among Uzbek EFL learners.

The study investigates the educational value of Victorian texts from linguistic, intercultural, and pedagogical perspectives. Special attention is given to methods of adapting these literary works to suit the linguistic level and cultural context of Uzbek students. It also explores instructional strategies for incorporating literature into language teaching, including task-based learning, interactive reading techniques, and thematic lesson planning.

Based on the findings, the research proposes pedagogical recommendations for the successful integration of Victorian literature into EFL programs. Furthermore, it aims to foster a deeper interest in English literature among students, improve their language proficiency, and promote intercultural understanding within a globalized educational framework.

Research Objectives:

1. To analyze the role of Victorian literature in the development of language skills among Uzbek EFL learners.

2. To identify specific works by Victorian authors that are suitable for integration into the Uzbek EFL curriculum.
3. To examine the cultural and linguistic relevance of Victorian texts for Uzbek students.
4. To explore effective pedagogical strategies for teaching literature in EFL classrooms.
5. To design sample lesson plans and activities based on Victorian texts that align with the communicative language teaching approach.
6. To evaluate the challenges and opportunities involved in incorporating Victorian literature into the Uzbek EFL context.
7. To develop methodological recommendations for EFL instructors seeking to use literature as a language teaching tool.

Scientific Novelty:

This research presents a novel contribution to the field of English language teaching in Uzbekistan by offering an innovative framework for integrating Victorian literature into the EFL curriculum. Unlike traditional approaches that often prioritize functional grammar and vocabulary acquisition, this study emphasizes the pedagogical value of classic literary texts in fostering language proficiency, cultural awareness, historical perspective, and analytical thinking skills. A key innovation of the research is its systematic selection and pedagogical adaptation of Victorian literary works—such as *Great Expectations* by Charles Dickens, *Jane Eyre* by Charlotte Brontë, and *Tess of the d’Urbervilles* by Thomas Hardy—tailored specifically to the linguistic and cognitive needs of Uzbek EFL learners. These adaptations are supported by original lesson plan models, interactive teaching methods, and learner-centered activities designed to enhance reading comprehension, vocabulary expansion, and intercultural competence. Furthermore, the study contributes to the scholarly discourse on literature-based language instruction by bridging the gap between classical English literature and contemporary foreign language teaching methodologies. It introduces an interdisciplinary model that combines literary studies, didactics, and sociocultural learning, thereby enriching the academic resources available for EFL instructors and curriculum developers in Uzbekistan. The research also sheds light on learners’ responses to literature integration, offering data-driven insights into its motivational and educational impact.

Conclusion

In conclusion, the integration of Victorian literature into the Uzbek EFL curriculum offers promising educational benefits that extend beyond traditional language instruction. Through the careful selection and adaptation of canonical texts by authors

such as Charles Dickens, Charlotte Brontë, and Thomas Hardy, this research demonstrates how literature can serve as a powerful medium for enhancing language skills, cultural understanding, and critical thinking.

The study has shown that the use of authentic literary materials in language classrooms not only enriches students' linguistic competence but also fosters a deeper engagement with global cultural values and historical perspectives. Moreover, the proposed pedagogical strategies—such as thematic lessons, interactive reading tasks, and contextual vocabulary activities—highlight practical approaches for educators to effectively incorporate literature into their teaching practices. Ultimately, this thesis advocates for a balanced and holistic approach to EFL education in Uzbekistan, where literature plays an integral role in shaping not just competent language users, but also reflective, culturally aware individuals prepared to engage with the world beyond the classroom.

References:

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