

POETIC TEXTS AND GRAMMAR TRANSFORMATION IN GERMAN LANGUAGE TEACHING

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NEMIS TILI TA'LIMIDA SHE'RIY MATNLAR VA GRAMMATIKA TRANSFORMATSIYASI

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ПОЭТИЧЕСКИЕ ТЕКСТЫ И ТРАНСФОРМАЦИЯ ГРАММАТИКИ В ПРЕПОДАВАНИИ НЕМЕЦКОГО ЯЗЫКА

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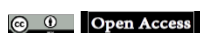
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Abstract. This article examines the role of poetic texts in German language teaching and their significance for the development of grammatical competence. It focuses on how poetic texts can be effectively used to teach German in higher education. The article comprehensively addresses the functions of poetic texts, the criteria for text selection, and the challenges of integrating them into the teaching process. Working with poetic texts not only promotes language skills but also strengthens learners' cultural awareness and contributes to their holistic development. The aim of the research is to evaluate the effectiveness of poetic texts in expanding vocabulary and promoting intercultural and grammatical competence. The study's tasks include analyzing the didactic functions of poetic texts, developing criteria for text selection, and identifying difficulties in integrating them into the learning process. The study was conducted using a combination of qualitative and quantitative research methods. These methods included analyzing poetic texts of different genres and conducting didactic experiments with learners. Innovative approaches such as creative writing exercises and discussions were used to analyze the effect of poetic texts on language development. The results show that the use of poetic texts contributes significantly to improving learners' grammatical competence, particularly through the contextualization of new words. The conclusion is that careful planning and a flexible approach are crucial when selecting and integrating poetic texts. This study highlights that poetic texts are highly effective not only as a means of language teaching but also for cultural education and creative development.

Keywords: German language teaching; poetic texts; functions of poetic texts; grammatical competence; poems; text selection criteria; text selection difficulties; didactic methods.

Annotatsiya. Ushbu maqola nemis tilini o'qitishda she'riy matnlarning o'rni va ularning grammatik kompetensiyani rivojlantirishdagi ahamiyatini o'rganishga bag'ishlangan. Maqolada oliy ta'lim muassasalarida talabalarga nemis tilini o'qitishda she'riy matnlardan foydalanish masalasi har tomonlama tahlil qilinadi. Unda she'riy matnlarning ahamiyati, ularning bajaradigan vazifalari, tanlash mezonlari va ushbu jarayonda uchraydigan qiyinchiliklar atroflicha ko'rib chiqiladi. Shuningdek, misollar asosida she'riy matnlardan foydalanish nafaqat til ko'nikmalarini rivojlantirishga, balki talabalar madaniy anglash qobiliyatini oshirishga hamda ularni har tomonlama yetuk va kompetent shaxs sifatida shakllantirishga xizmat qilishi ta'kidlanadi. Tadqiqotning maqsadi — she'riy matnlarning so'z boyligini oshirish, intermadaniy va grammatik kompetensiyalarni rivojlantirishdagi samaradorligini baholashdan iborat. Tadqiqot vazifalariga she'riy matnlarning didaktik funksiyalarini tahlil qilish, matnlarni tanlash mezonlarini ishlab chiqish hamda bunday matnlarni o'quv jarayoniga integratsiya qilishdagi qiyinchiliklarni aniqlash kiradi. Tadqiqot jarayoni sifat va miqdoriy metodlarni qo'llash orqali amalga oshirilgan bo'lib, bunda turli janrdagi she'riy matnlarni tahlil qilish va til o'rganuvchilar bilan didaktik tajribalar o'tkazish jarayoni tanlangan. Innovatsion yondashuvlardan, jumladan, ijodiy yozuv mashqlari va munozaralardan foydalanib, she'riy matnlarning til rivojlanishiga ta'siri tahlil qilindi. Natijalar shuni ko'rsatadiki, she'riy matnlar bilan ishlash til o'rganuvchilarning grammar kompetensiyasini sezilarli darajada oshiradi, ayniqsa, yangi atamalarni haqiqiy kontekstlarda qo'llash orqali yaqqol ko'zga tashlanadi. Tadqiqot so'ngida olingan xulosaga ko'ra, adabiy matnlarni tanlash va integratsiyalashda puxta rejalashtirish va moslashuvchan yondashuv muhimdir. Mazkur tadqiqot she'riy matnlarni faqatgina til o'rgatish vositasi sifatida emas, balki madaniy bilimlarni ham oshirish va ijodiy rivojlanishni amalga oshirish vositasi sifatida ham samarali ekanligini ta'kidlaydi.

Kalit so'zlar: nemis tilini o'qitish; she'riy matnlar; she'riy matnlarning funksiyalari; grammatik kompetensiya; she'riy asarlar; matn tanlash mezonlari; matn tanlashdagi qiyinchiliklar; didaktik metodlar.

Аннотация. В статье рассматривается роль поэтических текстов в преподавании немецкого языка и их значение для развития грамматической компетенции студентов. Основное внимание уделяется тому, каким образом поэтические тексты могут быть эффективно использованы в процессе преподавания немецкого языка в высшей школе. Статья освещает функции поэтических текстов, критерии их отбора, а также трудности, возникающие при их интеграции в учебный процесс. Работа с поэтическими текстами способствует не только развитию языковых навыков, но и формированию культурной осведомлённости обучающихся, а также их целостному развитию. Цель исследования заключается в оценке эффективности поэтических текстов в расширении словарного запаса и развитии межкультурной и грамматической компетенции. Задачи исследования включают анализ дидактических функций поэтических текстов, разработку критериев их отбора и выявление трудностей при включении в учебный процесс. Исследование было проведено с

использованием качественных и количественных методов, включая анализ поэтических текстов различных жанров и проведение дидактических экспериментов с обучающимися. Применялись инновационные подходы, такие как упражнения по творческому письму и дискуссии, позволившие выявить влияние поэтических текстов на развитие языка. Результаты показывают, что использование поэтических текстов существенно способствует улучшению грамматической компетенции обучающихся, особенно за счёт контекстуализации новых слов. Сделан вывод, что тщательное планирование и гибкий подход играют ключевую роль при отборе и интеграции поэтических текстов. Данное исследование подчёркивает, что поэтические тексты являются чрезвычайно эффективными не только как средство обучения языку, но и как инструмент культурного воспитания и творческого развития.

Ключевые слова: преподавание немецкого языка; поэтические тексты; функции поэтических текстов; грамматическая компетенция; поэзия; критерии отбора текстов; трудности отбора текстов; дидактические методы.

Introduction

Literature opens the door to understanding foreign worlds and one's own world. Literature in German lessons can significantly promote learners' language awareness and intercultural competence [Günter 2018: 35]. Poetic texts often contain rich and diverse forms of linguistic expression. Furthermore, poetic texts in German lessons facilitate a personal exploration of topics such as identity, tradition, morality, and human experiences. This can contribute to increase learners' interest and motivation, as they can connect with the content on an emotional and intellectual level. Creative teaching approaches that incorporate poetry therefore play an important role in fostering learner motivation. Working with poetic texts in foreign language classes offers learners the opportunity to expand their linguistic, cultural, and grammatical competencies through subjective reading experiences and deeper engagement with texts [Schiewer 2015: 86]. Poetic texts provide learners with access to cultural contexts and promote intercultural competence, which is essential in teaching German as a foreign language classes [Schneider 2017: 33]. The research problem is that there is little research on the selection criteria for poems and their didactic use in German lessons. Working with poetic texts, especially modern children's and young adult literature, opens up new possibilities for expanding grammatical competence by providing authentic and motivating language input [Müller 2013: 22–35]. Literary texts offer a unique opportunity to deepen language skills, as they present authentic and diverse linguistic structures that help learners understand the language on a deeper level [Neumann 2016: 27]. This article aims to examine the essential criteria for selecting poetic texts in German classes and analyze the associated didactic challenges. Furthermore, it aims to develop practice-oriented recommendations that support teachers to more effectively integrate literature into their teaching. Existing studies are often based on traditional methods and require new pedagogical approaches or innovative methods. This study, examines modern pedagogical methods and technologies for promoting learners'

grammatical competence. The aim of this study is to investigate how poetic texts can be used to improve learners' grammatical competence. The methodology of this study is based on the selection of suitable poetic texts and the analysis of their impact on learners' language comprehension.

Main part

To achieve the research objectives, a methodological approach combining qualitative and quantitative research methods was employed. The focus was on the analysis of poetic texts and their didactic application in German language teaching. The study was conducted using a mixed-methods approach. Poetic texts from various genres (e.g., poems, short stories, and excerpts from children's and young adult literature) were selected. These texts were chosen to offer a broad spectrum of grammatical structures. The goal was not only to teach students new words, but also to convey the cultural context in which these words are used. The analyses of the poetic texts incorporated both qualitative and quantitative methods. This included vocabulary analysis based on text samples and the evaluation of questionnaires to assess students' comprehension. The study participants were second-year students at the University of World Languages in Tashkent, Uzbekistan. They were divided into two groups: an experimental group that worked with poetic texts, and a control group that was taught using traditional teaching methods (e.g., textbook methods). For this study, experiments were conducted with 30 second-year students of the Philology Department at the University of World Languages in Tashkent. The learners were divided into according to proficiency levels, with 30 students at A2 level and 30 students at B1 level. The experiment was conducted between September and December 2024. The study focused on undergraduate students in higher education context. Future studies should focus on specific target groups to further evaluate the effectiveness of the methodology. Data were collected through a combination of pre -and- post tests and qualitative interviews. The pre-tests assessed the students' baseline level of grammatical competence in terms of vocabulary and their understanding of grammatical structures. After the poetic texts were taught, the same test was repeated to measure changes in grammatical skills. Additionally, semi-structured interviews were conducted with the students to capture their subjective experiences and perceptions regarding the use of literature in language teaching. The quantitative data from the tests were statistically analyzed to determine significant differences between the experimental and control groups. The poetic texts were integrated into the classroom through targeted activities such as text analysis, discussions, and creative writing exercises. These activities aimed to promote the use of vocabulary in authentic contexts while deepening language awareness. Interactive methods such as role-playing, group discussions, and vocabulary games were used during the lessons to make the learning process more dynamic and effective. Furthermore, special emphasis was placed on reflection, with students being asked to use the new grammatical structures in their own sentences after each lesson. The teachers observed and documented the students' progress to evaluate the effectiveness of the methods used.

The results demonstrate that analytical and creative methods can significantly support learners in language learning. The qualitative interviews were evaluated using content analysis. This analysis provided deeper insights into the effects of the poetic texts on grammatical competence and learning motivation. To ensure the accuracy of the results, various measures were taken. First, care was taken to ensure that the selected poetic texts were linguistically and culturally appropriate for the target group. Furthermore, the tests were conducted both before and after the teaching unit under identical conditions to minimize external confounding factors. The interviews were also conducted using a standardized procedure to ensure consistency and comparability of the results. This phase ensured that the texts could be used effectively both didactically and linguistically. All materials used, including the poetic texts, exercise formats, and assessment instruments, were carefully documented for repeatability. This documentation allows researchers to replicate the experiments in other teaching contexts and verify the results. In her work, Dr. Marinelli examines the role of literature in teaching German as a foreign language teaching, focusing on the questions of why and for what purposes poetic texts should be used in the classroom. She mentions the following purposes: motivation to convey cultural information about the target language culture, expansion and deepening of vocabulary, promotion of language skills, means of acquiring or practicing grammar, prompting discussion, developing text analysis skills, and creative work with poetic texts [Bayram & Töngür 2020: 30–37]. Analyzing literary texts makes it possible to capture both the linguistic and cultural dimensions of a text and specifically promote learners' lexical competence [Corbineau-Hoffmann 2002: 12].

The novelty of this study lies in the integration of modern technologies such as online platforms and interactive methods alongside traditional methods for promoting grammatical competence. These approaches helped to increase learners' interest and make the language acquisition process more effective. In particular, the learners demonstrated an expansion of their vocabulary and an improvement in their ability to understand and use complex linguistic structures. The surveys and interviews showed that poems motivate and inspire learning. The learners reported that the texts expanded their vocabulary and language skills. The experiments conducted as part of this study provided numerous valuable insights into the role of poetic texts in German language teaching.

The results of the analysis indicated that the use of literature in German classes offers many advantages that have already been discussed in the literature. It was also found that the selection of suitable poems for German classes requires thorough analysis and multiple criteria. The selection and use of poetic texts in German as a foreign language classes at universities abroad require targeted planning that considers both the linguistic and cultural needs of the learners [Teepker 2010: 43].

Several foreign language teaching methods have been widely used and have gained considerable popularity. The grammar-translation method was developed early in the 20th century, while in the 1950s, the direct method was replaced by the audiovisual method. As the audiovisual method declined in popularity, a number of new methods emerged in the

1970s. However, since the 1980s, the mainstream of foreign language teaching has opted for communicative language teaching as the recommended basis for developing language teaching methodology. Poetic texts offer diversity and variety at the appropriate language level, as they are a rich source of meaningful language [Rall 1990: 31]. In addition, literature provides learners with a wide range of topics, which stimulates interest in reading and activates their oral as well as written expression skills. The objectives of foreign language teaching have been defined by the framework educational program for elementary, middle, and high schools. The framework educational program outlines which language skills students should master at which level. The program provides teachers with guidance for planning and designing lessons that prepare learners for educational paths and real-life situations. German as a foreign language instruction at universities — especially in learners' home countries—is primarily designed to develop young adult learners' skills in everyday, standard, and, business, and academic varieties of the target language.. These students should be able to linguistically handle everyday situations such as a tourist stays, an au-pair programs, internships, or study visits in the target language country. As M. Günter states: "Literature in German as a foreign language instruction offers not only linguistic but also cultural and emotional learning opportunities. It promotes understanding of the cultural contexts of the target language and enables a deeper engagement with the language" [Günter 2018: 32].

The results of this study highlight the central role of poetic texts in teaching German as a foreign language teaching. The development of grammatical competence through the targeted use of poetic texts highlights not only the linguistic but also the cultural and emotional dimensions offered by this approach. Children's and young adult literature is an indispensable tool for introducing young readers to language and imparting cultural values to them in a playful way [Fürst & Helbig 2000: 43]. Poetic texts enable learners to explore different styles and registers of language, which can significantly expand language proficiency. Literature serves as a valuable tool for promoting reading and writing skills in German as a foreign language classes [Buchwald, 2020]. The use of literature in the classroom can increase students' interest and motivation. Contact with compelling poetic works allows students to engage with language and culture on an emotional level, making learning more effective and sustainable. The analysis of poetic texts makes it possible to capture both the linguistic and cultural dimensions of a text and specifically promotes learners' lexical competence [Corbineau-Hoffmann 2002: 12]. By writing poems, short stories, or poetic analyses, students further develop their creative writing and critical thinking skills. Poetry offers a wealth of linguistic structures, vocabulary, and stylistic variations that help students expand and consolidate their German language skills. It offers a unique opportunity to express personal experiences and emotions linguistically. This not only promotes reflection but also expands the learners' active vocabulary [Weber 2018].

Engaging with style and language in German poetry enables learners to develop a deeper understanding of word meanings, metaphors, and idiomatic expressions [Schneider 2017]. Creative writing in German as a

foreign language instruction supports the development of grammatical competence by allowing students to apply their vocabulary in authentic and personalized contexts [Becker 2017]. Thematic relevance and literature shape personality, influence value orientation, and promote imagination and creativity, . It stimulates creativity, develops reading habits, and strengthens appreciation for literature. Furthermore, literature serves as a source and transmitter of knowledge. It conveys information, reflects human experience , and promotes education by presenting the diversity and beauty of a foreign language. Literature offers authentic texts of different styles, genres, and levels of difficulty. It enriches and consolidates vocabulary and grammar [Huneke & Steinig 1997].

Language and literature are a means of humanizing society; they also encompass intercultural knowledge and relationships between foreign cultures, developing a sense of cultural diversity. Poetic texts, with their multi-layered structure and variety of stylistic features, offer learners the opportunity to acquire an extensive vocabulary [Schmitz 2016]. By reading, analyzing, and interpreting texts, learners improve their reading and writing skills, expand their vocabulary, and enhance their understanding of grammatical concepts. Poetic texts are not only a form of art but also a cultural and historical product that reflects the values and norms of a society [Benthien 2002]. Learners should be encouraged to develop creative thinking skills. Reading is understood here as both leisure activity, process involving personal responses to creative texts, as well as their critical analysis.

H. König states: “The inclusion of literature in German as a foreign language classes represents a bridge between language skills and cultural knowledge. It offers learners the opportunity to experience linguistic structures in context and thus develop a deeper understanding of the target language” [König 2015: 55]. Ehlers describes the skills students develop through literature. He distinguishes the following principles: separating the important from the unimportant; understanding unknown words; asking one’s own questions and searching for solutions; forming meanings; constituting meaning: improving knowledge of narrative structures, summarizing texts, and anticipating [Ehlers 1992: 25]. The criteria and principles listed form a foundation for the successful integration of literature in German classes.

It is essential to select texts that are suitable for various didactic methods, such as discussions, group work, or creative writing tasks. The selection should also take into account the availability of materials and resources, such as glossaries, worksheets and accompanying tasks to support effective text preparation. In addition to the language level, the linguistic and poetic features of a text are also important. The narrative style, lexical choice, text structure, and rhetorical devices influence the comprehensibility and attractiveness of the text. The analysis of the test results shows that poetic texts are an effective means of promoting vocabulary development . This means that poetic texts should not only be viewed as a supplement, but as an integral part of language teaching. The key criteria include the language level, the cultural and thematic relevance , the didactic preparation, and the linguistic and poetic features of the text. Language processing in literature-based instruction can involve both

receptive skills, such as reading and listening, and productive skills [Huneke & Steinig 1997; 154]. Despite the positive results, several challenges were identified during the study. Some poetic texts proved to be overly complex, which made comprehension difficult for learners. In addition, integration of poetic texts requires considerable preparation and instructional time, and learners' diverse linguistic and cultural backgrounds influenced the effectiveness of the activities. Using poetic texts in the classroom offers great potential but requires a deep understanding of learners' needs and abilities. This method can not only enrich language acquisition but also promote learners' cultural awareness and personal development. Future research could focus on developing specific teaching methods to make the use of poetic texts even more effective. According to student surveys, the majority of learners adjective declension as one of the most challenging grammatical topics.

The example of the poem below, J. W. Goethe's "Calm sea" (Meeresstille), provides an opportunity to reinforce this rule. For instance, through this poem, learners can better understand how poetic imagery and descriptive structures contribute to the expression of grammatical forms. The example of the poem below provides an opportunity to reinforce this rule. Through this poem, students can better understand the declension of adjectives.

*Es ist kein Wind
Die Wellen liegen still;
Das Schiff atmet leise,
fast reglos und will
als wie die Wasser
in sanfter Ruh.
Ein Bild des Friedens,
am schönsten, wenn du
die Stille kennst,
die tiefer zieht
als jede Sehnsucht.*

The results of this study show that the success of using poetic texts depends heavily on the careful selection and adaptation of materials. Teachers should select texts that are linguistically and thematically adapted to the learners' language level and interests; develop activities that encourage interaction and creative use of the texts, such as role plays, discussions, or creative writing tasks; and obtain regular feedback from learners to improve the effectiveness of the methods. This study has shown that poetic texts are an effective method for promoting grammatical competence in German classes. The results of the analysis and the experiments conducted can be summarized as follows: the targeted use of poetic texts has shown that learners not only expand their vocabulary but also develop the ability to use new words in the appropriate context. In addition, poetic texts contribute to fostering a deeper understanding of German culture and history. Furthermore, they enable learners to connect with the texts on an emotional and intellectual level. However, the study also showed that integrating poetic texts requires careful planning and

adaptation to overcome language barriers and time constraints in the classroom. This research offers an important contribution to the development of innovative teaching methods. The present findings provide a foundation for further studies in this area. Future research could focus on the following aspects: developing specific teaching strategies to make the use of poetic texts even more effective; analyzing the long-term effects of working with poetic texts on students' language skills; and investigating the role of different poetic genres in German language teaching. In conclusion, poetic texts offer considerable potential in foreign language teaching. With careful planning and implementation, poetic texts can enrich the learning process and lead to sustainable learning results. Furthermore, teachers reported that teaching the material required considerable effort and presented significant challenges. An up-to-date reading list and additional lessons can contribute to improvements in teaching. The purpose of reading strategies is to identify the main and secondary aspects of the reading and themes. Access to and comprehension of literary texts are not easy for students and require systematic practice. To support the development of effective reading strategies, Tykvova proposes a set of tasks that include identifying and distinguishing main and secondary ideas, analyzing different aspects of the topic, recognizing central ideas based on structural features of the text, identifying recurring key terms, and determining specific points of view presented in various ways within the text [Tykvova 2006: 46]. Neuer, Gerhard and Hans Hunfeld describe typical exercises such as translating individual sentences from the native language into the foreign language, translating longer text passages, and literary texts, the reading of German poetic texts, the writing summaries or retelling of texts, the composing essay and completing dictation tasks.

*Es war einmal ein Esel,
der lebte wohlbestellt,
der fraß und soff und dachte:
Wie schön ist doch die Welt!“*

This poem is appropriate for B1-level learners because it introduces narrative past tense (*Präteritum*) verbs such as *war*, *lebte*, *fraß*, *soff*, and *dachte*. Students at this level begin to practice past tense forms more systematically, and encountering them in a rhythmic, memorable poem helps reinforce learning. Moreover, the simple yet playful structure allows learners to see how conjunctions (e.g., *und*) link sentences naturally. By analyzing the text, students improve their grammatical competence while also engaging with authentic German literature.

Poetic texts offer students opportunities for identification, unlike textbook texts. They stimulate students' imaginations and support deeper emotional and cognitive engagement with the text. Boredom, which threatens reading poetic texts, only sets in when the texts are not appropriately selected or didactically prepared. If the teacher selects the right text according to the students' language level and interests, students are personally engaged and enjoy reading. Poetic texts have a higher language level and are better structured than, for example, newspaper or

popular science texts. They contain abstract concepts and other important vocabulary areas that are not found in language textbooks. Students are confronted with the real world and real language. Reading is a complex process, a constructive and interactive activity. Promoting reading skills is a central component of German instruction. Through the targeted use of poetic texts, learners not only expand their language skills but also develop a deeper understanding of the structure and style of the German language. As Weniger emphasizes: *“Reading poetic texts not only promotes language awareness but also provides access to cognitive and cultural dimensions of language”* [Weniger 2007]. This effect is particularly evident when working with authentic and linguistically diverse texts. Poems not only offer an opportunity to develop language skills but also encourage deeper reflection on one’s own feelings and emotions. By engaging with universal themes such as love, loss, and nature, poems give learners the space to articulate their emotions in a foreign language. This process contributes to personal development by enabling learners to express their inner feelings precisely and with nuance. Another benefit of this emotional learning process is that it helps students come to terms with their own experiences, which is especially important for understanding other perspectives.

The purpose of this activity is to support group-based discussion of external aspects of the text. Students with more advanced poetic competences may benefit from prior poetry knowledge. Especially in learning groups with limited poetry experience, a general introduction that activates students' prior knowledge, can facilitate subsequent engagement with the text. Adapting texts for classroom use can involve a variety of measures, from creating worksheets and assignments to developing discussion topics and projects [Hoffman 2015: 42]. However, these adaptations require additional time and resources, which can pose a significant challenge for many teachers. The didactic preparation of texts is another critical area that must be considered when selecting texts [Hille & Schiedermaier 2021: 32]. The challenge is to prepare texts in such a way that they can be effectively integrated into the classroom and meet the learning objectives. Didactic flexibility is crucial for making texts used in classroom instruction. Teachers must be able to design texts to serve different didactic purposes. Furthermore, the availability of materials and the need for didactic flexibility pose additional challenges [Hille & Schiedermaier 2021: 30]. The recommended topics include social issues such as human dignity and justice, as well as historical events, such as National Socialism and the persecution of the Jews. Topics from the personal lives of young readers, such as friendship, family, love, death, illness, the search for identity, media, and loneliness, are also considered. Areas of political decision-making are also addressed, such as migration and integration or the use of nuclear energy. Furthermore, topics such as school, university, and career choices, sports, crime, as well as regional and historical aspects are included at levels A2 to B1. Students often rely on the advice of teachers or on book reviews from their classmates/fellow students [Duan 2012: 12]. The analysis and the experiments conducted demonstrate that by engaging with poetic texts, students not only expand their vocabulary but also improve their ability to use new words in the

correct context. This development of grammatical competence is a central finding of the study and demonstrates how poetic texts can serve as an effective tool for promoting vocabulary knowledge. This type of text work helps students not only actively expand their vocabulary but also develop the ability to correctly use complex linguistic constructs in different contexts. The study demonstrates that, through their dense and sophisticated language, lyrical texts help students develop a deeper understanding of vocabulary that goes beyond simple, everyday expressions.

Conclusion

The results of the study illustrate that the use of poetic texts in German classes offers numerous advantages, but also presents challenges. Teachers face the challenging task of selecting suitable texts and preparing them didactically to meet the diverse needs and interests of learners. The results of the study confirm that poetic texts are an effective method for promoting linguistic competencies in German as a foreign language classes. As Tütken emphasizes, poetic works not only enable learners to expand their vocabulary but also develop their intercultural competence and deeper language comprehension [Tütken 2006: 52]. The use of poetic texts requires a great deal of additional work and preparation for teachers. It places numerous demands on both the teacher and the reader. They must be familiar with the text in depth and prepare a series of engaging activities for students. These references provide a good foundation for exploring the role of literature in the classroom. They cover both theoretical and practical aspects and offer different perspectives on the benefits and challenges of using poetic texts in language teaching. Poetic texts represent a valuable tool for promoting grammatical competence in German lessons. Despite the challenges of text selection and preparation, they offer numerous opportunities to expand learners' vocabulary, deepen linguistic structures, and strengthen intercultural competence. A thoughtful integration of such texts creates an enriching learning experience and contributes sustainably to the development of learners' linguistic and cultural skills. The results of the study underscore the importance of poetic texts as an effective tool for expanding vocabulary and developing differentiated and nuanced language use. Some teachers believe it is important for students to have the opportunity to express their own opinions and to justify them. Nevertheless, poetic texts are rarely used in teaching, as many teachers state that they do not have sufficient time to integrate them into the curriculum. Future research should focus on developing specific didactic methods for better integrating literature into foreign language teaching to further maximize its positive effects. It would be helpful to consider the use of innovative approaches and methods that expand on the traditional approach to selecting and analyzing poetic texts. The introduction of new technologies or digital media could be considered an innovative method for expanding vocabulary in foreign language teaching, and this could be explored in more detail in future studies. lack sufficient time to integrate them into the curriculum. Future research should focus on developing specific didactic methods for better integrating

literature into foreign language teaching to further maximize its positive effects. It would be helpful to consider the use of innovative approaches and methods that expand the traditional approach to selecting and analyzing poetic texts.

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