Abstract. The article examines the issues of teaching the language of specialties to Azerbaijani students studying English for professional purposes in the senior courses of language faculties through texts, their types, teaching texts, as well as literary texts. It is concluded that teaching through literary texts provides a basis for students to master critical thinking, the ability to use language creatively, and verbal and non-verbal norms of behavior in the socio-cultural space in which they live.

Keywords: text, literary text; narration, description, judgment, figurative, fantasy, professional teaching.

It is especially important that the teaching process is result-oriented in the faculties where English is taught as a specialty language in accordance with the requirements of the time. The main goal of language faculties is to form and develop relevant knowledge, skills and competencies in students. In this sense, the use of literary texts in English language classes taught in language faculties should be organized accordingly.

What is the text?

The main feature of the text is that it is a full-fledged part of speech [1, p.8].

A text is a collection of sentences combined around the same idea and topic.

The text is considered to be the largest unit of speech, and the sentences in the text are lexically and grammatically related to each other.

There are 3 types of text: narrative, descriptive, judgmental.

Movements and events are given in the narrated texts Who? What? When? Where? How? What does it do? The meaning is clarified through questions.
Descriptive texts include objects, people, space, and so on description is given. How is it? What kind? How much is it? Problems in the text are identified through questions.

Judicial texts discuss the causes of actions, events and manifestations, and explain the relationships between them. What? Why? The meaning is determined through questions.

Narrative texts convey ideas through speaking and narration. Descriptive texts convey meaning by describing. Judicial texts, on the other hand, convey meaning by proving it.

The text consists of an introduction, a main part and a conclusion.

Let’s look at the types of written texts used in foreign language teaching.

The ultimate goal of learning to read is to understand the authentic (original) texts. Authentic texts are original texts that meet the function of a true linguistic information communication: a newspaper article, a page from Shakespeare, a poem, a political brochure, an instruction book, a public announcement, content, exact wording (the text of a decree, for example) are original documents.

The teacher can use other types of texts in his work to explain the original texts:

1) texts prepared for pedagogical purposes (for example, textbook authors compile appropriate texts to master the intended lexical minimum);
2) adapted texts to the level of age and knowledge (adaptation of original texts, for example, a piece taken from any work to the level of learners);
3) texts closer to more authentic texts;
4) easy texts in English (for General English level).

Along with teaching texts, literary texts also play a special role in language teaching.

"There is a lot of text. Different types of text have emerged, depending on the field, style, theme, and content to which they belong. For example, scientific text, literary text, journalistic text, epistolary text, etc. Each type of text has its own characteristics and features. Of these, the literary text is a broader concept. This includes all written and oral literature characterized by fiction” [1, p.8].

What is a literary text?
Its goal is to share an imaginary universe. The literary text can allow itself fantasies, give free rein to fiction, adopt an unrestricted writing, for example poems without punctuation, novels without paragraph.

How to recognize a literary text? How to identify literary genres? The text is written in prose. The text is divided into paragraphs and chapters. Actions and descriptions in the text replace each other. There are dialogues.

What are the characteristics of a literary text? The content of a literary text can be interpreted in different ways. By his writing style, the author seeks to please the reader, to make him feel emotions. The reader reads a literary text with his head, his heart, his emotions, his experience.

What is the difference between a literary text and a non-literary text? It should not be confused: literary texts are novels, poetry and theater, non-literary texts, known as functional such as press articles, dictionary pages, letters, advertisements, CVs.

Texts used in teaching English must meet the requirements of the relevant curriculum and meet certain criteria. Thus, the literary texts used in teaching, especially the texts presented to students in the faculties with language specialization, must be authentic and selected taking into account the age, intellectual and knowledge levels of the students. At the same time, the recommended literary texts should correspond to the interests, needs and requirements of the learners and serve to motivate them.

Teaching English to professional students studying English for professional purposes in the senior courses of language faculties through literary texts provides them with critical thinking, the ability to use language creatively, and verbal and non-verbal norms of behavior in the socio-cultural space in which they live.

Literary text is considered a linguodidactive unit in the teaching of English.

An integrated approach to examining the facts and phenomena of language on the material of a literary text is an important point for teaching English as a non-native language. A literary text has a powerful linguodidactic potential, the semantic perception of the means of its linguistic expression helps the learner to get used to the new linguistic space. Word is the main unit of teaching a foreign language. Many
words outside the text have a specific lexical meaning corresponding to the concept of another language, but under the influence of the context, they acquire multiple semantic meaning. The linguodidactic principle is the main principle for the selection of literary texts for a foreign language audience, since the correspondence of the text to the lexical and grammatical norms of different levels of English proficiency makes the material more accessible to foreign students.

At present, an emphasis is also placed on the study of the language in the context of the spiritual and practical activities of a person, therefore, the work on the analysis of textual material is one of the ways to master the national culture. A literary text is a unique material for teaching English, since the most comprehensive, interconnected, all the tasks of teaching a language are solved in the process of working on the text.

The value of literary texts is in the complex solution of linguistic, educational and cultural problems, the mastery of speech activities by students learning a foreign language. As a linguodidactic unit in the teaching of English as a foreign language, the text should be emotional, expressive, informative. In order to understand the text, the student must understand who is being talked about, what event is being described, where and when everything is happening. All of these are part of the situation in the text. When teaching English as a foreign language, it is important to divide the text into fragments, each of which reflects a specific mini-situation, to be able to distinguish the basic units that are the key to understanding the meaning of the literary text for each situation.

Key text units allow you to clearly structure classroom work on the text, are units of learning, their understanding becomes the basis for understanding the entire text. Each word, even a sign, carries information in the text that helps to understand the shades of the general meaning, therefore, it is necessary not only to study the linguistic and semantic meanings of the units of the text, but also to generalize observations, create an atmosphere of creativity. This work is no longer at the conceptual level, but at the level of representations, which ensures the completeness of the perception of the text. Classroom work on the text involves the direct perception of a literary text, followed by the process of understanding the semantic
structure of the text, its educational value. Analysis of the text using interpretations also helps to understand the meaning of the work, to see how linguistic means create an image.

The text is also a means of motivation for learning English, acts as a source of linguistic knowledge and material for enhancing communication. In the process of working on the text, students use their lexical and grammatical knowledge, train language skills, practice in all types of speech activity. When analyzing difficult passages of text, tasks are required using mental strategies and instructions that will show how to act in difficult situations. It is advisable to analyze the text in a foreign language audience in accordance with the interrelated structures of the category of basic images, defining the general scheme of analysis “idea – composition – image – language”. The perception of the language of the work will in this case be figuratively enriched. Three aspects stand out in the analysis of the text.

The first aspect of the analysis has as its object the main content of a work or its fragment, it helps to understand the author's intention, to get an idea of the nature and way of translating an idea into images.

The second aspect is the study of the compositional structure of the work, understanding the basic principle of organizing the text and the system of images.

The third aspect is the study of the system of speech visual aids. Foreign students should clearly imagine how, thanks to the interaction of linguistic means, the linguistic shell of the English literary language is created. Revealing the semantic structure of linguistic units, a holistic understanding of the text, the development of figurative thinking, comprehension of the richness and expressiveness of the English language are the obligatory tasks of the teacher while working on the text in a foreign language audience.

From the above, we can list the following arguments confirming the benefits of the correct use of the literary text in the teaching of English to Azerbaijani students studying English for professional purposes in the senior courses of language faculties:

– Literary text is an important motivating factor in the process of learning a foreign language;
– The language of literary text is a source of information about the history and language, culture and traditions of the people studied;
– Working with literary texts significantly increases students' vocabulary;
– Poems and story texts in the target language help to master phonetics;
– The ability to read foreign fiction, to talk about various literary topics provides the formation of students' communication skills, allows them to translate at a higher level by communicating with native speakers;
– The teacher's creative approach to the literary text ensures the formation of students' communication skills, creates an intellectual and emotional atmosphere in the classroom that helps to deepen the relationship between students, as well as between teacher and students, which undoubtedly contributes to the development of their personality;
– By working on a literary text or a whole context in general, the student acquires the ability to communicate on a daily basis through a certain degree of figurative expression.

However, it should be noted that even students studying in language faculties do not try to read the literary in the language of their specialty. At the same time, the use of textbooks and teaching aids that do not meet the requirements for the training of specialists in language universities, the use of materials that do not meet the requirements of linguistic, content and culturological characteristics of students with critical thinking, communicative competence and linguistic literacy does not serve to ensure the formation and development of the existing level.

**References:**