

The Importance of Using Literature in Foreign Language Teaching

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Abstract: *In this paper, importance of using literary sources in a foreign language classes is investigated and highlighted. Study is an attempt to investigate and highlight the significance of using appropriate carefully selected literary materials in FL/SL Classrooms. Literature is considered an important and useful means of teaching foreign languages. In the process of using literature, four basic language skills like reading, writing, listening and speaking must be taught in integrated way. Both oral and written communication must be taught with the sources which includes basic language skills as an integral part language use, as a part of the means for creating both referential and interactional meaning, not merely as a facet of the oral and written production of words, phrases and sentences.*

Key Words: *Teaching literature, foreign language, integrated language, intercultural awareness, literal knowledge.*

INTRODUCTION:

In recent years, the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum. Among language educators, there has been a hot debate as to how, when, where, and why literature should be incorporated in ESL / EFL curriculum. Vigorous discussion of how literature and ESL / EFL instruction can work together and interact for the benefit of students and teachers has led to the development of interesting ideas, learning, and improved instruction for all.

According to Collie and Slater there are four main reasons which help a language teacher to utilize literature in the classroom. The globe of a unique, play, story is an imaginary one, it shows a complete and colorful setting in which different characters from various social and regional backgrounds might be presented. A learner can study the way, the heroes in such literary works analyze the planet outside their feelings, customs, traditions, actions, beliefs, how they speak and behave in several places, parties. The main reading may be prepared by the teacher and should not demand students to do an oversized and difficult task. It's important that learners are entertained by reading, and lots of activities can relieve them of this, give them an opportunity to get to know with the fragment and analyze their predictions, or reply a boring general question about the text. During the first stages of literature in foreign teaching classical works by renowned authors were integrated into the curriculum.

These extracts of literature were mostly utilized for translation aims and tasks on reading comprehension. This led the scholars to appear in a very dictionary for every and each foreign word they are available across. Literature in foreign language teaching is inclined to emphasize its importance in developing interactive competence and make an awareness in students on the culture and society of the relevant country. The educational aim of literature in foreign pedagogy offers

various strategies to introduce students with understanding and interpreting literary texts in target language.

The warming-up can be in the source of the literary fragment. You can tell students to read a short reference about this. you'll organize a debate or briefly ask them how this work is so world-famous. Reading fiction in English enables you to widen the outlook of learners, learn different traditional and historical events, boost active and passive word base of students, increase both linguistic and general cultural knowledge. Reading in English contributes to the dialogue of cultures, acquaints students with the realities inherent in another culture, other peoples and nationalities.

METHODOLOGY OF RESEARCH

In the process of teaching foreign languages the teacher play essential part. Firstly, a teacher must clarify the aim of language teaching in relation to the necessity and purposes of the students. Distributing a survey or having an interview with learners the instructor must put the purpose and the priorities for teaching a foreign languages.. Literature motivates learners because it explores themes that are interrelated to their outside world. Moreover, literature provides learners with the variety of language that is used by native speakers of that language. In addition, literature can broadens the horizons and mental scope of the learners by developing their imaginative capabilities.

Since translation literature gives students the chance to practice the lexical, syntactic, semantic, pragmatic and stylistic knowledge they have acquired in other courses, translation both as an application area covering four basic skills and as the fifth skill is emphasized in language teaching. In the following section, why language teachers use literary texts in the foreign language classroom and main criteria for selecting suitable literary texts in foreign language classes are stressed so as to make the reader familiar with the underlying reasons and criteri for language teachers' using and selecting literary texts..

Advanced level students can be given an original form of novels , in order that they can improve their literary knowledge in the target language. To put it another way, students learn practically the figurative and daily use of the target language in the literary texts and encounter different genres of literature (i.e. poems, short stories, plays, etc.) at advanced levels. Observing how characters in a play or a short story use figures of speech, such as simile, metaphor, metonymy, etc so as to express their communicative intention, students learn how to write English more clearly, creatively, and powerfully.

The use of literary texts for reading within the teaching of English promotes the event of intellectual and cognitive abilities. Newly acquired linguistic and socio-cultural knowledge and skills can significantly improve the extent of motivation of scholars and help them feel more confident in using English — irrespective of their level of language training. Teaching of English is extremely closely connected with the study of English culture and literature. The familiarity with the most effective samples of classical and modern literature undoubtedly takes place within the culture of the countries of the studied language.

Fiction plays a very important role in shaping the human personality. In fiction, the experience of the many generations, basic moral and spiritual values are laid. Through reading, students absorb the norms of ethical behavior and morality. During reading, both the cognitive and emotional spheres of the personality are involved.

GENERAL ANALYSIS:

Literature is authentic material. Most works of literature are not created for the primary purpose of teaching a language. Many authentic samples of language in real-life contexts (i.e. travel timetables, city plans, forms, pamphlets, cartoons, advertisements, newspaper or magazine articles) are included within recently developed course materials.

Thus, in a classroom context, learners are exposed to actual language samples of real life / real life like settings. Literature can act as a beneficial complement to such materials, particularly when the first “survival” level has been passed. In reading literary texts, because students have also to cope

with language intended for native speakers, they become familiar with many different linguistic forms, communicative functions and meanings.

Literature provides learners with interesting situations to produce contributions, discuss meanings, and increases stimulation, i.e. literature is the effective medium for acquiring the target language. In addition, since literature comprises hidden connotations, thus, it can develop classroom activities which require exchanging sentiments, emotions, as well as viewpoints and attitudes. In other words, literature makes language-learning is a process of exchanging responses by exploring situations and subject matters that learners take pleasure in, then seeking hidden meanings. The study of foreign language suggests broad spectrum of methods and types of language within the foreign literature. Reading literary text, creative work, the coed interprets an intensive lexicon, linguistic analysis of texts, compare it together with his linguistic communication.

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The ideal way for several to extend understanding of verbal and nonverbal aspects of communication within the country within which that language is spoken – a visit or an extended stay- isn't probable and for such learners literature is helpful. It provides learners with a good range of individual lexical and syntactic items. They become aware of many features of the written communication and reading. They study functions of sentences, ways of connecting ideas and by this manner they develop their writing skills. They become more productive. When the learner reads a literary text, he begins to inhabit it. He becomes an element of this text. Understanding the meaning of story, he becomes enthusiastic to seek out what happens event unfold via the climax.

According to Obediat (1997), literature can help learners obtain a competence in target language, learn the usage of idiomatic expressions, speak accurately, and become more fluent and creative in the target language. Also, as Custodio and Sutton (1998) observe, literature opens doors of opportunity and permits learners to ask, criticize, and investigate. Briefly, literature represents the learners a rich resource of authentic material. If the learners achieve this material, then they will be able to internalize the language at a high level (Elliot, 1990) [1, 82].

Choosing books relevant to the real-life experiences, emotions, or dreams of the learner is of great importance. Language difficulty has got to be considered also. If the language of the piece of writing is straightforward, this might facilitate the comprehensibility of the literary text but isn't in itself the foremost crucial criterion. Interest, appeal, and relevance are prominent. Enjoyment; a fresh insight into issues felt to be associated with the guts of people's concerns; the pleasure of encountering one's own thoughts or situations exemplified clearly in an exceedingly work of art; the opposite, equal pleasure of noticing those self same thoughts, feelings, emotions, or situations presented by a very new perspective: of these are motives helping learners to address the linguistic obstacles that may be considered too great in less involving material.

CONCLUSION:

In my point of view , learning a language by reading literal texts may be boring for learners. However, the role of teachers is to help learners to find a solution to this issue. Since, it gives learners a close imagination to language, culture and traditions. Literature might be a essential part of many lives. Learning through literary language possess the potential to search out similarities in two different cultures. this can help students improve their vocabulary and find a higher start within the language. English language literature teaches students history, traditions, and social lifestyle of other cultures. It encourages students to communicate with others, by sharing their thoughts and feelings about the story. Students engage with the attitudes and opinions expressed by the author or the characters. This helps students to develop their sense of self, their moral code, and their understanding of the world.

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