

Teaching English Language by Using Literature

Narimanova Jamola Yuldashbayevna

Teacher of Uzbekistan state world Languages University

Adxamjonova Bibioysha Iqboljon qizi

2nd year student of Uzbekistan state world Languages University

Abstract: This article analyzes the use of literature in English language teaching and ways to improve its effectiveness. literatures not only educates but also delights. Teachings of language through Books not only helps students to value (many different kinds of people or things) cultures apart from their own cultures, but also keep them working at the job in a refreshing way.

Keywords: literature, teaching English, English language, methods.



This is an open-access article under the [CC-BY 4.0](https://creativecommons.org/licenses/by/4.0/) license

Introduction

Literatures related texts can be studied in their original forms or in simplified or shortened versions. An increasing number of stories in English are written specifically for learners of other languages. Books in the form of writing provides information, apart from the knowledge of the concerned language in an interesting manner.

The teacher plays an important role in teaching English through literature. First, it is language teaching according to the needs and expectations of students should set a goal. The teacher gives a questionnaire or with the students can determine the goals and tasks of language teaching by conducting an oral conversation. Second, he or she chooses the appropriate language teaching method, teaching techniques and classroom work need Then the teacher matches the goals and objectives of his education must select the texts. When choosing hadith texts for use in a language class the level of knowledge of the language in order not to bore the students with inappropriate material, it is necessary to take into account the field and direction of education.

For example, at the initial stage students should be given simplified short texts. However, in advanced stages further to develop students' literary skills in the target language complex stories are presented. That is, students are learning in texts they learn the figurative and everyday use of the language in practice and various stories they get to know the species at an advanced level. Characters use similes to express their communicative intentions, by observing how he uses figures of speech such as metaphor and metonymy students will learn to write more clearly, creatively and persuasively in English.

Main body

Literature helps students to master English as a first language, their thoughts to express fluently in English, to learn the features of the modern English language, to learn how to use the English language system to communicate, to see how idiomatic expressions are used, it will help to speak clearly, clearly and concisely. Good command of English, to the creative, critical and analytical student rotation . A foreign language especially for students with verbal/linguistic intelligence The teacher's use of literary language in the lesson is highly motivating, interesting and serves to create a live lesson.

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.

There are following opinions of several scientists are analyzed:

McRae (1994) ¹is of the opinion that literary texts are representational rather than referential. Referential language is very informational and as a result, less appealing. On the other hand, representational language appeals to one's emotions and as a result extremely interesting. Referential language appeals to the imagination of students and makes them empathetic towards the society as a whole. That's why language used in popular songs or films can be retained for long, without a serious effort.

Literary texts may be chosen based on interest and relevance to students. The level of students should be checked thoroughly before recommending any literary texts. It is suggested that the texts be slightly shorter so that the students make finest use of them before the required time. Accurate preparation is essential to confirm that the learners get literary texts that are culturally suitable.

Duff and Maley (2007) raise a wide variety of questions in this regard. Some of the questions are:-

Is the material really interesting for the learners?

Is the literary style comprehensible?

Is it possible to complete the text within the schedule?

'Duff and Maley (2007) also propose easy tasks to stimulate the interest of students. One should proceed gradually from easy tasks to difficult tasks. Teachers can completely exploit the material by conducting brainstorming sessions, pre-reading tasks etc for the benefit of students. Pulverness (2003) also supports this view and offers valuable advice for teachers to make learning English interesting.'

Values, character building, soft skills etc can be easily and effectively inculcated in students through literature. Professionalism without human touch is quite ominous. For example, the students should be exposed to literature from commonwealth countries like Canada, Australia,

¹ [https://ebooks.inflibnet.ac.in/engp12/chapter/teaching-language-through-literature/#:~:text=McRae%20\(1994\)%20is,a%20serious%C2%A0effort.](https://ebooks.inflibnet.ac.in/engp12/chapter/teaching-language-through-literature/#:~:text=McRae%20(1994)%20is,a%20serious%C2%A0effort.)

New Zealand etc. This will help them to appreciate the cultures of different countries. Shaping the personality of the student is the need of the hour. Literature will play a pivotal role in this direction if it is inculcated in students right from the beginning.

Berardo (2006) and Wallace (1972) highlight the 'importance of authenticity to make language learning a beautiful experience. In other words, students find it really fulfilling to read authentic texts instead of the artificial language used in certain sources. Certain factors should be taken into consideration while selecting authentic material in the ELT Classrooms. The factors are as follows:-

They should have a positive impact on students.

They should expose students to real language. (Language in day to day conversation).

They should cater to the different needs of the students.'

Literary texts will expose students to use the appropriate language according to the situation and condition. Cruz(2010) and Kramsch (1998) speak about the importance of fifth skill that is learning culture apart from the four skills – Listening, Speaking, Reading and Writing. Students will really enjoy learning culture, which they firmly believe in and also accepted by society. Appropriate texts should be selected very cautiously, so that it can inculcate the desired cultural values in students. The important point to be noted is that the literature prescribed should be interesting and understandable. The ambience in the classroom changes dramatically with the introduction of literature.

When selecting literature related texts to be used in language classes, the language teacher should take into account needs, (reason for doing something), interests, cultural background and language level of the students. However, one major factor to take into account is whether a particular work is able to show/tell about the kind of personal involvement by awakening/stimulating the learners' interest and bringing out strong, positive reactions from them. Reading a for example stories, articles text is more likely to have a long-term and valuable effect upon the learners' language-based and extralinguistic knowledge when it is meaningful and slightly funny. Choosing books clearly connected with or related to the real-life experiences, feelings of love, hate, fear, etc., or dreams of the learner is of great importance. Language difficulty has to be carefully thought about/believed also.

If the language of the literature work is simple, this may help the (ability to be understood) of the book text but is not in itself the most extremely important judging requirement. Interest, appeal, and relevance are also well-known/obvious. Enjoyment; a fresh understanding of issues felt to be related to the heart of people's concerns; the pleasure of meeting one's own thoughts or situations showed a good example of clearly in a work of art; the other, equal pleasure of those same thoughts, feelings, feelings of love, hate, fear, etc., or situations presented by a completely new: all these are reasons for doing things helping learners to successfully deal with the language-based (blocking or stopping things) that might be thought about too great in less involving material.

In conclusion, Literature plays an important role in teaching four basic language skills like reading, writing, listening and speaking. However, when using literature in the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should try to teach basic language skills as an integral part of oral and written language use, as part of the means for creating both referential and interactional meaning, not merely as an aspect of the oral and written production of words, phrases and sentences. Young learners are usually motivated to know a foreign language, so literature will help them to acquire the language as a means of communication. To do it, the teachers should focus not only on linguistic but also on literary and cultural elements. The literary texts can be used to provide different activities for reading, listening, writing and speaking classes. The language teacher can provide the learners with

interesting elements from the finest treasures of English literature, which induce a desire in them to make reading as a habit and develop text reading strategies.

References:

1. Collie, J., and Slater, S. 1991. Literature in the Language Classroom. Glasgow: Cambridge University Press.
2. Hill, Jeniffer. 1994. Using Literature in Language Teaching. London: Macmillan.
3. Lazar, Gillian. 1993. Literature and Language Teaching. Cambridge University Press.
4. [https://ebooks.inflibnet.ac.in/engp12/chapter/teaching-language-through-literature/#:~:text=McRae%20\(1994\)%20is,a%20serious%C2%A0effort.](https://ebooks.inflibnet.ac.in/engp12/chapter/teaching-language-through-literature/#:~:text=McRae%20(1994)%20is,a%20serious%C2%A0effort.)