

## THE ROLE OF LITERATURE IN TEACHING FOREIGN LANGUAGE

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**Abstract:** This article discusses the role of literature in teaching foreign language. Also, its advantages and difficulties which teachers come across during teaching foreign language, how to choose proper activities and adapt them for book readers to motivate and encourage to read more and more literature and foreign language together.

**Key words:** Genre, fiction, poetry, didactic, authentic, interactive, culture, psychological, social, fantasy, bravery actions, hero, irony, metaphor, hyperbole, joke.

### Introduction

One of the most well-known strategies used by language teachers is the use of English literature in teaching foreign languages. Its advantages extend beyond primary language domains to include integrated skills (reading, writing, speaking, listening) and language domains (pronunciation, grammar, and vocabulary acquisition) [5]. This approach is essential for learning literature and language simultaneously because students are taught literary genres like drama, fiction, poetry, and novels. However, there are some problems which are faced by teachers. The strong examples of it can be the lack of literary knowledge, lack of readymade materials to provide lessons based on the literature which is specified to the learners age, level and abilities. In this article the main role of literature in teaching foreign language and its advantages and difficulties will be analyzed.

### Results and Discussion

The most important motives of using literature for the students, it is considered an authentic material, the way of enlarging cultural awareness, the tool of increasing language area. As a point of an authentic material, it is accurate that most works of literature are not specified teaching language, but for other goals. They just can be examples of real-life language [4]. Consequently, the learners will be provided lessons based on actual language samples of natural life context.

The next benefit from literature is that, through it the cultural awareness will be increased

through the novels, fictions, dramas, and poetry. A reader can discover many things while reading, for example, their lifestyle, people's character, social problems, valuable things for the nations of that culture, their beliefs and others. In a short sentences literature is a mirror of culture. In a purpose of giving sample of these statements, "Pride and Prejudice" by Jane Austen is a reliable variant which was read by the large audience. This novel includes many features of English society. Each detail of the culture was shown with high talent of the writer.

From another standpoint, literature support the learners with a wide range of lexical and syntactic items. Students will be familiar with the many features of written language through the books. Firstly, they enlarge their vocabulary, grammatical accuracy and more natural contexts with the help of them. Moreover, they are able to develop their communicative skills through authentic richness in the books. Even literature can be the main tool of learner autonomy. If a student enjoys when he or she reads, they will try to improve their language skills also, in order to understand a large number of books.

The educational worth of using literature while teaching a new language has already confirmed around the world. The simplest example of it can be using stories for children as an authentic material. Most teachers are trying to find a suitable story or fairy tale to use in the classrooms or in the kindergartens for little children as they are eager to listen to the stories. This method is helpful in social, educational, psychological, cultural and linguistic sides besides other language areas and integrated skills. Children will be familiar with the culture of other countries enlarging their outlook and fantasy as in many fairy tales the heroes are described perfectly and they show many bravery actions and usually children can't be apathy for such heroic stories. Moreover, they are educated through moral stories as they mostly are written in didactic way. From the linguistic point, they learn new words and word phrases while listening to their teachers. Furthermore, with the help of texts interesting and entertaining role plays or other games can be organized by the lesson providers. Action games serve for the kids to gain an ability to socialize in a group. While younger learners are supported with the stories in the aim of games and other features which were mentioned above, the older pupils (12–16-year-old) occupy other skills through them. They generally focus on genre, characters, and they are capable to express their ideas what they liked about the story and what they learnt from it. Elder learners are more capable to analyze literary works than younger ones, in addition they can be supplied with more challenging and effective activities if we look from the linguistic point of view. As a sample, they can write reviews to the books they have read, they can retell the stories in the classroom, and these are essential in developing learners' great variety of language and learning activities that involve the pupils personally. If the students understand and can evaluate it while reading the literature, they will be more motivated and increasingly will get concerned in the other variants of books. As another example, literature is the main source of contexts for language learners to pragmatic analyze. It ensured unlimited contexts with examples for irony, jokes and humor, metaphor, hyperbole and etc. If the students can analyze it while reading, they will have an explanation and knowledge to translate the works in cultural way from one language to

another.

In this point, it should be mentioned about teachers' attempt to get ready for the lesson based on literary books and tasks. Initially, this is complicated task as it demands great energy, creativity and classroom management skills from teachers. The reason of this, the literature is regarded as an authentic material and it can't suit for each classroom audience as they have different levels, age and learning abilities. For students, it is somehow panic to read something which is not understandable for them. Therefore, teachers have to make pre, while, post activities beforehand in order to make easy to understand the book for their readers. According to the article of British council's young learners center, some teachers wrote their experience on using literature in the classroom area. Here are some of them:[2]

- I am now able to appraise a prospective storybook for use in class very quickly and decide if it's suitable and for what age group it could be used with.
- I am able to see the potential of a particular book and can create the support material necessary and that has links to other curriculum areas.
- Using storybooks has been an enjoyable experience and has given me another approach to teaching English to children that is authentic and interactive where both teacher and students learn something new!
- I have developed my storytelling techniques and ways of making authentic language accessible to foreign language students and techniques for creating worksheets and activities for exploiting the language in the story.
- The choice of the storybook is very important; if a teacher is enthusiastic, often this is contagious.

### **Conclusion**

Taking all ideas stated above into consideration in this article, literature plays an essential role in teaching language within the teaching programs. It provides learners with a rich and engaging environment to develop linguistic proficiency, cultural understanding, critical thinking skills and enhanced motivation, ultimately leading to more effective and lasting language acquisition. The important point here is selecting worthy books, materials and creating proper activities for the learners also the ability of making exciting and reliable lesson plans on the basis of literature. Literature is created for everyone, therefore only demand is an ability of using it appropriately.

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