

TEACHING LITERATURE IN A FOREIGN LANGUAGE

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ABSTRACT:

This article is devoted to the process of teaching literature in a foreign language. Definition of teaching, types of teaching and why do we assess in education? — such kind of problems has been answered (solved) and also formal and informal, internal and external types of teaching were differentiated in this article. But teaching literature in the target language can be much more exciting than it seems at first glance.

KEYWORDS: speech skills, object of teaching, formative Teaching, summative Teaching, techniques, functions, daily, thematic, teaching literature in a foreign language.

INTRODUCTION:

Literature offers experiences that can only be accessed through the target language. That funny play on words in a scene of Shakespeare won't have any meaning if explained out of context. The relationship between France and African countries like Algeria comes to life more vividly in light of the writings of Camus. Such experiences give students a front-row seat to history and culture which would be impossible to replicate otherwise. Teaching idioms from a textbook is not memorable. But reading an idiom in a conversation between two strong characters will surely stick out in your students' minds. They can also witness life through the eyes of soldiers, preachers, writers and statesmen in a way that gives insight into the people and events that shaped the culture. Literature makes seamless connections between the language and other subjects. like art, history, math or instruction in their native language. Sometimes language teachers need to explicitly spell out the connections between the target language and these other disciplines. But literature makes these connections effortless, allowing us to teach to the whole person rather than targeting language solely. Literature provides better understanding of the universal nature of language. How many times have you told your students that learning a second language helps them understand their own language better? Literature brings that point to life. Students will see examples of metaphors, symbols, puns and analogies that make them think about similar constructions in their native language and the universal truths behind them, connecting language and personal growth in a meaningful way.

The final purpose of teaching practiced in education depends on the theoretical framework of the practitioners and researchers, their assumptions and beliefs about the nature of human mind, the origin of knowledge and the process of learning. Teaching brings benefit to both the teachers and learners. By controlling the process of teaching, learners' knowledge, skills and sub skills a teacher is able to work out new, more effective ways, methods of teaching a foreign language. Teaching helps the teacher to prove his ideas, methods on organizing teaching to foreign languages. It is beneficial for learners too. Feeling their success in learning a foreign language motivates the learners and inspires them for new activities. It should be stressed that learners have different motivation. Some of them (we mean pupils) are eager to get good grades in all school subjects including a teaching literature in a foreign language and the others learn foreign languages with the hope to find a good job in future the characteristic feature of teaching in school education is that unlike the other school subjects in controlling teaching a foreign language the main attention is focused on assessing the degrees of oral speech skills and also reading and writing skills. In teaching a foreign language teaching includes the following types of controlling speech skills and subskills

Continuous teaching is everyday teaching. Teacher evaluates it at every lesson and it is one of the effective means of teaching and assessing. It positively influences on the learners and makes them to revise the learned material. Thematic teaching. This type of teaching aimed to control the gained knowledge, formed speech skills on the learned theme. It is carried out after completing the work on studying the theme. The time given to Teaching depends on the size and complexity of the teaching material. Periodic Teaching. Periodic Teaching aimed to evaluate the learners' knowledge, speech skills and subskills after some period of time. For example after each quarter or a month within a school year. The materials for Teaching are prepared by the teacher. What is literature and why have attitudes towards it changed?

Leavis wrote of literature study as the 'supremely civilizing pursuit' and was influential in elevating it to an academic discipline; his view that 'it trains, in a way no other discipline can, intelligence and sensibility together, cultivating

sensitiveness and precision of response and a delicate integrity of intelligence', is still held by many English teachers and some textbook writers, but has very effectively by Widows points out that almost any academic subject can develop these general more specific justifications for the study of literature. Leavis' establishment of an elite literary 'canon' with its implicit moral and value judgments also deeply influenced views on what should be regarded as now likewise seriously challenged.

A brief history of literature in the foreign language classroom

Like most trends in the world of language teaching, the use of literature has waxed and waned depending on the times.

For years, literature was used as one of the components of the grammar-translation methods. This was the time-honored method that involved lots of conjugation, rote vocabulary learning and (you guessed it) translation. The ability to speak and to listen was secondary at best.

Literature was simply a vehicle for students to practice their grammar and vocabulary. It gave authentic examples of sentence structures, verb conjugations and memorized words. Students were expected to translate texts word-for-word from one language to another.

In the mid-1900s, the focus of language teaching subtly began to change. Educators became more concerned with developing students' abilities to communicate. The direct method and the audio-lingual method became more popular. Neither method placed much value on the translation process in language learning. In a classic example of "throwing the baby out with the bath water," literature disappeared from curriculum as teachers focused on conversing instead.

The 1960s and the 1970s saw the advent of the "communicative approach" which seems to be the favored method in most language classrooms today. With this change, we're beginning to see literature reappear in our language classrooms.

That's because many educators recognize literature's potential for sparking meaningful communication. Discussions, role plays and group projects can all spring from the act of reading a book together. It also nurtures student opinions about events and behavior and gives them a soapbox to express those opinions.

In any language, great literature leads to great conversation.

And great conversation is, in a way, the whole point of language instruction.

But how can you actually get there?

How to use literature meaningfully in the language classroom

We can tweak this process to fit our individual class's needs.

1. Choose a book that suits your students' levels and interests:

Finding the right book is everything! Take into account your students' age, hobbies and socioeconomic background. For example, chances are that your older teens won't find much to relate to in a picture book for young children. And if you have a class of students who are into sports, they may not be interested in a Victorian romance. But a book about a famous athlete might just do the trick.

But ultimately, how exactly do you choose a good book for your class?

In the same way that you choose a good book for yourself. By asking for recommendations!

Talk to colleagues and find out what books they've found successful in their classrooms. You could also reach out to parents and teachers in the target-language country and solicit their ideas about books that kids or adult learners enjoy.

An Informal Teaching may include observation, inventories, checklists, rating skills, performance or portfolio Teachings, participation, peer and self — evaluation and discussion. This type of Teaching does not contribute to a student's final grade. Teaching can also be divided into internal and external. Internal Teaching is set by the teachers. Students get the mark and feedback regarding the Teaching. External Teaching is set by the governing body and is marked by non — based personal. For example entering tests for high school can be included into such tests i.e such teaching.

Teaching literature in the target language can be much more exciting than it seems at first glance.

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