
TEACHING ENGLISH THROUGH LITERATURE AND INTEGRATING LITERATURE INTO FOREIGN LANGUAGE TEACHING

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ABSTRACT:

Literature plays a very important role in teaching four basic language skills like reading, writing, listening and speaking. However, when using literature within the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should attempt to teach basic language skills as an integral a part of oral and written communication 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: imaginative literature, foreign language, integrated language.

INTRODUCTION:

Reasons for using literary texts in foreign language classes in line with Collie and Slater, there are four main reasons which lead a language teacher to use literature within the classroom. The globe of a unique, play, story is an imaginary one, it presents a full and colorful setting during which characters from many social and regional backgrounds may be described. A reader can discover the way, the characters in such literary works see the planet outside, their feelings, customs, traditions, what they are doing, believe in, how they speak and behave in several places, parties. The primary reading may be done by the teacher and will not require students to perform an oversized and

complicated task. It's necessary that they enjoy reading, and too many tasks can deprive them of this. Allow them to get familiar with the fragment and check their predictions, or answer a awfully 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 texts were mostly used for translation purposes and exercises 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 tends to stress its role in improving communicative competence and make an awareness in students on the culture and society of the relevant country. The didactics of literature in foreign pedagogy suggest different strategies to familiarize students with understanding and interpreting literary text-sin a far off language.

The warm-up can specialize in the source of the literary fragment. You'll be able to invite students to read a brief reference about this. You'll discuss or briefly tell them how this work is so famous. Reading fiction in English allows you to broaden the horizons of learners, study various cultural and historical events, increase active and passive vocabulary, multiply 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.

Reading will never lose its relevance, as a form of intellectual activity, as a way of spiritual and moral education and as a source of aesthetic pleasure. Therefore, the utilization of the grandiose possibilities of the book within the study of an overseas language is conditioned. Within the classes on extracurricular reading, strengthening of interdisciplinary ties takes place through acquaintance with classics and contemporary authors of the country of the studied language, with their works reflecting in a way the realities of the country's language and culture, opening a «window» to the planet of another culture, process of intercultural communication.

METHODOLOGY OF RESEARCH:

The teacher has an important role in teaching English through literature. First, he should determine the aim of language teaching in relation to the needs and expectations of the students. Giving a questionnaire or interviewing with the students orally, the teacher can set up the aim and the objectives of the language teaching. Second, he should select the appropriate language teaching method, teaching techniques, and classroom activities. Then, the teacher should select the literary texts relevant to the aim and the objectives of his teaching. While selecting literary texts to be used in language classroom, the students' language proficiency, interests, age, sex, etc should be taken into account in order not to bore students with inappropriate materials. At elementary levels, for example, students should be given simplified or specially written stories.

At advanced levels, however, students are given literature in its original form so that they can develop their literary competence 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:

We noticed that Literature plays a crucial role in teaching four basic language skills like reading, writing, listening and speaking. However, when using literature within the language classroom, skills should never be taught in isolation but in an integrated way. Teachers should try and teach basic language skills as an integral part of oral and communication use, as a part of the means for creating both referential and interactional

meaning. In reading lesson, discussion begins at the literal level with direct questions of fact regarding characters, settings, etc.

When selecting a unique to be employed in the foreign language class, the language teacher should concentrate as to if the novel has an intriguing story that may be of interest to the complete class. Themes and settings captivating their imagination and exploring the human condition should be included within the nature of the chosen novels. Novel should have a robust, fast-paced plot and interesting, well delineated, memorable characters. The content of the novel should be suitable to students' cognitive and emotional levels. 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.

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 out what happens event unfold via the climax.

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:

I think students are very bored learning a language by reading literal texts there. But the task of teachers is to assist solve this problem. Because it brings learners closer to language, culture and traditions. It helps to spell and spell them correctly. Literature all told its forms is ubiquitous in today's society, and it's clear how important it's with this concept. Literature could be a central a part of many lives. Learning through literary language has the potential to search out similarities in two different cultures. this can help students enrich their vocabulary and find a higher start within the language. When reading English language literature, students study history, customs, and see how London looked through Dickens eyes as they read novels, poems, stories, and more.

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