

LEARNING FOREIGN LANGUAGE WITH THE HELP OF LITERATURE

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Annotation

This article discusses the role of the foreign language literature in the learning process of it and its role in teaching the language . furthermore, the value of literature in language learning and the development of several abilities in language learners' life as a student and generally may be clearly seen by using the eight techniques.

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Literature and Language Teaching has been rather a difficult marriage throughout all these years. There have been moments of unfortunate separation and attempted reconciliations skilfully planned (Carter, 1988a, 1988b; Carter, 1989; Lazar, 1993; Cook, 1994; Short, 1996) which seem to foretell they will live happily for a while. Yet, one should not be oblivious of the years they have been through under the scrutiny of contemporary scholars and have a general picture of this relationship (Parkinson and Reid Thomas, 2000; Hall, 2005; Carter and Stockwell, 2008; Paran, 2008). However, all the controversies and different stances taken by linguists, literary critics and practitioners have not been able to hide the reasons for incorporating Literature into the English Language classroom. Collie and Slater (1987: 3-6) support the inclusion of literature in the language classroom as it provides valuable authentic material, develops personal involvement and help contribute to readers' cultural as well as language enrichment. These advantages, they move on to assert, can be achieved provided teachers use relevant and appealing material to learners through the use of activities that promote involvement, reader response and a solid integration between language and literature. Practitioners, that is, teachers in the "battlefield" indicate that they use Literature in their English teaching practices:

- a. to broaden students' horizons by giving them a knowledge of the classics of literature;
- b. to improve student's general cultural awareness;
- c. to stimulate students' creative and literary imagination and to develop their appreciation of literature;
- d. to introduce students to masterpieces in British and American literature as an educative experience, and to add to students' knowledge of the world at large.

Following this trend, Carter and Long (1991:2-3) propose three models to justify the use of Literature. The first model in their discussion is the CULTURAL MODEL which represents the possibility Literature brings into the picture as regards the understanding and appreciation of different cultures and ideologies together with the developing of one's perception of feelings and artistic forms. Their second model is the LANGUAGE MODEL. This model emphasizes the fact that language is the literary medium and that literature could be seen as an instrument to teach specific vocabulary and structures. Last, their PERSONAL GROWTH MODEL entails students engaging with the reading of literary texts,

appreciating and evaluating cultural artefacts and, in broad terms, the understanding of our society, culture and ourselves as we function within that social matrix. With regards to this last model, I personally interpret this aspect as one which covers the previous two since cultural understanding presupposes some cultural knowledge and in order to engage with a text and evaluate it one must resort to language to achieve such a purpose. Even though no general categories are put forward, Lazar (1993: 11) asserts that literature should be seen as an invaluable resource of motivating material and as a bridge to provide access to cultural background. Literature, she moves on to say, encourages language acquisition, expands students' language awareness and interpretation abilities, claims which might be connected to the role of stylistics in the study of literary texts (Alderson and Short, 1988; Short, 1988; Lazar, 1993; Cook, 1994; Short, 1996), and last, it educates the whole person, position which resembles the personal growth model described above. Building on previous reasons for the teaching of literature in a second language, Parkinson and Reid Thomas (2000; 9-11) add that it provides a good model for good writing; it is memorable, non-trivial and challenging, and it also helps assimilate the rhythms of a language; therefore facilitating intelligence and sensibility training.

Last, it is further claimed that literature helps enhance the psycholinguistic aspect of language learning as it focuses on form and discourse processing skills and improves vocabulary expansion and reading skills. Literature, in addition, has experienced a revival with the advent of communicative approach in language teaching as it provides learners with authentic, pleasurable and cultural material (Hall, 2005:47-57). The same justifications outlined above could be also used to justify the incorporation of a novel as one type of literary text in our syllabus or course plan. According to Lazar (1990: 204-205), when using a novel, teachers should look at both possible drawbacks and educational as well as linguistic opportunities. I will briefly mention the reasons behind the latter. First, a novel provides a more involving motivational source for pedagogic activities, and it also engages learners intellectually, emotionally and linguistically. Furthermore, it provides a picture of another culture, though some cultural background is deemed essential. Last, the act of reading a novel enhances meaning making processes and language capacity in our learners.

Moreover many people learning a second language already enjoy reading excellent literature in their home tongues, including novels, poetry, short tales, and other genres. Such affection may be translated into a second, third, etc. language. It might be quite scary and stressful to consider reading an entire novel in a second language. Following it is included the usage of books in the classroom and the entire learning experience. There are several productive and less daunting methods to employ different texts when learning a language. While most language learners attempt to read a novel while underlining unfamiliar terms to look up, this is frequently a hindrance to fully understanding the meaning of the work. The following tips will go through eight resources and ideas that can aid readers in this procedure, along with examples:

- Must be chosen a theme, cliché, or subject that piques one's curiosity. In an effort to understand as much as possible, many students opt to read short stories or tales that appear less difficult. While helpful at first, the procedure will only get harder and more irritating if the subject, story, or author don't genuinely capture their interest. The English translation of a story one previously read in their mother tongue and found to be very enjoyable is one choice. The majority of important literary works have been translated into English, which is fortunate for English language learners because English is such a widely used and widespread language. Choose something you know you are enthusiastic about or that you love learning about if this option is not accessible.
- Unless the reader feels ready, he must not bother about length or linear narrative. The majority of individuals believe that they should read books that are intended for their age group and frequently their professions—adult novels. Selecting shorter works for a lower age group on a subject that interests the reader is a terrific approach to start reading in a foreign language.

- A shorter work should be used first, then a book. We all have our favorite novels, such as the Game of Thrones series or the Harry Potter series, but reading them in a foreign language right immediately might be extremely taxing. The best place to begin is with a short story. You may pick a short tale from a variety of excellent internet sources that range in length from one page to more than thirty pages.
- The reader must search for writers he might be interested in on Google quickly. Perhaps there is an epic tale that has been adapted into a film that the reader would really want to read. But before starting reading, it's crucial to understand each author's writing style. For instance, the majority of Russian authors use a rather sophisticated vocabulary and write in extremely long, complicated phrases; at first, this may be too difficult.
- The reader must remember all the available genres and formats! There are an endless number of literary genres and forms. Poetry, short tales, and novels were already listed, but there are a ton more options that could be more suitable for the reader. Essays are a wonderful strategy if one desires something more philosophical or theme-focused. They usually don't go on for too long and stay on the subject at hand.
- It's crucial to switch between genres and formats using all the options mentioned above. Majority prefer utilizing news websites in lectures or the classroom (like npr.org) (from ted.com). Many experts employ these in their instruction, but utilizing only news items or one type of reading, writing, or listening can get monotonous and uninteresting after a while. To keep the reader engaged, it's a good idea to swap up the different types and shapes.
- Instead than concentrating on the little print, consider the larger picture. It's very natural to worry a lot about certain vocabulary phrases that the reader don't know. Yet when one reads anything thoroughly, this focus on the little things might cloud or obscure the overall picture, which will sap one's energy and hinder development. Only look up terms that are really confusing or that have an impact on the reader's comprehension of the major themes. One must try to deduce as much as one can from context. To attempt to know every word in a foreign language is impractical and annoying since none of us are fluent in every word in our native tongue.
- As valuable as discussion classes may be, book clubs! To practice dialogue and improve reading comprehension while also keeping the reader motivated, exchange materials with other learners you know and have a discussion about them. Having someone else hold you accountable for reading can keep one going!

The value of literature in language learning and the development of several abilities in language learners' life as a student and generally may be clearly seen by using these eight techniques. Literature can occasionally be overlooked as a useful linguistic tool in the age of social media, apps, and tweets.

Why do we use Literature in English Language Teaching? First, because it is the best way to share with learners this enthusiasm and pleasure in reading fiction. Second, it can help students engage in the learning of English and at the same time improve their communicative competence. Third, because Literature enables us to grow personally and socially raising cultural awareness. Last, but not least, because English should also let learners know that they can build bridges between their backgrounds in Spanish Literature by revisiting literary terminology together with other aspects involved in the study of/about Literature.

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