



ACADEMICIA
**An International
 Multidisciplinary
 Research Journal**
 (Double Blind Refereed & Peer Reviewed Journal)



DOI: 10.5958/2249-7137.2021.01588.3

USE OF LITERARY MATERIALS IN TEACHING ENGLISH

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ABSTRACT

The importance of integrating literature into second language learning programs has been discussed for years, and literature has begun to return into language classes in recent years at an increasing rate. In fact, literature was included into language teaching from the very beginning when modern languages began to appear in the curriculum of schools in Europe in the 18 th century .Grammar Translation Method was the first method of teaching foreign languages ; and this method was used for the longest period of time. In the history of language teaching from the beginning until early 20th century The aim of this method was “ to learn a language in order to its literature in order to benefit from the mental discipline and intellectual development that result from foreign language study”. The beginning of the 20th century witnessed efforts to “emancipate modern language from grammar\translation pedagogy”.

KEYWORDS: *Writing Skills, Instructions, Grammatical Correctness, Texts, Errors, Cognitive Challenges*

INTRODUCTION

MAIN PART:

Literature began to exclude from the syllabuses of language teaching programs with the use of the Direct Method. With the replacement of the Direct Method by the Situational language Teaching and Audio lingualism after WWI, literature was completely taken out of the realm of language teaching. This continued till the rise of Communicative Language Teaching in 1970s and 1980s.

The use of authentic texts as teaching materials in communicative teaching opened the way for literature to be considered in language teaching again.

In spite of the doubts about literature because of its notorious connection with grammar translation method, literary works began to make “a welcome comeback within a communication oriented methodology”. Since then literature has commonly been considered to be a way of having access to authentic materials although the way and frequency of using literature have shown a great range of variety. Some people view literature as supplementary material for entertainment and motivation, some as central material because “Literature is language”.

Some people use it for close linguistic analysis and some Traditional education does not observe the experiences young people may have nor does it match their abilities and needs it imposes its rules and facts on the learning process, where the students are in a complete state of receptivity and obedience.

This process should be viewed as an experience, a free activity and a development of the individuality in a way that utilizes the opportunities of present life to acquaint the young generation with what is going on in the world and prepares it for the future as well.

Studying, memorizing and applying rules of grammar of a certain language may elicit a learner’s loss of identity viewing the fact that the capacity for self-expression is likely to be halted or invariably obliterated. This is what young hints at when he comments on the consequences of relying merely on what is exactly stated in the textbooks; this feeling of loss of self might be further exaggerated in the process of acquiring a properly academic voice.

Literature classes help students find their voice. In this way, getting students talk in another language and assisting them express themselves have a lot in common. Literature can be a tool rather than an end in teaching English as second or foreign language.

The major four reasons why literature should be used in ESL\EFL classrooms are; authenticity, cultural and language enrichments, in addition to personal involvement. The part which a novel or a poem plays is to take the learner to vaster or larger area of huge bulk of language utterances, based on lifelike, situational, authentic experiences which characters have in the literary work. Likewise, reading works of different literary genres offers students familiarity with many various linguistic forms, communicative functions and meanings.

The worlds which such written texts as novels, short stories, poems and drama offer helps in learner’s understanding of how communication in that country takes place as they present situations of characters from various social \ regional backgrounds. Writing could be an important task in teaching literature, since it affects the students’ proficiency and helps students to organize their ideas clearly. However, Isaacs (2009:119) claims that there is no place for writing in many English classes; alternatively, even if there is, it is exclusive area in English department. Moreover, Mainland (2013:146) describes the role of criticality in literature, emphasizing that critical ideas need a good language for utterance. Interestingly, the process of language learning draws a connection between texts and ideas to keep on the path. According to Murat (2005; 55), through literature learners become familiar with a “substantial and contextualized body of text”. In addition, what adds to their writing skills is their increasing awareness of the variety of the ways by virtue of which ideas can be connected. Using literature also brings about the learner’s personal

involvement. That is, they begin to react emotionally to the story that is being unfolded, which has a beneficial effect on the whole language learning process.

Literature can serve the source of correlation between the students' proficiency and language use. Relevantly, Adesuyi (1991:38) explains that both language and literature are inseparable parts of English, and each is described as one side of a coin. Both are serving people's communication that is used to express different thoughts. Precisely, different types of literature may affect language acquisitions in accordance with culture, society and area. Reading and studying a novel, a play or a poem in the target language may help in introducing learners to the culture through which that language passed.

It is through reading a literary work written in a certain dialects of a language that a student may be aware of the varieties of that language. The value of literature essentially comes from its capacity to develop learners' sociolinguistic knowledge of the target language, providing them with a wide range of language varieties.

Language changes from one social group and profession to another. Similarly, a person speaks differently in more than one social context, using formal or informal speech styles... In the light of the above, literature exposes the learner's to other languages and cultures. Moreover, the interrelation between language and literature could be seen through expressing ideas. It shows how people of different cultures can share their ideas simply through language. Besides, a subsequent advantage of studying literature will be enrichment of the learners' vocabulary and reading skills. Furthermore, literature could be used in teaching any language.

As Rosen jar claims, non-native students of English translate poetic terms directly without understanding the context, which will not help in their language development. So, studying literary material may function as a catalyst that facilities the intellectual growth of a student while interacting, sharing and exchanging views or opinions among his or her classmates.

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