

THE IMPORTANCE OF LITERATURE IN TEACHING ENGLISH

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Abstract: *The article discusses the set of methodological recommendations developed by the author for the use of English fiction in the classroom, which is also a novelty of this research. Reading original fiction in the target language contributes to the formation of oral speech, enriches vocabulary, introduces the culture and literature of the country of the target language, and develops analytical thinking, so you need to use English literature in English lessons.*

Keywords: *reading, English literature, linguistic, cultural, novels, stories, critical skills, communicative activities.*

In recent years, the role of fiction in curricula as a core component and source of authentic English texts has received renewed attention. The use of fiction in foreign language teaching is experiencing a revival for a variety of reasons. Some of the traditional approaches to teaching a foreign language using literary materials, where the learning process focused on the functional use of the target language, have become less popular. However, in various methods of teaching a foreign language, the role of literary texts is now overestimated, and many teachers have begun to consider literary texts as providing a wide range of linguistic and cultural information, as an effective incentive for students to develop the ability to express their thoughts in other languages, and also as a potential source of student motivation.

The selection of literary material today is no longer limited to canonical texts from the literary sources of countries such as Great Britain and the United States, but includes the work of writers from different countries and cultures using different forms of English.

It is well known that the content of teaching foreign languages should be aimed at introducing students not only to a new way of verbal communication, but also to the culture of the people speaking the language being studied, to the national and cultural specifics of speech behavior in the country of the language being studied. language through the culture of the peoples inhabiting the country of the language being studied (or rather, through the dialogue of their national culture and culture). It helps to form in students an idea of various spheres of modern life of another society, its history and culture. At the same time, as N.D. Galskova rightly notes. [1] teaching another people), must be carried out constantly, starting from the first steps of studying the subject.

The teacher uses fiction as a source from which he borrows vivid figures of comparison and precise phrases for the purpose of his own presentation. In these cases,

MODERN EDUCATIONAL SYSTEM AND INNOVATIVE TEACHING SOLUTIONS

the material of the work of art organically includes the teacher in the story, description, characterization and is accepted by the student not as a literary passage, but as an integral component of the teacher's colorful presentation.

1. When preparing for a lesson, it is useful for a novice teacher to include in the plan of his story individual small fragments, brief characteristics, vivid images, apt expressions from the writer's work. In teaching practice, a brief retelling takes place as the only way to use fiction.

2. The criteria for selecting literature are: artistic merit; availability; age appropriate; educational value of the book. The teacher introduces students to the recommended list of fiction, shows some books from the list and gives brief annotations. In selecting fiction for use in English lessons, the teacher is guided by two main points. First of all, the cognitive and educational value of the material. And the second determination of the moment in the selection of material is its high artistic value;

3. When preparing lessons using English fiction, the teacher must carefully select material from a large work for the purpose of his own narration and fragments for reading for English lessons;

4. Compose the selected material, guided by the lesson plan and taking into account the time. The teacher has a variety of other techniques and ways to use it in lessons. Turning to fiction is useful first of all and personally for the teacher. Enriched with her image, he will be able to convey program material more clearly and accurately;

5. Take into account the age characteristics of older adolescence. You should not take literature from the 17th-19th centuries, because... it will be boring for this age and not entirely understandable. In English lessons you can use the literature of modern writers such as Tolkien, D. Rowling, Clive Staples Lewis, Alan Milne, Ian Fleming. The works of these authors will be of interest to older teenagers in English lessons;[2]

Introducing students of a foreign language to the literature of another people undoubtedly helps to develop an understanding of other cultures, introduces them to their characteristics and differences, and fosters a tolerant attitude towards representatives of other communities. At the same time, passages from literary works often discuss universal themes such as love, war and loss that are not always covered in the main content of textbooks.

The main goal of teaching a foreign language is the formation of communicative competence as the ability and readiness to carry out foreign language communication. Achieving this goal, i.e., carrying out communicative activities, is possible by mastering a certain content of learning, one of the components of which is skills and abilities.

Literary texts are a rich source of linguistic information for practical assignments, and can help students develop all essential skills - speaking, listening, reading and writing - as an ideal complement to illustrating the use of grammatical structures and the use of new vocabulary. [2].

Modern students encounter literature that differs both in time and periods described, as well as in styles and genres, and become acquainted with different aspects of human experience (for example, philosophical, ethical, aesthetic). These texts include fiction and

popular science, classical and modern works. The artistic language of literary works contributes to the emergence of emotions in readers and awakens the cognitive abilities of students, immersing them in the content of the text.

The READING section in most foreign and domestic teaching and learning complexes (educational and methodological complexes) offers a wide range of texts of general interest; facilitating the acquisition of new information and understanding of the needs of society; understanding the culture of your country and the countries of the language being studied. When independently selecting literary texts, the English teacher must take into account the needs, motivation, interests, cultural background and language level of the students. However, one of the main factors to consider is whether the proposed work can arouse students' interest and elicit strong, positive reactions. An interesting text will be one that contains new problematic information, opens a "window" into the world of another culture, touches his feelings and emotions, etc. [3].

Meaningful and interesting texts are likely to have a positive impact on the development of the ability to analyze linguistic and extralinguistic features. The choice of books that relate to the real experiences and emotions of students is also of great importance. Speaking of linguistic complexity, it is quite obvious that if the language of a literary work is simple, this can make the literary text easier to understand, but for a trained reader, the "complexity" of the language will not be an obstacle to reading. There are several approaches to studying literary material. The works of classical and modern writers can be studied in their original form, in the original, as well as in a simplified or abbreviated version, the so-called simplified reading Easy Reading.

For students of English and other foreign languages, more and more works of fiction are being published, written specifically for this category of readers. Types of literary texts that can be used both for in-class work and for extracurricular reading include: 1) short stories 2) fairy tales, 3) novels, 4) plays, 5) song lyrics.

Although the world of novels, plays or short stories is imaginary, it provides a complete and colorful setting in which characters from many social or regional groups can be described. Texts can be supplemented with audio texts, music CDs, film clips, podcasts, which will positively affect the sensory perception of the material. [4]. Reading literary texts is inextricably linked with written speech, which can serve as a motivating source. The use of written language gives students the opportunity to focus more deeply on linguistic and stylistic features (literacy, expressiveness, etc.), allows them to develop critical thinking skills, analytical skills, and independence, which will inevitably contribute to the development of general academic literacy. [5].

Thus, learning to read fiction in English will open up to students a rich source of authentic material for the development of literary competence, for better assimilation and enrichment of the passive vocabulary; knowledge about the culture of the target language will develop and, in general, will contribute to the main goal of learning.

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