

The Significant Role of Literature in Teaching and Learning Process

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Annotation: The article deals with the aspects on the language learning and the importance of the culture communication through teaching stages; using and selecting suitable literary texts in foreign language classes in order to improve learners' communicative competences both effectively and smoothly in teaching and learning process. Besides that, we try to show a number of the valuable ways of skills so as to teach languages and demonstrate learning the language through the literature and appropriate solutions of the studying the fiction.

Keywords: text prose, types of fictions, language skills, language competence, language and cultural enrichment, valuable authentic materials, ways of literature studying.

At the present day, learning process is not easy for the learners who long for to get all the stages of the language gains. Most of the language enrichment might be acquired with the help of the text prose which comprises different kind of written fictions. In addition, the role of literature as a basic component and source of authentic texts of the language curriculum rather than an ultimate aim of English instruction has been gaining momentum. Moreover, the students agreed with each other that even though they had studied cultural issues through literary texts, the lessons had not provided a thorough picture concerning culture. It is also thought that literature studies were more useful for language learning than for learning about culture. In this opinion, the literary works studied provide only a limited picture on different cultures as most books are about the life of wealthy people. Moreover, the students thought that their knowledge on English-speaking countries' cultures is already good so they did not consider the cultural aspect very important. However, they had studied cultural issues in the classroom and, thus, it is possible that learning has happened subconsciously, and part of their knowledge on culture has indeed become from the English lessons. All in all, the students agreed with each other that English lessons include cultural studies, but that studying literature gives only a limited picture about cultural aspects as literary works are often fictional and present a biased picture of the people of the specific culture.

Furthermore, literature can be a powerful and motivating source for writing in ESL / EFL, both as a model and as subject matter. Literature as a model occurs when student writing becomes closely similar to the original work or clearly imitates its content, theme, organization and style. The importance of literature in language learning is widely acknowledged by researchers and students. Consequently, various school programs have included the study of literature in their language syllabi. Several theorists, such as Sink, Simpson and Scholes recognize the importance of literature in language learning, from the viewpoints of both language competence and cultural knowledge [1,3-19p]. On the other hand, previous research has concentrated on the effectiveness of literary studies in language learning, whereas students' own perceptions on the use of literature as a way of learning languages have not been as widely studied. Consequently, the present thesis will take students' viewpoint into consideration. According to scientists' point of view, it is rather important to acknowledge students' opinions on the teaching and learning methods used in the classroom. A student who finds language lessons meaningful, effective and inspiring is likely to be more motivated to learn the language than a student who is not interested in the subject. When students'

motivation increases, they might also progress faster in their own language learning processes. Both understanding the theories concerning literature in language learning and acknowledging students' perceptions might help the teacher to plan successful courses and, consequently, feel motivated and enjoy his or her work. For this reason, the purpose of the present study is to provide information that teachers can use in the process of planning courses [1, 17-22p].

Apart from this, teaching English through literature in a language class, though being mainly associated with reading and writing can play an equally fruitful role in teaching not only speaking but also listening. Namely, literature has been recognized as an important element in language learning. Sinko indicates that reading is useful as it helps students to develop their thinking and imagination and provides a way to learn more expressive and accurate language. What is more, Simpson suggests that the study of language and literature cannot be separated from each other. When students study and start paying attention to what kinds of linguistic choices authors have made and what their purposes might have been, they will become more aware of the language. Furthermore, using the language in practical activities concerning literature engages the students, which will help increase their textual awareness the scholar Simpson said. Another viewpoint on the importance of literature is that literature mirrors the world in which it is written and also pictures the author's viewpoint on life: "Texts are places where power and weakness become visible and discussable, where learning and ignorance manifest themselves, where the structures that enable and constrain our thoughts and actions become palpable" said according to Scholes. Learning about culture is considered important in the IB program *the (International Baccalaureate Organization (IBO), IB Diploma Program, Language B Course and prose fiction)*. The significance of literature in the study of culture has been researched by Häggblom [who found out that primary school children were able to read and discuss literary texts and, simultaneously, learn about culture [2, 30- 40p]. This could be applied to older students as well, especially as their discussion can be more thorough, due to their experience both on the language and life. Sinko has expressed a similar view by suggesting that literature broadens the student's view on language, life and cultures, and, for this reason, helps the student to learn to understand different people and their views. Consequently, literature can be a useful tool for learning about cultures.

The students agreed with each other about the language being old-fashioned, and for that reason, they thought some of the works were quite difficult to grasp. In addition, the students felt that the works had not been studied thoroughly enough to give them sufficient knowledge on them. From this it could be deduced that the students would enjoy reading more and benefit from it if they had the chance to participate in choosing the books. However, a number of the learners need to be more taught how they obtain and develop their reading comprehension through the literature texts. And now you can be shown a plenty of ways which help to the learners to study the literature in another language. The ways of studying literature in the English classroom were not considered to be very useful by either of the interviewed students. Their opinion was that the methods of studying the books had been too detailed as the focus had not been on the books as a whole but on the events happening in the stories. The students had practical examples on how they would like the study of literature to be different. Firstly, they preferred reading the book independently. Secondly, they would have liked to work in small groups and discuss the book, for example, from the viewpoint of themes, relationships between characters and symbolism, for example. This would ensure a thorough analysis of the book. Thirdly, the students regarded interactive oral practices in small groups as useful. Literature was seen as a big entity that helps one gain several skills, not only language learning but also critical thinking, for example. However, as said above, the students found the ways of studying literature in the English classroom uninspiring. Both students seemed to think that the English lessons have not provided sufficient knowledge for analyzing literature.

However, they felt that their Finnish lessons, which include literature studies in their mother tongue, have been more useful in giving tools for analyzing literature.

In conclusion, the interviewees considered reading and studying literature to be useful for learning about the structures of the language. Moreover, one suggests that through reading, one learns vocabulary so that paraphrasing becomes unnecessary. Studying literature through discussion and group work supports sociolinguistic and strategic competencies as well. Literature plays an important role in the English programs of many non-English speaking countries. Or more precisely, literature is not only a tool for developing the written and oral skills of the students in the target language but also is a window opening into the culture of the target language, building up a culture competence in learners. In brief, literature helps students acquire a native language competence in English, express their ideas as well as critical thinking, learn the features of modern English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, speak clearly, fluently, precisely and concisely and become more proficient in English accompanied by become creative, critical and analytical learners. As regards the benefits of literature on the skills, we state that literature improves reading, writing, listening, speaking skills as well as vocabulary. It should be admitted that literature can open horizons of possibility, allowing students to question, interpret, connect and explore. Namely, it stimulates students' language acquisition and helps learners to be more actively involved intellectually and emotionally in learning English.

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