

Teaching English through literature

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Abstract: *Teachers are constantly worried about the kind of material they will give their students, but English teachers especially. Literature is among the most difficult subjects to study in English classes. Teachers find it impossible to stop using literature because it is so widely available and so workable, despite some academics calling attention to its shortcomings. The four skills of writing, speaking, listening, and reading comprehension must be acquired in order to learn a language. Literature has shown to be an excellent source that satisfies these four skills, though some sources can meet some of these requirements. Additionally, learning a language involves understanding culture and, consequently, society. Literature is culture; that is to say, literature is the culture of the people who write in that language, not that literature deals with culture. Furthermore, it is argued that the use of literature in language classes promotes more deliberate and intentional language learning. In this way, students not only experience language in its authentic context but also develop their critical thinking skills. Therefore, the purpose of this paper is to discuss why literature is a valuable resource for teaching English.*

Key words: *Literature, English language, culture, language skills*

Аннотация: *Учителя постоянно беспокоятся о том, какой материал они дадут своим ученикам, особенно учителя английского языка.*

Литература – один из самых сложных предметов для изучения на уроках английского языка. Учителя считают невозможным прекратить использование литературы, поскольку она широко доступна и работоспособна несмотря на то, что некоторые ученые обращают внимание на ее недостатки. Чтобы выучить язык, необходимо овладеть четырьмя навыками письма, говорения, аудирования и понимания прочитанного. Литература оказалась отличным источником, удовлетворяющим этим четырем навыкам, хотя некоторые источники могут отвечать некоторым из этих требований. Кроме того, изучение языка предполагает понимание культуры и, следовательно, общества. Литература — это культура; иными словами, литература — это культура людей, пишущих на этом языке, а не то, что литература имеет дело с культурой. Более того, утверждается, что использование литературы на уроках языка способствует более осознанному и целенаправленному изучению языка. Таким образом, учащиеся не только знакомятся с языком в его аутентичном контексте, но и развивают навыки критического мышления. Поэтому цель этой статьи — обсудить, почему литература является ценным ресурсом для преподавания английского языка.

Ключевые слова: Литература, английский язык, культура, языковые навыки.

Annotatsiya: *O'qituvchilar o'z o'quvchilariga qanday material berishlari haqida doimo tashvishlanadilar, ayniqsa bu holat ingliz tili o'qituvchilarida ko'p uchraydi. Ingliz tili darslarida adabiyot eng qiyin fanlardan hisoblanadi. O'qituvchilar adabiyotdan foydalanishni to'xtatishning iloji yo'q, chunki ba'zi akademiklar uning kamchiliklariga e'tibor qaratishlariga qaramay, ular juda keng tarqalgan va juda samaralidir. Tilni o'rganish uchun yozish, gapirish, tinglash va o'qish kabi to'rtta ko'nikma egallashi kerak. Adabiyot ushbu to'rtta ko'nikmalarni qondiradigan ajoyib manba ekanligini ko'rsatdi, ammo ba'zi manbalar ushbu talablarning ba'zilariga javob berishi mumkin. Bundan tashqari, tilni o'rganish madaniyatni va natijada jamiyatni tushunishni o'z ichiga oladi. Adabiyot - bu*

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madaniyat; ya'ni adabiyot o'sha tilda yozuvchi xalqning madaniyati, adabiyot madaniyat bilan shug'ullanmaydi. Qolaversa, til darslarida adabiyotdan foydalanish tilni o'rganishga yordam beradi, deb ta'kidlanadi. Shunday qilib, talabalar nafaqat tilni uning haqiqiy kontekstida his qilishadi, balki tanqidiy fikrlash qobiliyatlarini ham rivojlantiradilar. Shuning uchun, ushbu maqolaning maqsadi adabiyot nima uchun ingliz tilini o'qitish uchun qimmatli manba ekanligini muhokama qilishdir.

Kalit so'zlar: Adabiyot, ingliz tili, madaniyat, til ko'nikmalari

Introduction

Literature offers the kind of subject matter that can inspire students and support them in discovering new applications and meanings, both of which significantly improve their language proficiency. By reading literary texts, learners are motivated to acquire language skills and communicate effectively in everyday situations, as these texts fully explore the language's resources. Learners become imitation-focused and uninspired writers and speakers as a result of mechanical and conventional language instruction. Reading literature helps students communicate in a way that encourages language learning, breaks them free from the constraints of graded grammatical forms, and evokes feelings through words. After reading a literary work, a student starts to live the text.

First steps in teaching English in an ESL/EFL classroom involve selecting appropriate texts. All language instructors want to give their pupils resources that encourage them to ask questions, investigate answers, and read widely and deeply. Rather than making students burdens for society and others, one of education's main objectives is to provide them with the tools they need to improve their own prospects and contribute to their communities. This objective is well known to English language instructors. Hence, by choosing resources that advance both students' and their societies' advancement, they try to establish such an environment for English language learners. Literature provides a large portion of this content.

In English-speaking nations, the number of students enrolling in classes is rising quickly these days. Institutions of higher learning should make every effort

to take advantage of this sharp rise in the number of students entering classrooms in English-speaking nations worldwide. Teachers must pay closer attention to the materials they choose in order to fully capitalize on this opportunity. They are required to choose educational resources that draw students in and help them become active members of their communities.

Incorporating literature into ESL and EFL classes offers numerous advantages. Language development benefits from literature. It is a useful source for narratives with passion, varied sentence structures, and precise diction. Literary works deal with accurate diction because they are based on real-life events. Since the language used in literature is that of its readers, it cannot be wrong. Additionally, a variety of sentence structures are common in literature because it deals with a range of moods and situations. It's true that different people write and speak in different ways. Literature, then, encompasses all these different ways of using language. In addition, passion has a special place in literature. The reader becomes involved in this passionate element of the text when they read literary works. In general, engagement is seen as a crucial element of the learning environment, particularly when learning English. Literary works that feature conflict are particularly effective in creating this kind of engagement. Naturally, conflict is found in all literary works, even in short poems, where the poet sets up a scenario where the reader must struggle to understand what the poet is trying to say. Conflict is not limited to narrative forms, though. What matters is that the best tools for establishing an engaging learning environment are communication techniques and conflict resolution. Some researchers said that the majority of human knowledge is made up of an index of stories. ESL students who read literature have a deeper understanding of culture and society. This information is difficult to learn from other sources and cannot be adequately explained by a single expository essay. Language and culture are related. In other words, language serves as a medium for cultural messages. Literature is therefore crucial when it comes to teaching a language. Culture is expressed through literature. Stories are frequently told from the viewpoint of a single main character who is going through a difficult

time growing up. Because of this, reading literary texts differs greatly from reading explanatory articles, which are the most popular kind of literature for ESL readers. The English curriculum is unquestionably "a place for enjoying and reflecting on dot... analyzing their values, creating and constructing and utilizing cultural resources". Literature provides a useful source and context in this way, helping to put these activities in perspective.

While learning the meanings of lexical items and phrases is important, following the progression of the story takes precedence. The student feels emotionally connected to some characters and wants to know what happens to them as the story progresses through the climax. This may benefit the process of learning a language as a whole. This is where choosing a literary text that fits the students' requirements, expectations, interests, and language proficiency becomes important. He can overcome his identity crisis and become an extrovert during this process. Actually, because they are a part of the human experience, themes and topics found in literature are treated in ways that aim to capture the reader's interest. As a result, they start to pique English students' interest.

The development of reflective thinking in the learner is one of the key components of the learning process. For learners to experience transformative learning, a reflective process, or reflective thinking, is deemed essential. Literary texts are an excellent way to set up the right conditions for reflective thinking so that English students can figure out why things are the way they are, why they differ from what they expected, or why they are not like other characters in literature. In this manner, students consider their personal experiences and evaluate how they match or deviate from their preconceptions. Naturally, they become emotionally involved in the process of reflecting, and this greatly improves their ability to understand the circumstances. Gaining this improved perception will help you learn the language much more. While they are involved in other learning activities, they pick up the language. One could argue that they learn English in the same way that kids learn their mother tongue. A child's attempt at learning his native language is not language acquisition. He uses the language to interact with people around him,

to attract others, to communicate with his elders, and to make demands. For the English learner, literature creates precisely the same environment. His primary concern is how to respond to the circumstances he finds himself in, and it is via these responses that he gains knowledge.

Conclusion

Literary texts have purpose, are real, and have application to students' daily lives. They provide the most opportunity for participation and introspection. As a result, learning occurs there. Because literature enables readers to imagine unfamiliar worlds, it stimulates the intellect. Descriptive language is used to achieve this. The reader will construct his own interpretation of what the writer is saying in order to comprehend. In this way, reading transforms the reader into a performer or an actor in a communicative event. Literature-based curricula emphasize individual interpretation of the language, encouraging students to try out new words and incorporate them into their everyday vocabulary and speech. For this reason, literary texts aid in their language learning process. Because grammar is learned implicitly, this literature would help them become native speakers. For this reason, it is crucial to base English instruction on a use-and-function-focus approach. Teachers of language should make an effort to comprehend that the significance and efficacy of language instruction rest in the learners' impressive and natural use of the language.

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