

THE ROLE OF LITERATURE IN ENGLISH LANGUAGE PEDAGOGY

Rahimjonova Xumora Ziyovuddin qizi

Student of Tashkent state pedagogical university

Abstract: Scholarly discussion on the incorporation of literature into English language instruction has lasted for many years. The many ways that literature can improve language acquisition are examined in this article, with particular attention to how it affects linguistic proficiency, cultural sensitivity, critical thinking, and personal growth. This study emphasizes the value of literature in creating a whole language learning experience through an extensive evaluation of the body of available literature and an analysis of educational approaches.

Key words: literature, language, imagination, culture, creation, intercultural competency, vocabulary growth, linguistic proficiency, analytical reading, critical thinking, comprehension.

Scholarly research and real-world implementation of literature in English language instruction have long been conducted on this topic. Literature is an incredibly versatile instrument that improves students' emotional and cognitive involvement in addition to enhancing language learning. By means of literary texts, students come across an array of linguistic structures, cultural contexts, and expressive nuances that contribute to a more profound comprehension and admiration of the English language. The importance of incorporating literature into language training is discussed in this introduction, along with how it helps with vocabulary growth, grammar proficiency, critical thinking, and cultural awareness. Through an exploration of the mutually beneficial connection between literature and language instruction, we highlight the long-standing significance of literary studies in promoting a comprehensive and immersive educational process.

For a very long time, literature has been considered the foundation of language teaching. Its function goes beyond language learning; it includes emotional involvement, cognitive growth, and cultural enrichment. The purpose of this article is to clarify the many advantages of using literature in English language instruction and to offer useful advice to teachers who are trying to create a stimulating and productive learning environment.

The grammar-translation technique of the 19th century, which placed a strong emphasis on translating literary texts to acquire vocabulary and grammatical structures, is where the use of literature in language instruction originated. The approach, meanwhile, came under fire for not placing enough focus on communicative competence. The twentieth century witnessed a transition to communicative language teaching (CLT), which at first disregarded literature in favor of the use of language for utilitarian purposes. Still, the late 20th and early 21st century literary revival has brought attention to literature's priceless contributions to language teaching.

Reading literature can greatly improve language learners' proficiency since it offers rich, real-world language input. It introduces students to a variety of colloquial idioms, vocabulary, and grammatical structures that are sometimes missing from traditional language textbooks. Reading

literature enhances children' vocabulary growth, reading comprehension, and general language ability, according to studies.

Literary texts frequently use complicated language patterns and a high level of vocabulary. Reading writings like these aids in vocabulary learning and helps students comprehend how words are used in various situations. Studies show that reading a lot of literature can increase one's vocabulary significantly. Students who read classic literature, for instance, are likely to come across idioms and obsolete terminology that expand their vocabulary beyond what they would normally use in conversation.

Literature's complex sentence patterns give students models of more complex grammatical formulations. Understanding the subtleties of English syntax and grammar is made easier by analyzing these structures. For example, reading literary texts and using different tenses, passive structures, and complex phrases can help pupils become more proficient in grammar.

Students might learn more complicated grammatical formulations by observing the intricate sentence patterns seen in literary works. Analyzing these structures makes it easier to grasp the nuances of English syntax and grammar. Grammar proficiency can be increased by having students read literary literature and use sophisticated words, passive structures, and tenses.

Literary works frequently capture the cultural and historical milieu in which they were produced. Students can investigate many historical periods, societies, and cultural customs through literature. This investigation helps to provide a more complex picture of the cultural context of the language being studied. Reading Charles Dickens, for instance, might give one an understanding of Victorian England, but reading current literature can provide one an understanding of present social challenges.

Intercultural competency is enhanced by reading and discussing literature from a variety of cultural backgrounds. It helps students recognize the diversity of civilizations and the universality of human experiences in spite of cultural differences. In today's globalized society, when effective communication frequently cuts across cultural barriers, intercultural understanding is crucial.

Students are encouraged to think critically and analytically when they interact with literature. Because literary works are interpretive in nature, students must examine themes, characters, and narrative structures—a process that develops higher order thinking abilities. This important interaction fosters intellectual curiosity and cognitive growth in addition to improving linguistic proficiency.

Thorough reading and study are necessary while analyzing a literary work. In addition to learning about character development and plot structure, students also learn to recognize themes, motifs, and symbols. Their critical thinking abilities are honed and their comprehension of intricate literature is improved by analytical reading.

Writing analytical essays and interpretations is a common requirement for students completing literature-based tasks. These assignments help students to properly express their ideas and provide textual evidence to back up their claims. This exercise develops their writing abilities while also helping students comprehend the book and its underlying ideas more deeply. Development of the Self and Emotions

Books have a special power to touch readers emotionally and on a personal level. Students can investigate complicated human emotions and experiences via literature, which helps increase their self-awareness and empathy. Students may get more profoundly engaged with the language and develop a lifelong love of reading as a result of this emotional connection.

One of literary texts' most alluring qualities is their extraordinary ability to elicit deep emotional reactions in readers. Students are encouraged to immerse themselves in the lives and experiences of the people they read about in literature, and they frequently find parallels with their own feelings and circumstances. Students can experience a range of feelings through this link, from the ecstasy of victory and joy to the lowest points of grief and despair. This kind of emotional engagement is essential because it makes learning seem less like work and more like an exciting adventure. Students get more engaged in the story and excitedly anticipate what will happen next when they can relate to the characters and the story on a deep level.

Additionally, literature frequently discusses universal themes and human experiences, giving students a more comprehensive perspective on the world and encouraging empathy. Students gain a greater understanding of emotional intelligence and learn to accept diverse viewpoints by going through a range of emotions with the characters on their journeys. Thus, integrating literature into language instruction has advantages beyond language acquisition; it enhances the learning process by involving pupils emotionally. In the end, this involvement contributes to their personal development by helping them retain information and fostering a lifelong love of reading and learning.

By putting themselves in the shoes of characters with diverse histories and experiences, literature gives pupils a special chance to see the world from other people's perspectives. Through this act of perspective-taking, students are able to vicariously experience the pleasures, hardships, and complexity faced by other individuals, which builds empathy and a greater understanding of human nature. Students' perspectives are expanded and their preconceived views are challenged when they interact with diverse tales that introduce them to situations and cultures they may not otherwise experience.

Students gain an appreciation for the diverse range of human experiences and emotions as they become fully immersed in the lives of fictional characters. Their ability to empathize with others helps them to see the similarities that unite people despite outward differences in racial, gender, socioeconomic, or cultural backgrounds. It develops the capacity to observe the world from a variety of perspectives, which promotes empathy and a sense of humanity.

Literature also acts as a mirror, reflecting the complexity of human experience. Through examining the moral quandaries, ethical disputes, and individual struggles shown in narratives, learners cultivate a sophisticated comprehension of human conduct and incentives. This expanded awareness of human nature helps people develop their emotional intelligence, which improves their capacity to handle social interactions with tact and understanding. Furthermore, literature frequently tackles universal themes like resilience, love, loss, and identity, giving pupils a wider perspective on their personal experiences. Their understanding that their individual challenges and victories are a part of a greater human experience is aided by this connection between the personal and the universal, which promotes a sense of empathy and belonging.

To make literature instruction in languages both successful and interesting for pupils, it must be carefully chosen and strategically applied. Teachers should select texts that are suitable for the language and cognitive abilities of their pupils, making sure that the content is understandable but

demanding enough to foster development. Choosing books that showcase a variety of cultures and viewpoints is just as crucial as any other, giving students access to a wide range of experiences and viewpoints that deepen their global perspective. Teachers should take their pupils' ages, linguistic skills, and cultural backgrounds into account while choosing literature.

Texts ought to be appropriate for the pupils' level of linguistic complexity as well as relevant and engaging. Students are more motivated and engaged by this relevance, which improves the likelihood that they will become fully immersed in the reading subject. Students' exposure to diverse writing styles and historical settings can be further enhanced by including books from a variety of genres and time periods. A range of activities that encourage participation and critical thinking must be included into the literature-based language instruction program in a strategic manner. Teachers can scaffold the reading process through guided reading sessions, which aid students in deciphering complex texts and discovering deeper meanings.

In conclusion, literature plays a significant and varied function in English instruction. It improves cross-cultural comprehension, encourages critical thinking, and promotes emotional and personal development. Reading literature introduces kids to a variety of viewpoints, develops their analytical abilities, and fosters empathy and creativity. Teachers offer a full learning experience that equips students for both linguistic proficiency and global citizenship by including literature into language instruction. Reading literature helps people become more intelligent, kind, and well-rounded people.

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