

IMPLEMENTING LITERATURE IN ENGLISH LANGUAGE ACQUISITION

G'aniyeva Dilafruz

The University of Exact and Social Sciences

Scientific advisor: Erdanova Zebiniso Abulkasimovna (Phd)

Email: ganiyeva.dilafruz02@gmail.com

Abstract: The goal of this study is to carefully review and compile the corpus of research, practices, and pedagogical approaches related to teaching literary texts. The study aims to examine the benefits of literature as a means of fostering students' critical thinking, empathy, and as well as cultural expertise. It would also attempt to evaluate a variety of teaching strategies, including as discussion-based learning, creative projects, and technological integration, in order to identify the best techniques for involving a diverse student body. Along with offering recommendations for the most effective ways to teach literature to promote a love of reading and improve literacy in the classroom, the evaluation also attempts to draw attention to the challenges faced by educators, such as balancing curriculum requirements and dealing with varying reading levels.

Key words: student-centered, survey, literature, ESL classroom, and explores

Аннотация: Целью данного исследования является тщательный обзор и составление корпуса исследований, практик и педагогических подходов, связанных с преподаванием литературных текстов. Целью исследования является изучение преимуществ литературы как средства развития критического мышления, эмпатии и культурной компетентности учащихся. Оно также попытается оценить различные стратегии обучения, включая обучение на основе обсуждения, творческие проекты и технологическую интеграцию, чтобы определить лучшие методы вовлечения разнообразного студенческого состава. Наряду с предоставлением рекомендаций по наиболее эффективным способам преподавания литературы для развития любви к чтению и повышения грамотности в классе, оценка также пытается привлечь внимание к проблемам, с которыми сталкиваются педагоги, таким как балансирование требований учебной программы и работа с различными уровнями чтения.

Ключевые слова: ориентированный на учащихся, опрос, литература, класс ESL и исследования

Literature should be taught in English as a Foreign Language (EFL) or English as a Second Language (ESL) programs for a number of reasons. First, English-speaking cultures, morals, and social mores are often illuminated by literature. Students that have this cultural background may be better able to understand the language and its nuances. Secondly, kids are exposed to a variety of when reading literary works, they are exposed to complex sentence structures,

idioms, and technical terms. This encounter can improve their speaking, writing, listening, and reading skills. Third, literature helps students develop their critical thinking skills. In order to understand themes, characters, and storylines, students need to read texts with purpose. This fosters the development of analytical skills that are applicable outside of the context of language learning. Fourth, literature often piques students' interest and encourages their creativity. Students may be motivated and language learning made more interesting and meaningful by connecting to their emotions and experiences. Ultimately, including literature into EFL/ESL lessons helps children learn languages and enhances their overall cognitive and emotional development. This study is to investigate the potential benefits and drawbacks of including literature into EFL/ESL curriculum, emphasizing critical thinking skills, cultural awareness, and language acquisition; Analyze how literature-based activities affect students' motivation and involvement in language learning environments, as well as how they respond to different literary genres like drama, poetry, and prose; and measure how literature integration affects students' language proficiency.

Practicing reading. Literature is a great option for extensive and in-depth reading. Novels are an excellent option for prolonged reading. Assigning kids a week to read a novel is one approach to encourage them to do so without significantly depending on dictionaries. This kind of practice will help them read more quickly and encourage them to make assumptions about what they are reading. As a result, learners quickly develop the capacity for lengthy reading. Poetry, on the other hand, might be the best literary genre for intelligent reading. Poetry is a good medium for personal assessment. In order to explore the text and find hidden meaning that is expressed through literary devices like metaphor, simile, allegory, etc., students can be assigned the task of closely reading each stanza. Pupils who read widely can be able to understand the complex meanings of literature. According to [Maley 1989], knowledge of grammar and vocabulary literature encompasses a broad spectrum of subjects and language styles, from formal to informal. Furthermore, [Arthur 1968] asserts that vocabulary growth and Literary texts can improve syntactic comprehension. In other words, a vast range of words, dialogues, and writing are used in literature [Van, 2009]. Even though poetry's complex and unusual grammatical structures are usually mocked, poetry can nonetheless be expressive. Poetry can serve as a helpful tool for simultaneously practicing grammatical structures. Converting a poem's complex structures to Standard English structures is one such task. Literary works that use complex grammatical constructions like subjunctives, inversion, hanging structures, etc. are the fundamental sources.

Motivating and sincere. Literature is very engaging because of its authenticity and the important context it provides. Since literature mostly deals with fascinating topics, there aren't many, if any, dull topics. Motivation is one of the things that could encourage students to progress. When students are given the freedom to pursue their interests, motivation can be achieved. Experience

shows how motivated students can be to learn a language by reading literary works. Additionally, literature offers authentic input for language learning because it is authentic by nature. Literature addresses significant issues that have personal significance for the reader. Authenticity is a quality that comes naturally and is seen as being very important in the books that authors currently write about ESL.

Cultural/Intercultural Awareness and Globalization. Literature promotes cross-cultural understanding, especially in the era of globalization. In the era of globalization, there is more concern on universal wants and objectives rather than individual needs. People feel motivated to use literature as a form of input for the proficiency of successful language learners because it deals with universal concepts. Collaboration is required by globalization not only in business, politics, and sociology but also in language-related fields like ELT. Universal concepts that all people share, like love, hate, death, and nature, are discussed in literature. Differences and similarities in language and culture can help us better understand the world. Furthermore, instructing literacy gives students true cultural competency, equipping them with socio-psychological and pragmatic elements that are suited for their culture and giving them a strong basis for creating successful identities. As a result, they will be better able to integrate into the target culture and interact with it more effectively overall. Instead of taking the place of the learners' actual self, these identities function as culturally effective and accepted representations. Presenting their work or giving a presentation in front of the culture they are studying is an option available to students. Literature can increase pragmatic and sociolinguistic knowledge because of its authenticity, according to communicative competence frameworks. Sociolinguistic components included in theories of communication skills and pragmatic competence are two of the main constituents. Consequently, this section needs to be taken into account. The literature includes sociolinguistic and pragmatic information since it is authentic. These two traits are unique to contextualized language, such those seen in plays and dramas, and are more strongly associated with "appropriateness" in language. Many authentic language symbols for the improvement of speaking, writing, listening, and reading skills may be found in literature, which is quite consistent with the ideas of CLT. Additionally, literature is a fantastic place to start writing activities. It is tremendously encouraging to require the pupils to complete a cloze poem or short story. We might also ask the pupils to write the conclusion of a narrative according to their own guidelines. Or use a different character's point of view to narrate a story in a novel, novella, or short story. Similar creative exercises can be made for other writing-related tasks. The events of a poem, novel, or short story may be connected to the learners' own real-life experiences for speaking purposes. In language classes, this type of exercise sets the stage for common conversation topics. Another strategy to help pupils improve their speaking abilities is to encourage their unrestricted introspection and critical analysis of

the occurrences. Additionally, for listening purposes, the pupils might be exposed to audio versions of the books, poems, or short stories. Poetry's melodic elements inspire students to aim for a more organic speaking style. Speaker norms by adhering to rhyme, rhythm, and intonation guidelines. On top of that, as mentioned earlier, novels and poetry can provide excellent opportunities for extended and in-depth reading for reading reasons. It's also helpful for honing reading comprehension subskills like scanning, skimming, and recognizing key ideas. Perusing Reading literature can be done for both informational and recreational purposes. As a result, it bridges the gaps created by nonliterary texts. In actuality, literature is a tool for language learning in general, but it can also accelerate language acquisition in content-based teaching.

Implementation of literature while utilizing teaching methods:

The Linguistic Model. As the name implies, the main focus of this approach is literature in order to achieve language awareness and development goals. In other words, this method only acknowledges the aesthetic component of literature by utilizing its linguistic and discursive features [Lazar, 1993]. To make sure that the linguistic aspect isn't detracting from the pleasure of reading literature, care must be taken. This approach of teaching literary works is also called stylistic instruction.

Literature as a Content or Cultural Model. According to this paradigm, literature is the best way to convey cultural ideas related to the language, including its history, literary theories, genre theory, and author historical accounts, regional traits, customs, politics, the arts, etc. [Carter & Long, 1991; Lazar, 1993].

Reading for Enrichment or Personal Growth. Finally, this approach draws students into literary works by utilizing their personal experiences [Carter & Long, 1991; Lazar, 1993]. Here, students are not required to memorize new vocabulary or focus solely on the linguistic parts but appreciate the literary experience connected to the students' own personal experiences encounter.

Amer's (2003) strategies for teaching ESL students L1 narrative texts in literature. The Story Grammar Method. This approach is based on the idea that the text and the reader are conversing. In other words, the reader learns how the text is structured. It has a direct bearing on how genre awareness is used in textual analysis and how knowledge improves comprehension. Students' comprehension of text genres and the development of ideas within a text can be enhanced by being able to discern between two different text types, such as narrative and expository texts. The process of learning English is one of discovery. When the student is an adult, it becomes even more noticeable. It functions as though the student were a little child making his or her first foray into the realm of a new language. Because it is his responsibility to make the learning process engaging, free from obstacles and inhibitions, and, most importantly, meaningful, the teacher plays a crucial role in this process. Literature is a useful tool for understanding students' attention. In addition to

meeting learning goals, literary texts provide both teachers and students with an enjoyable and engaging experience during the teaching and learning process. Short stories and song lyrics are promoted as appropriate methods for educating young and adult learners among the many literary applications in an ESL classroom. procedure for learning a language? In an English language lesson, you sing literary texts for three main reasons. First, literature is taken into useful, real content since "it is not fashioned for the specific purpose of teaching a language" [Collie & Slater, 1997]. According to this viewpoint, the professor is in charge of starting the course and is therefore accountable for making it interesting for the students. The lecturer is free to utilize it anyway they see fit, which means they can use it to best serve their clients. The fact that literature's meaning changes with time, regardless of how old it is, is another crucial feature. Second, literature enriches languages and cultures. Before they even begin experimenting with a new language, some students show their unwillingness or impossibility of traveling to a nation where that specific language is spoken.

Therefore, reading books that paint a picture of the target language's culture is one way for these students to access it outside of the mainstream media. Literary works like novels or short stories "offer a full and vivid context in which characters from any social backgrounds can be depicted," so even while they may convey a fictional fact, they nevertheless reflect the traditions and language of the characters they contain. Analyzing how people overcome any new obstacles is essential to capturing the linguistic enrichment that literary texts offer an the issue to learning something new. Understanding that "human beings approach any new problem with an existing set of cognitive structures and, through insight, logical thinking, and various forms of hypothesis testing, call upon whatever prior experiences they have had and whatever cognitive structures they possess to attempt a solution one can affirm that a literary piece, even with a wide range of new vocabulary and language features mostly only understood by natives, would develop on the students" the ability to make inferences from linguistic clues and deduce meaning from context. Using short stories in an ESL classroom has a number of benefits. Their practical length is the most intriguing since it enables the pupil to Depending on the teacher's method, the assignment of reading in one sitting can be completed in one or two short lessons. Since students are constantly concerned about how much work they have to do and frequently feel overburdened, reading short stories looks less daunting because, as their own definition implies, they are "short." Additionally, because short stories are shorter, they can be used more often, meaning that there will be more short stories. can be used, which subsequently raises the likelihood of discovering pieces that suit each person's preferences and passions. However, Short stories can be used in any course, regardless of length, as long as they are appropriate. One of the main features of short stories is their tremendous compression. Although it is a positive sign that students can learn a lot more by reading fewer words, it also conceals the issue of engaging economy of language and imagery

[Collie & Slater, 1997], which can prevent the reader from appreciating the work's quality even after they have grasped its theme. The benefit of employing song lyrics is that, similar to poetry, they cover universal subjects and are frequently presented in a way that allows for a wide range of interpretations. Because the selected song may be a current hit or a well-known classic, they provide an enticing writing inspiration in addition to demonstrating how engaging it is for L2 students to comprehend, discuss, and write about a composition that all of their friends outside of the classroom are familiar with. Furthermore, songs' lyrics are frequently incredibly brief, so any project involving them can be finished in a single sitting or even presented as a lighthearted exercise to break the ice after teaching English idiosyncrasies that are thought to be excessively challenging. The words of songs are inspirational. Finding someone who does not enjoy music is challenging. But the lecturer must choose not just the most not only the best suitable melody but also suitable lyrics. Whether or not the pupils like it will depend on this decision. In addition to presenting rhymes and dose-related sounds, the majority of song lyrics illustrate pronunciation elements including rhythm and emphasis. As a result, using them to practice speaking and listening skills is not challenging. The pupils are even capable of learning the words by heart and reciting them to the class as a whole. In this situation, pronunciation features readily get ingrained in the knowledge that second language learners have gained. In actuality, the melody itself creates the ideal atmosphere for carrying out the most important teaching and introducing an activity that teaches and encourages enjoyment at the same time, which is known as learning.

Slang terms, English expressions, and idioms can also be taught, depending on the song. The act of getting the pupils to sing along with the tape is a good outcome in and of itself. Since the 1980s, ESL teachers have become increasingly interested in this area. When the term "literature" is employed, most linguists, authors, and critics become confused. However, the response is that literary works are products that reflect various aspects of society. They're cultural indenture which proffer a profound awareness of society. According to other linguists, literary texts are merely an interpretive form of justification that a reader offers them; they do not possess any fundamental qualities. Because of its authenticity, literature is chosen as a language class resource. It is a language that hasn't been altered. Students will be able to decipher it outside of the classroom once they are exposed to it. Reading literature exposes students to simple, everyday language, which broadens their linguistic awareness. They would learn about linguistic conventions. It turned out that literature was a useful tool for teaching morals. Language learners would begin to grow both consciously and unconsciously by reading literature. These principles also apply to the world outside of the classroom. Reading literature can inspire you. It is highly esteemed. Reading such well-regarded literature can give students a genuine sense of accomplishment when they fully get it. The ability to communicate

concepts, information, numbers, specifics, requests, empathy, and love from one person to another is measured by language. Even yet, it is estimated that a portion of the population of the sphere speaks more than one language. The introduction of new languages has been linked to cognitive advantages across the lifespan. Since English is commonly used as a communication tool across the globe, it is now considered essential. Gaining better professional opportunities and a respected position in society requires a strong command of English at a higher level of andragogy. The cultural model of literature instruction, on the other hand, emphasizes the use of texts as the primary source of knowledge. In particular, as teachers serve as the primary source of knowledge, this strategy might be seen as teacher-centered. It claims that this method is transdisciplinary since it emphasizes a nation's cultural and ideological knowledge rather than serving as a means of language learning. In summary, this approach focuses more on a country's identity than on linguistic structure. Furthermore, it was proposed that students should analyze the work by examining its social, political, historical, and other aspects.

The personal growth model is one of them. When teaching literature, this method connects the use of language with cultural models. In particular, the use of language in a particular cultural setting is emphasized. In this approach, it is anticipated that students would interact with the text through reading exercises and their emotional and intellectual capacity to comprehend messages. As a result, students can use the language to its fullest potential while they understand literary materials, which will help them improve their speaking, writing, and listening abilities. With the help of this approach, students are able to relate the reading materials to their own experiences in real life and react accordingly. Thus, it is possible to promote the linguistic, emotional, and character development of learners. This method focuses on students' awareness of the texts' philosophical and moral principles while they read, in contrast to the other literature teaching strategies that have already been covered. This means that in order to draw conclusions about the moral and philosophical components of the reading materials, students must be able to evaluate the meaning of the literary works beyond the text level. Additionally, as students make sense of the texts, this method will aid in fostering self-realization and good values in them. This approach aligns with the Ministry of Education's curriculum specification, which aims to instill morality and good values for better citizenship. In particular, the models and methods of teaching literature that have been discussed clarify various approaches to teaching pupils literary works. The first method focuses on the texts' grammatical and structural principles. The second one discusses the aspects of culture that the books. As a last tactic to aid students in understanding the texts, the third model incorporates the analytical interpretation of the reading materials' linguistic and cultural elements. Thus, in order for students to successfully profit from the efficient teaching and learning of literature, it is

imperative that teachers select the best approach as a possible pedagogical instrument to use in their classroom.

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